Early Education Partnership
Business Plan

P. O. Box 1524
Cheyenne, WY 82003
Executive Summary

The Early Education Partnership is a public-private non-profit collaborative effort to address the critical need to increase early care and education capacity in the city of Cheyenne and Laramie County.

Purpose of the Plan

Vision: The Early Education Partnership will increase early care and education capacity in Laramie County and the City of Cheyenne. This will support recruitment and retention issues for economic development, workforce development, and at the same time increase job opportunities in the early childhood education field.

Mission: The mission of the Early Education Partnership is to provide a high quality early care and education environment that meets the needs of working families in Laramie County and the City of Cheyenne while increasing job opportunities.

Goals:
- To supplement the home and school experiences of children in a safe and loving environment planned to further the child's development and education through explicit and intentional individualized instruction which will meet the child's physical, social & emotional, cognitive, and language development needs.
- All children will participate in curriculum written and developed to meet Wyoming State Early Childhood Readiness Standards endorsed by Wyoming State Board of Education in October of 2002.
- All children will enter kindergarten ready to learn.

Management & Ownership: The volunteer Board of Directors of the Early Education Partnership is the owner and the policy making body of this 501 (C)(3) non-profit corporation. The Board contracts with a Project Manager Consultant and will also hire the CEO (Chief Executive Officer). The Project Manager Consultant will work with the CEO and continue to support the work of the project through the implementation phase anticipated to be approximately 12 to 18 months. The CEO will have administrative responsibility for managing the early education program in accordance with the policies and directives of the Board of Directors. The Articles of Incorporation and the Bylaws are included in Section III.

Scope of Operations: The Early Education Partnership will model the development of this new facility after the Child Development Center located on the F. E. Warren Air Force Base. This Child Development Center is a state-of-the-art facility and a model of excellence for the early care and education facility to be developed in the Cheyenne LEADS Industrial Park on Campbelst Rd. A building with approximately 18,000 square feet would accommodate a licensed capacity of 158 children at any one time of the day. Plans include providing services for children 6 weeks to 12 years of age.

With a focus on providing family-friendly services, this facility will offer a flexible fee-schedule allowing families to pay for only the number of hours they need to use. Allowing for this part time use, along with plans to provide non-traditional hours of care it is reasonably estimated that the program will serve 500 families and children each month.
The intended daily operation of the facility includes hours from 5:00 a.m. until midnight six (6) days a week, Monday through Saturday based on need and scheduled attendance. Services include infant care, toddler care, preschool care, and school age child care for children before and after school and all day on school holidays. Food service operations will include a hot breakfast, lunch, dinner, and three snacks per day with all meals meeting Child and Adult Care Food Program standards.

Fire, health, safety, and learning standards will assure that this facility is a center of excellence. The Partnership has demonstrated a commitment to exceed State Licensing Standards by meeting national program standards for the facility, the program, and excellence in learning. This facility will meet all six indicators as identified in: Building Strong Foundations for Learning: Six Quality Indicators published in 2003 by the U. S. Department of Education.

Budget line-items will provide the resources needed for on-going staff development in all of these areas, and will assure parents and families that the Board of Directors has given careful thought and attention to meeting all important health and safety issues of this operation.

Organization/Personnel: Highly qualified and well-educated staff will be the norm in this early care and education facility. Demonstration of the importance and value of early childhood education will be supported by hiring staff who have an educational background in early childhood education, child development, oral language acquisition, and an understanding of how early literacy develops.

The Project Manager Consultant will work with the Chief Executive Officer during the implementation phase of the project. The CEO will hire and supervise Division Directors for Infant, Toddler, Preschool, and School Age children, and the Operations Manager will oversee the food service, accounting, professional development records, personnel records, office management, and janitorial aspects of the operation.

The importance of developing teacher knowledge cannot be overstated; therefore, the Early Education Partnership will be a leader in supporting professional development of all employees through a professional development line item in the budget providing for staff to attend college level classes, work on obtaining a degree relevant to their job, attend conferences, and participate in workshops. Financial incentives, such as raises, release time, and/or bonus pay will be provided to encourage all staff to continue their education. The Early Education Partnership will demonstrate their belief in the value of their employees through a benefit package that will budget for vacation and sick days, health insurance, and pay increases. The Staff Handbook, developed by the Board of Directors, is designed as a teaching tool to introduce new employees to the basic framework within which the program will operate.

The Board of Directors will establish hiring and firing policies, daily work behavior expectations, Equal Employment Opportunity policy, Sexual Harassment Policy, American’s with Disabilities Policy, and other rules and regulations that provide for meeting Federal and State employment guidelines and regulations.

Services: The Early Education Partnership will offer a high quality, individual and age appropriate early care and education program. The focus will be on providing a safe and loving environment along with the development of pre-academic readiness skills especially in the area of oral language acquisition and language/literacy development. The operation shall at all times meet and exceed State of Wyoming Child Care Licensing Standards, and, shall meet or exceed Program Standards defined by National Program Standards such as The Head Start Outcomes Framework, or NAEYC Accreditation Standards, or as defined in the Building Strong Foundations for Early Learning: Six Quality Indicators published by the U.S. Department of Education as a Guide to High-Quality Early Childhood Education Programs, and shall meet learning standards for curriculum guidance as defined by Wyoming Early Childhood Readiness Standards, through the use of a standards based curriculum along with a child outcomes assessment tool.
The importance of parents as the child’s first and most important teacher will be clear throughout all operational phases of this program. Parents will be included through a Parent Advisory Board, Parents As Teachers program, volunteer work, and participation in Parenting Classes. The program will support this parent workforce through close communication between the working parent and the programs offered through the Early Education Partnership. Goals will include staff development in understanding relationship development, developing shared goals for the child, working with children in family contexts, and integrating work with parents and children. (Mendoza J., Katz L., Robertson A., Rothenberg D., December 2003, Connecting With Parents. University of Illinois.)

Market analysis: The Early Education Partnership began work by analyzing the needs of employees in five local businesses. The Needs Assessment Survey identifies 56% to 62% of respondents were concerned about availability, affordability, and quality of the early care and education choices available. The Survey respondents consisted of 273 employees representing 379 children. The Early Education Partnership has been formed as a non-profit corporation to pursue developing a near-the-work-site high quality early care and education program to address these needs.

Competitive Analysis: The strength of this project lies in the broad expertise of the public and private partners, the careful study and analysis of existing services, the survey of the market needs of local families, and the willingness of the developers to provide services beyond those that presently exist in the community. Non-traditional hours of care and offering space at an hourly rate are two almost non-existent early care and education services in the City of Cheyenne and Laramie County. Yet, many families work swing shifts or part time or attend school at irregular hours. Schedules for those who are nurses or in real estate can be very unpredictable. With a well-managed system that allows parents to select, use, and pay for the services they need when they need them, it is anticipated that this new early care and education facility will fill to capacity within the first six months of operation.

Strategic Planning: Looking at both internal and external systems, the Board of Directors of the Early Education Partnership will continue to develop on-going long-term strategic planning goals. The Finance Project’s Planning For Sustainability strategic planning model will be used to develop a long-term strategic financial plan, develop future goals, and assess the need for increased or additional services.

Financial: The budget projection is for a program with a licensed capacity of 158 children, and an anticipated total occupancy of 181 with a shared classroom. Income is based on a Family Friendly Flexible Fee Schedule with an anticipated annual gross income of $1.6 million dollars. The income projections include income from parent tuitions, the Child and Adult Food Program, and resources generated through grants and fund raising efforts. Five-year budget projections use a conservative income of $1.3 million.

There will be approximately 30 new full time jobs created through this facility. The lowest paid position is based on a rate of $8.70 per hour, with teaching staff starting salaries calculated at $26,000 to $30,000 per year. The total projected cost for wages is $950,000 per year including benefits.
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The Early Education Partnership first met in September of 2001. Officials from the State of Wyoming Department of Family Services, City of Cheyenne Mayor Jack Spiker, Cheyenne LEADS, Wyoming Business Council, and local business owners initiated this project. A Needs Assessment Survey (Item #10 - Section III) was completed during the winter of 2002 and the results indicated that there was indeed a critical need for additional early care and education slots in the City of Cheyenne and Laramie County.

Articles of Incorporation were filed with the Secretary of State (Item #1 - Section III), additional board members were recruited, and donations were received from Sierra Trading Post, Trilegiant, Cheyenne LEADS, and United Way of Laramie County by December of 2002. In January of 2003 the Early Education Partnership filed for and received a non-profit tax identification status (Item #2 - Section III). The Board of Directors has grown and changed to include those board members on the board member contact list (Item #3 - Section III).

Requests for Planning Grants from the Joint Powers Board and Wyoming Business Council have been submitted and approved in recognition of the importance of this project and in support of the community need.

New officers were elected at the Annual Meeting on February 11, 2004 and the Bylaws were updated and approved in June of 2004. (Item #4 - Section III.) The Partnership has contracted with a Project Manager Consultant (Resume is Item #5 - Section III) to develop the business plan, work with the Board of Directors to develop strategic planning, support access to additional resources, and represent the interests of the Early Education Partnership when needed.

The Board of Directors has prepared a Proposal requesting support for 2005 from United Way of Laramie County and the Progress and Prosperity Campaign Leaders Quality of Life Dollars. Discussions with the Capital Development Director for the Animal Shelter, the Finance Project, and other resources provide support for the development, building, and implementation phases of this project.

Future Plans and Vision

Vision: The Early Education Partnership will increase early care and education capacity in Laramie County and the City of Cheyenne. This will support recruitment and retention issues for community and workforce development and at the same time increase high quality job opportunities in the early childhood education field.

Mission: The mission of the Early Education partnership is to provide a high quality early care and education environment that meets the needs of working families in Laramie County and the City of Cheyenne while increasing job opportunities.
Goals:
To supplement the home and school experiences of children in a safe and loving environment planned to further the child's development and education through explicit and intentional individualized instruction which will meet the child's physical, social & emotional, cognitive, and language development needs.

All children will participate in a curriculum written and developed to meet Wyoming Early Childhood Readiness Standards endorsed by Wyoming State Board of Education in October of 2002.

All children will enter kindergarten ready to learn.

The Early Education Partnership will develop a state-of-the-art early care and education facility in the Industrial Park modeled after the Child Development Center located at F. E. Warren Air Force Base. (Concept design is the front cover.) Design capacity will be for 158 children at any one time and 181 with a shared classroom; however with extended day scheduling, and the unique family friendly hourly fee schedule, the facility will serve 500 families each month.

The vision of the Early Education Partnership is to implement a program that meets the needs of families who are pursuing education, training, and/or who are working full time or part time. The family friendly hourly fee structure will be unique in that families will only need to purchase and pay for the time they actually need to use.

Hours of operation initially will be from 5:00 a.m. until midnight (market driven) 6 (six) days a week. The Board of Directors of the Early Education Partnership is sensitive to the various needs of work schedules that do not fit into the nine to five day. It is a priority to create and implement a program designed to meet non-traditional work and school schedules for families and children in the City of Cheyenne and Laramie County.

A-2 Management and Ownership

Management  The Early Education Partnership Board of Directors is the owner and the policy making Board who will continue to work with the current Project Manager Consultant from ECE Consulting throughout the full occupancy and implementation stages of the project. Management of the Board is by the Executive Committee consisting of the President, Vice President, Secretary, and Treasurer. The Board will hire the Chief Executive Officer. The CEO will be responsible for the day-to-day operation of the facility; and, will work in collaboration with the Project Manager Consultant from ECE Consulting during the occupancy and implementation stages of the project. As enrollment progresses, the CEO will also work with the Parent Advisory Committee.

Board of Directors  A contact list for the members of the Board is in Section III, and the Board of Directors includes representatives from the following: Cheyenne LEADS, Laramie County Commissioners, Hirst & Applegate PC, Early Head Start, F. E. Warren Air Force Base, Laramie County School District #1, Wyoming Business Council, McGee, Hearne, & Paiz, LLP, Quark, Inc., Sierra Trading Post, Inc., United Way of Laramie County, Wyoming Student Loan Corporation, and Laramie County Community College.

Ownership  This is a public non-profit 501 (c)(3) agency owned by the Board of Directors.

Service Providers  McGee, Hearne, & Paiz, LLP has been contracted to provide accounting services to submit tax forms to the IRS and prepare budget reports for the Partnership.

The Wyoming Center for Business & Economic Analysis, LLC has been contracted to develop an Economic Impact Analysis (Item #6 in Section III).
Legal counsel will be provided by Hirst & Applegate PC, through their representation on the Board.

Cheryl Selby, President of ECE Consulting, has provided project development services to manage the planning phases of the project. Mrs. Selby will continue to support the work of this project through development, building, and full occupancy and implementation phases. Cheryl has over twenty-five years experience in early care and education, is a published author on developing public/private partnerships, has been involved in the start-up and development of over 13 early care and education programs in three different states, and spent three years as the Executive Director for Governor Geringer’s Early Childhood Development Council. She is knowledgeable on the latest research regarding early brain development and early learning, and brings a wealth of knowledge to this process.

A-3 Operations

Location  The Early Education Partnership plans to build a state-of-the-art facility within the Cheyenne LEADS Industrial Park. This almost 5-acre parcel is located within the Industrial Park on Campstool Road (See Map Item #7 in Section III.) Initial requests and support for this project came from the business owners in the Park. Cheyenne LEADS has been a strong supporter from the inception of this project and has been instrumental in soliciting support from the business community. This high quality early care and education facility will serve as an amenity for Industrial Park tenants. The Early Education Partnership has made a formal request to the Cheyenne LEADS Board for the land, but is also working with other landowners in the Industrial Park to determine their interest in donating the land.

Facilities and Equipment  This center for excellence in early care and education will be a facility that will provide classrooms for infants, toddlers, preschool, and school age children. As stated in the Bylaws, classes will be divided to meet national recommended program standards such as NAEYC or Head Start or the U. S. Department of Education’s Building Strong Foundations: Six Quality Indicators. Each classroom will have direct access to an age-appropriate outdoor playground area. Rooms will be designed to be self-contained with bathroom facilities and diaper changing areas within the classroom. All rooms will have natural light, carpeted and tiled floor areas, spaces for children’s belongings, and space to meet teachers planning needs.

Equipment will be age appropriate and size appropriate for the children being served within room. Each classroom shall exceed Wyoming State Child Care Licensing Requirements for the equipment needed and will comply with national recommendations for program and learning standards for a high quality program. The facility will meet ADA requirements as this will be an inclusive program and may serve children with special needs. The program will complete a self-assessment environmental rating scale to analyze each classroom space.

A state-of-the-art kitchen will provide three meals and three snacks a day. The facility will include office space, entrance area, cleaning facilities, storage space, laundry room, and a library/workroom for staff.

Operations  The Early Education Partnership will model the development of this new facility after the Child Development Center located on the F. E. Warren Air Force Base. This Child Development Center is a state-of-the-art facility and a model of excellence for the early care and education facility to be developed in the Industrial Park. A building with approximately 19,000 square feet would accommodate a licensed capacity of 158 children at any one time of the day. Plans include providing services for children 6 weeks to 12 years of age.

With a focus on providing family-friendly services, this facility will offer a flexible fee-schedule permitting families to pay for only the number of hours they need to use. Allowing for this part time use, along with plans to provide non-traditional hours of care, it is reasonably estimated that the program will serve 500 families and children each month.

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The daily operation of the facility includes hours from 5:00 a.m. until midnight six (6) days a week, Monday through Saturday based on need and scheduled attendance. Services include infant care, toddler care, preschool care, and school age child care for children before and after school and all day on school holidays. Food service operations will include a hot breakfast, lunch, dinner, and three snacks per day with all meals meeting Child and Adult Care Food Program standards.

The Early Education Partnership will offer a high quality, individual and age appropriate early care and education program. The facility will focus on providing a safe and loving environment along with the development of pre-academic readiness skills especially in the area of oral language acquisition and language/literacy development. The operation shall at all times meet and exceed State of Wyoming Child Care Licensing Standards and shall meet or exceed program standards defined by national program and learning standards such as those identified in The Head Start Outcomes Framework, or NAEYC Accreditation Standards, or as defined in Building Strong Foundations for Early Learning: Six Quality Indicators (Item #8 in Section III) published by the U.S. Department of Education as a Guide to High-Quality Early Childhood Education Programs; and this facility shall meet learning standards for curriculum guidance as defined by Wyoming Early Childhood Readiness Standards (Item #9-Section III), through the use of a standards based curriculum along with a child outcomes assessment tool. The Press Release indicating that Wyoming rated an "A" on their Early Childhood Standards is Item #10 in Section III.

Fire, health, safety, nutrition, program, and learning standards will assure that this facility is a center of excellence. The Partnership has demonstrated a commitment to exceed State Licensing Standards by meeting national program standards for the facility, the program, and excellence in learning. This facility will meet all six indicators in Building Strong Foundations for Learning: Six Quality Indicators published by the U.S. Department of Education in 2003, and will use the self-assessment tool for program evaluation.

Budget line-items will provide the resources needed for on-going professional development in all of these areas, and will assure parents and families that the Board of Directors has given careful thought and attention to meeting these important health and safety needs of this operation.

Labor: To assure that the Early Education Partnership will meet the educational goals of the children, the Board of Directors shall hire a Chief Executive Officer who will have: 1) Extensive knowledge and experience in administering early childhood education programs with a minimum of a relevant Bachelor’s Degree and a Master’s Degree is preferred or equivalent experience; 2) Understanding and knowledge of development of a standards-based curriculum; 3) Knowledge of current research-based practice in promoting the development of cognitive skills and early literacy in children from birth through age 12; and 4) Knowledge and experience in child outcome assessments and program evaluations.

The program shall be separated into four Divisions: Infant, Toddler, Preschool, and School Age. There shall be a Division Director for each area, and an Operations Manager who will oversee the food service, accounting, professional development records, personnel records, office management, and janitorial aspects of the operation.

Division I - Infant Division: The Division Director for the Division I will be required to have completed the Infant/Toddler Credential Requirements under the Wyoming State Child Care Licensing Rules. Each Division I teacher shall be required to participate in completing the infant/toddler credential if they have not already completed the credential prior to hire. There will be four Division I infant classrooms with a maximum of 36 children and a ratio of 1:4 for children 6 weeks to 12 months and 1:5 for children 12 to 24 months.

Division II - Toddler Two's Division: The Division Director for the Division II will be required to have completed the Infant/Toddler Credential Requirements under the Wyoming State Child Care Licensing Rules. Each Division II teacher shall be required to participate in completing the infant/toddler credential.
if they have not already completed the credential prior to hire. There will be five classrooms with a total of 68 children with a ratio of 1:6 for children who are 24 to 30 months and a 1:7 ratio for children who are 30 to 36 months.

**Division III - Preschool Division**  The Division Director for Division III, the Preschool Program, will need to have a Bachelor's Degree in Early Childhood Education with an emphasis on early literacy development. There will be two classrooms with 24 children in each room and 3 teachers per classroom with a ratio of 1:8.

**Division IV - School Age Children**  The Division Director for Division IV, the School Age Program, will need to be a Certified Elementary School Teacher or have a 4-year degree and experience in a related field. There will be one classroom for school age children with a maximum of 30 children in the room with 2 teachers with a ratio of 1:15.

The Early Education Partnership program shall use funds to provide at least (but not limited to) the following four (4) activities:

1. **Access to professional development through higher education, training, conferences, and workshops for early care and education staff and parents to increase their capacity to facilitate the development of cognitive, language, social-emotional, adaptive, and motor skills and to promote learning readiness.**

2. **Promote effective parenting and parent involvement in child’s learning through encouraging parent involvement in program development, volunteer work, fund raising activities, and other family oriented projects.**

3. **Enhancing early childhood literacy through activities and strategies on a standards-based curriculum that will promote the development of early literacy skills including staff development.**

4. **Structure professional development and training through use of staff development needs assessment.**

The Early Education Partnership is aware that ongoing professional development will improve staff retention, increase the quality of services provided, increase positive results for children, and at the same time support institutes of higher learning.

The Food Service Operation will require one Food Service Manager who will also be the cook. This position will be responsible for developing menu’s, order groceries and other supplies, and supervising the kitchen serving and clean-up staff.

Maintenance/Janitorial staff will include one full time position to handle daily cleaning and minor repairs as needed. Budget allocations have been made to outsource or contract out some maintenance.

The Office Support Staff will include a Receptionist position and an Accounting position to manage parent payments, bank deposits, and oversee accounts receivable and accounts payable.

The Operations Manager will oversee the above staff and will develop systems for personnel record keeping and managing professional development records.
Values

The Early Education Partnership values are noted in the program quality features which is a design and that includes all six features in Section III of the "Building Strong Foundations For Early Learning: Six Quality Indicators."

A brief outline follows:

1. Parent Involvement: The program will communicate with parents and engage them in their child's learning so that parents understand their role and responsibility in supporting their child's literacy development and education through the school years.

2. Quality Learning Environment: The Program Will Meet The Wyoming Child Care Licensing Rules adopted July 1, 20X1 (and any subsequent Rules as adopted or changed by state statute). The program shall meet or exceed NAEYC Accreditation Standards and/or Head Start standards for adult/child ratios.

3. Early Childhood Pedagogy: This program will support all domains of development for all children through classroom schedules and structure, staff observations of children for individualization of programming and pedagogy that supports the development of critical thinking skills.

4. Quality Early Childhood Curriculum: Curriculum all classrooms will be planned to attain a desired outcome in all areas of development, including a strong foundation in oral language, emergent literacy foundations for reading, and math/science foundations for problem solving. Wyoming Early Childhood Readiness Standards will be used as a basis for curriculum planning and development.

5. Quality Early Childhood Staff: All classrooms will provide classroom teachers with the highest level of education, training, and experience available:
   - Preference will be given to hiring licensed/certified teachers with at least a baccalaureate degree in Early Childhood Education or Family and Consumer Science with emphasis in Early Childhood and/or Early Childhood Endorsement for Division Directors, Teachers, or Program Managers or the Infant/Toddler Credential for the Director of the Infant and Toddler Divisions.
   - Persons with a 2-year degree in Early Childhood Education will be considered upon review of the pre-service and in-service training and experience for positions as a classroom Teacher.
   - Assistant Teachers must have some education in early childhood and/or experience working with a group of children.
   - Teacher Aides are staff in training and may be hired without previous experience.
   - The program will ensure that all staff are provided with professional working conditions, proper introduction into the working environment, clear directions of expectations, and on-going required professional development to promote desired outcomes.

6. Quality of Assessment and Continuous Improvement: The program will use appropriate assessments to guide instruction, monitor child progress, and evaluate program effectiveness in meeting program goals.
Section 1-B Products and Services

B-1 Product and/or Services

Service Description: The Early Education Partnership proposes to provide high quality early care and education services for children 6 weeks through 12 years of age in accordance with the standards described under Organization Values. The service will include providing meals and snacks, support for parents, professional development for staff, a high quality facility, the highest quality early learning standards, and program standards.

### Ages of Children

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<tr>
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<th>Number of Children</th>
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<tr>
<td><strong>Infants Division - I</strong></td>
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<tr>
<td>Children 6 weeks to 6 months</td>
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<tr>
<td>Children 6 months to 12 months</td>
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<td><strong>Infants Division - II</strong></td>
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<td>12 to 24 months</td>
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<td><strong>Toddler Division - II</strong></td>
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<td>24 to 30 months</td>
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<td>24 to 30 months</td>
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<td><strong>Toddler Division - III</strong></td>
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<td>3-4-5 year olds</td>
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<td>At Risk Preschool Program - am/pm</td>
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<td><strong>School Age Division</strong></td>
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<td>K to 5th grade</td>
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<td>Pre-Kindergarten Division (shared classroom)</td>
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<td><strong>Total</strong></td>
<td>158 occupants at any one time in the building</td>
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<td>- Budget projection based on 181 enrolled (shared classroom)</td>
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</table>
Facilities Description  This state-of-the-art facility will provide adequate space for educators to operate a center of excellence. The concept design on the cover shows the individual classrooms, a large room for indoor large-muscle activities, a full service commercial kitchen, office space, laundry area, and a library/teachers resource room. Each classroom will have direct ground-level access to the outside with an age appropriate playground. Adequate parking, outdoor lighting, and appropriate ingress and egress will be developed within zoning and tenant covenants.

Service Development Plans  Long-term planning goals include an increase in the number of non-traditional hours of care up to 24 hours per day 7 days per week. This will be market driven and will be impacted by the cost to provide the service. The Partnership is also planning to research the possibilities of providing care for mildly ill children, a service which is presently non-existent in Cheyenne and Laramie County. Development of these services will be driven by need, cost and the ability to obtain a waiver from the Wyoming State Department of Family Services Child Care Licensing.

B-2 Technology Concept

Concept Development  The concept for developing a high-quality early care and education facility was driven by the facts quoted below. Partners recognized the economic benefits to the business community, the value added to the present and future workforce for Laramie County and the city of Cheyenne, the tax savings due to potential improved school readiness, and the positive social implications for the community through decreased juvenile crime and reduced teenage pregnancy.

"A recent study by the National Academy of Sciences, summing up research on preschool programs, notes that much of the human brain develops in the first five years of life and that stimulation from the environment during this stage changes the very physiology of the brain."

"It is commonly accepted that children who attend preschool are more likely to succeed in kindergarten than those who do not."

"High-quality early care and education experiences, in terms of both classroom practices and teacher-child relationships, enhance children's abilities to take advantage of the education opportunities in school. High-quality early care and education leads to the development of more advanced learning skills such as language and arithmetic abilities, as well as social skills."

"Two influential studies on the effects of intensive, high-quality early childhood programs demonstrate that these programs benefit into adulthood disadvantaged children academically and socially."

"Participating in early education can also provide academic and social benefits that last well beyond kindergarten."

"Research shows that investing in high-quality early care and education programs is a good investment, producing a more productive labor force with high-level skills who stay in jobs longer."

(Early Childhood Education Fact Sheet: Why Quality Matters: www.earlycare.org)

Quality early care helps children have greater school readiness. "Research shows that preschool programs prepare children for kindergarten and elementary school. A study by the University of North Carolina shows that children who enter kindergarten from quality pre-kindergarten exposure have better reading, language and social skills than those who lacked this preparation. This finding is echoed by a study of Georgia's lottery funded Pre-K program in which kindergarten teachers reported that students who attended Pre-K were better prepared in pre-reading, pre-math, motor development skills, and interactions with other children and adults."

(Early Childhood Education Fact Sheet: What The Research Shows: www.earlycare.org)
Quality early care improves scores on primary grade testing. “At least five studies have shown statistically significant positive effects of early childhood education on students’ performance on standardized achievement tests. These include the North Carolina Abecedarian Project, where the differences in reading scores were large, with large to moderate differences in math scores, and the Ypsilanti/Parry Preschool Project.”

(Early Childhood Education Fact Sheet: What The Research Shows: www.earlycare.org)

Quality early care reduces grade retention and special education. “Sixteen studies of early childhood programs show a reduction in grade retention and special education rates. The studies were performed in school systems in Chicago, Houston, Milwaukee, Harlem, Washington, DC, and Pittsburgh.”

“The Chicago Longitudinal Study, one of the nation’s largest and longest studies of public early-childhood education, showed a 40% drop in retention and in special education placement.”

“Further, a study of the Pittsburgh Early Care Initiative (ECI) found that in school districts within ECI communities, the average primary grade retention rate was 23%; for ECI children and the rate was less than 2%. In these same Pittsburgh communities the average special education placement rate was 21%; for ECI children, the rate was less than 1%.”

(Early Childhood Education Fact Sheet: What The Research Shows: www.earlycare.org)

Quality early care increases likelihood of college education. “The North Carolina Abecedarian Project, in which disadvantaged children were given five years of exposure to early education in a high quality preschool setting, has demonstrated that these students are far more likely to go to college. The study looked at the participants at age 21. Researchers found that about 35% of the young adults in the intervention group, as opposed to 14% in the control group, had either graduated from or were at the time of the assessment attending a four year college or university.”

(Early Childhood Education Fact Sheet: What The Research Shows: www.earlycare.org)

Quality early care has very positive employment impacts. “Studies, including a 1997 report by the National Institute for Early Education, found that children in high quality early care programs can expect to make roughly $143,000 more over their lifetimes than children not receiving these benefits and that mothers of these same children can expect higher earnings – about $133,000 more over their lifetimes (www.nieer.org). The Ypsilanti Longitudinal Study found that at age 27 participants earned $2,000 more per year than the nonparticipating control group. In addition, 38% of participants owned their own homes, compared to 13% for non-participants. In the Chicago Longitudinal Study the per capita tax revenue from the improved earning power of preschool attendees was project to be over $20,000.”

(Early Childhood Education Fact Sheet: What The Research Shows: www.earlycare.org)

Quality early care reduces crime. “Long-term studies show that preschool programs significantly reduce the juvenile crime rate. The Chicago Longitudinal Study began in 1986 and has tracked 900 children from low-income families who participated in the Chicago School District’s Child-Parent Center Program.”
beginning at age three. The study also looked at 500 low-income children of the same age who attended other early-childhood intervention programs."

"The juvenile arrest rate for the young people in the study was 33% lower than for children of comparable backgrounds. Violent arrests there were 41% lower. The rate of multiple violent arrests dropped by 38%."  

"These results, published in an article of the Journal of the American Medical Association in May, 2001, confirm other studies, including the Perry Preschool Study in Ypsilanti, which found that the risk of arrest for teens and young adults can be cut in half by enrollment in quality early care. *  
(Early Childhood Education Fact Sheet: What The Research Shows: www.earlycare.org)

Quality early care and education is cost-effective. "An analysis of the Chicago Longitudinal Study shows the seven dollars are returned for every dollar spent on the program. The largest benefit was program participants' increased earning capacity projected from higher educational attainment. Other benefits are lower criminal justice systems costs, savings for crime victims, and savings on school remedial (or special education) budgets."
(Early Childhood Education Fact Sheet: What The Research Shows: www.earlycare.org)

Quality early care and education enhances quality of life. "The Ypsilanti study showed that fewer participants received welfare benefits (59% versus 80% for the control group). It shows that many more women participants were married (40% versus 9%) and that fewer women participants had children born out of wedlock (57% versus 63%). In the Abecedarian study young adults in the intervention group were, on average, one year older (19.1 years) when their first child was born compared with those in the control group (17.7 years)."
(Early Childhood Education Fact Sheet: What The Research Shows: www.earlycare.org)

Concept Development Milestones: The Early Education Partnership has studied the latest scientific information on early brain development and concluded that a high quality early learning environment is the basic concept motivating this project. Agreement on standards to guide the development of the project was a major milestone.

Research Plans: The Early Care and Education facility will gather data as an on-going operational task. Research will include gathering information on the following:

1) Program Assessment – using 6 Quality Indicators Self-Check List
2) Environmental Assessment – Using ELLCO
3) Child Outcomes – Using Pals-PreK & Early Childhood Readiness Standards Checklist
4) Child Social & Emotional Assessment – Using ASQ/SE
5) Staff Development/Quality Enhancement

Section 1-C Market and Industry Analysis

1-C Industry

Characteristics and Drivers: The early care and education industry is, and has been for over 30 years, driven by parental choice. The Early Education Partnership was fully aware of this factor from the beginning. Serving the needs of families, however diverse they may be, is a driving force for the implementation of this project.

Many people think that the motivating factor for parents is the cost; however, our own Needs Assessment (Item #11-Section III) indicated that parents were concerned about safety and quality as a priority. The value of high-quality early care is so important that parents are prepared to make the sacrifice to assure
their child is receiving the best care. It is a statistically proven fact that parents will go as much as 20 to 30 minutes out of their way to drive their child to the facility that they feel will best meet their needs.

A driver for the Partnership has been to provide services that have not characteristically been available for families. This includes providing care for mildly ill children, offering non-traditional hours of care, and developing a family friendly flexible fee schedule that asks parents to only pay for the hours of care that they will use.

Participants and Roles There are a variety of early care and education services families can access. Family child-care home providers offer services in their home for children. One caregiver can watch up to ten children alone with no more than two children under the age of two; but may be able to watch up to 15 children in the home if there are two caregivers on the premises.

Childcare centers provide classrooms for children from birth to 12 years of age. Wyoming Child Care Licensing law permits the following class sizes. Infants up to 12 months can be in a room with up to 10 other infants and three caregivers; children from 12 to 24 months can be in a room with up to 12 children and three caregivers; 24 months to 36 months can be in a room with 18 children and three caregivers; preschool children who are three can be in a classroom of up to 24 children with three caregivers; four and five year old children can be in a classroom of up to 30 children with three caregivers; and school age children can be in a classroom with up to 40 children and three caregivers.

Head Start is a program for economically disadvantaged children, between three and five years of age, whose household income is at or below 100% of poverty. These children receive services four days a week for about two to three hours per day, sometimes including lunch. Head Start is beginning to offer one or two classrooms with expanded hours of care to serve the needs of working families.

The Developmental Preschool in Cheyenne is STRIDE, and they provide services to children identified with special developmental needs. The preschool program is about two hours a day three days a week. Some children may receive services in their homes.

Private Preschool Programs (often run by faith-based organizations) usually offer services to children between the ages of three and five years for three days a week for two or three hours per day.

Unique qualities about the program developed by the Early Education Partnership are: 1) that it will be an inclusive program offering services to all families and children regardless of income or abilities; and 2) that it will operate at times of the day that meet their families work and education schedules.

Industry Trends The most significant trend in the early care and education industry is related to the newest scientific research. Because of the brain research, the importance of high quality early learning environments is being addressed. The results of the various longitudinal studies (cited above) have raised the bar on the level of quality parents are looking for when they place their child in out-of-home care. Funding streams are now being tied to quality, and as a result, programs are being required to demonstrate successful child-outcomes.

States are being mandated by No Child Left Behind to develop Early Childhood Readiness Standards and to encourage providers to use standards based curriculum, to assess children's progress through the curriculum, and to track results.

Professional Development for early childhood educators is coming to the forefront as an important factor in producing results for children. Programs are being expected to develop line-item budget support for on-going higher education for their staff. Teachers must not only have an excellent curriculum but they must also possess an understanding of how children learn, how to individualize instruction, and how to scaffold learning.
Third Party-Validation

In the Executive Summary of Eager To Learn: Educating Our Preschoolers, The National Research Council Commission on Behavioral and Social Sciences and Education asked the question: “What does the science of learning contribute to early childhood pedagogy?” The U.S. Department of Education’s publication Building Strong Foundations: Six Quality Indicators is taken from the “Features of Quality Programs’ section of this publication. Recommendations in Eager To Learn include the following:

“What is now known about the potential of the early years, and of the promise of high-quality preschool programs to help realize that potential for all children, stands in stark contrast to practice in many—perhaps most—early childhood settings. In the committee’s view, bringing what is known to bear on what is done in early childhood education will require efforts in four areas: (1) professional development of teachers, (2) development of teaching materials that reflect research-based understandings of children’s learning, (3) development of public policies that support—through standards and appropriate assessment regulations and funding—the provision of quality preschool experiences, and (4) efforts to make more recent understandings of development in the preschool years common public knowledge.”

From Neurons to Neighborhoods: The Science of Early Childhood Development is the result of a: “two-and-a-half year project during which 16 individuals, as a committee, evaluated and integrated the current science of early childhood development.” (The National Research Council and Institute of Medicine Committee on Integrating the Science of Early Childhood Development: Executive Summary, page ix) This research document reached the following conclusions:

- From birth to age five, children rapidly develop foundational capabilities on which subsequent development builds. In addition to their remarkable linguistic and cognitive gains, they exhibit dramatic progress in their emotional, social, regulatory, and moral capacities. All of these critical dimensions of early development are intertwined, and each requires focused attention.

- Striking disparities in what children know and can do are evident well before they enter kindergarten. These differences are strongly associated with social and economic circumstances, and they are predictive of subsequent academic performance. Redressing these disparities is critical, both the children whose life opportunities are at stake and for a society whose goals demand that children be prepared to begin school, achieve academic success, and ultimately sustain economic independence and engage constructively with others as adult citizens.

- Early child development can be seriously compromised by social, regulatory, and emotional impairments. Indeed, young children are capable of deep and lasting sadness, grief, and disorganization in response to trauma, loss, and early personal rejection. Given the substantial short- and long-term risks that accompany early mental health impairments, the incapacity of many early childhood programs to address these concerns and the severe shortage of early childhood professionals with mental health expertise are urgent problems.

These scientific research documents validate the critical need for high-quality early care and education facilities that address the six quality indicators identified in Building Strong Foundations.

Section 1-C Market Analysis

Target Market

With an average birth rate of 1100 children in Laramie County each year, the number of children who are five and under is about 6500. In the year 2000, 27% (or 337) of the 1116 births were to unmarried mothers. There are another 8,391 children in Kindergarten through 8th grade. Data reveals that at least 60% of parents with children under five are in the workforce, which would mean there are
probably 3,900 preschool children who need early care and education services in Laramie County. When you include school age children, and assume that 30% of them require before and after school care and care on non-school days that is another 2,573 slots needed. (Wy Kids Count in Wyoming 2003: A Count-
by-County Fact Book.)

It is important to look at Economic Indicator Reports that show substantial projected job growth and housing starts for the City of Cheyenne and Laramie County. As the city and county create these new jobs and build new homes, new families will move into the community increasing the projected population and the numbers of children.

Wy Kids Count in Wyoming 2003 indicates that there are only 3,194 early care and education slots available in Laramie County leaving a deficit of 3,279 needed slots. A combination of this lack of capacity and availability with the lack of access (due to many providers not offering part-time or hourly care or not providing non-traditional hours of care) makes it easy to see why there is a critical shortage in the City of Cheyenne and Laramie County, and how the Early Education Partnership will meet this need.

Trends and Growth Potential With the focus on early education and the importance of early brain development, more parents are looking for an early learning program that will support their child's ability to learn and their desire to be certain their child is ready for kindergarten. Every day we hear parents saying that kindergarten is not about naptime and cookies and milk anymore. Children are expected to know both upper and lower case letters, to be able to follow directions, to attend (focus on a specific task) for short periods of time, and to be reading and writing when they leave kindergarten for first grade. This trend in emphasis on early oral language acquisition, early literacy skills, and early learning presents a tremendous growth potential for the early care and education industry. Early education programs (such as the type of program the Early Education Partnership is developing) with the following: 1) knowledge of the new reading research, 2) a standards-based curriculum, 3) outcomes based assessments, and 3) higher education professional development for staff, will take the lead in accessing funding and setting the standard in their communities.

Third-Party Validation The Economic and Business Data Center of Laramie County Community College report Economic Indicators for Greater Cheyenne 1985-2002 Annual Trends reports a countywide population of 82,440 people with 58,529 being employed. The employment statistics in this publication project there will be 63,168 people in the greater Cheyenne workforce by 2006. That is an increase of 4,639 people in just two years. If current trends hold, 2,783 of those workers will have children under the age of six.

Wy Kids Count in Wyoming 2003 shows that while the overall percentage of the child and youth population has decreased in the state, the child and youth population in Laramie County has increased by 3.5% (page 15).

C-3 Sales and Marketing

Market Penetration The Early Care and Education Partnership began this project with a Needs Assessment (Item #10 in Section III) conducted at five businesses including city employees. The charts in this report provided information that about 60% of the 228 respondents had concerns about the safety of their children in their present early learning environment, the quality of the care the children were receiving, and the accessibility to services based on their workechool schedule. Head Start is presently only able to serve half of the eligible children, and the developmental preschool does not provide full day services. There is an existing market need in the population presently using early care and education services along with the up and coming population through birth and new residents. The Early Education Partnership will reach out for that market of users whose needs are not being met through existing service providers.
Pricing and Sales  Armed with the knowledge of what the consumer wants, the Partnership will begin a
strong advertising campaign to educate the public on the extended hours of service and the hourly rate
for care. Full time slots will be for 40 to 50 hours per week and will be a lower cost than part time rates.
Those who contract for and pay by the month in advance will receive a discount. Businesses who enter
into a contract agreement with operations of the Early Education Partnership will be able to reserve a
limited number of slots for their employees. These slots will be paid for by the month in advance by the
company. The business will receive a discount for the yearly contract. This arrangement will allow each
individual business to develop their own method of delivering benefits to their employees. Some will use
pre-tax dollars and others may elect to subsidize a portion of the cost.

Market Strategy  The Early Education Partnership’s marketing strategy will focus on marketing the
highest quality early care and education services possible. The family-friendly flexible fee schedule will
be an important marketing tool to attract the many part-time workers and students with changing
schedules. Expansion of services will be a marketing tool to attract customers who need expanded
hours, as those services will be market driven and implemented as the need occurs. On-going focus
groups will provide up-to-date information on how consumers believe their needs are being met and what
could be done differently to help them.

C-4 Competitive Analysis

Profiles  Our competitors deliver a variety of services. Some have a very specific target market, such as
Head Start whose market includes families at or below 100% of the federal poverty index. However,
Wyoming only provides the Federal share of dollars for Head Start eligible families; as a result, only 50%
of the eligible Head Start families are served. Therefore, some of those families will seek work or attend
school, during hours that Head Start services may not be available. The Early Education Partnership will
be able to provide affordable services to these families, as they will be income eligible under the
Department of Family Services Child Care Block Fund dollars.

Some children are served in the Developmental Preschool Program STRIDE. These children must
qualify under the federal special education rules and receive part time services to meet what ever their
developmental need might be. Children with special needs, whose parents may be working or in school,
will be able to attend the Early Education Partnership program and still be eligible to receive
developmental preschool services from STRIDE on site or at their home.

Other competitors include family childcare home providers, other childcare centers, and other preschool
programs that may be offered at faith-based organizations.

Service Comparison  The similarities are that all these service providers care for children outside of their
homes. The differences are in the types of services provided. Some providers have a very specific
mission, for example to serve children with special needs or children who are at or below 100% of
poverty.

The difference in the services at the Early Education Partnership facility will be that services will be
available to all children and families, regardless of income or physical ability, and services will be more
flexible in that parents will only be required to pay for what they use. The goal is to provide services
during non-traditional hours and to include care for mildly ill children. The Partnership’s commitment to a
line item for on-going higher-education professional development for staff is an important support to
maintain the quality standards of the program and will help recruit and retain highly qualified
professinals.

Market Position  Using a projected need of an additional 3,279 slots, the Partnership believes that it is
reasonable to project 15%, or 481 children, will become customers of this new high-quality early care and
education facility. The Early Education Partnership will capture 100% of their target market by providing
services that are parent driven. The facility will be the only program offering hourly rates and services at non-traditional times.

**Strengths and Weaknesses**  The strengths of this program lie in the dedication and support of a wide variety of community participants, the access to non-traditional hours of care, the fee schedule which allows people to only pay for what they use, the beautiful new state-of-the-art facility, the high quality professional well-educated staff, the emphasis on the importance of early learning, the commitment to a standards-based curriculum, and the assurance of assessment of child outcomes.

The weaknesses could be in the location since the Industrial Park is located on the far eastern side of town; however, research shows that parents will drive up to 30 minutes of their way to take their child to the educational environment of their choice. A weakness could also be in the higher cost for higher quality; however, that will be addressed through discounts for early payments, contracts with businesses, and the hourly rate that allows parents to only pay for what they use. Another potential weakness could be in locating the number of high quality professional early educators needed to staff the facility; however, with a line item in the budget to provide professional development and on-going staff development and the partnership with Laramie County Community College it is not anticipated that this will be a problem. Transportation to the facility could be a weakness; however, the Board plans to secure grant funding and/or local donations to ultimately provide vans to transport students.

Section 1-D Challenges and Opportunities

**D-1 Strategic Planning**

**Major Milestones**  The Partnership has secured a non-profit tax identification status; received donations of support from Sierra Trading Post, Cheyenne LEADS, Trilegiant, and United Way of Laramie County. Support from the County Commissioners through a $20,000 planning grant was received in 2003; and support from the Wyoming Business Council was received through a 2004 Planning Only Grant. The chart below provides the amount of income, sources, and uses for work completed in 2003 and 2004.

<table>
<thead>
<tr>
<th>2003 Phase I - Planning (completed)</th>
<th>Amount</th>
<th>Sources</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>$500.00</td>
<td>Cheyenne LEADS</td>
<td>Open checking account; secure Statutory Agent; file for Incorporation; complete Articles of Incorporation</td>
<td></td>
</tr>
<tr>
<td>$15,000.00</td>
<td>United Way, Sierra Trading Post, and Trilegiant</td>
<td>Needs Assessment, Board Development, obtain non-profit tax ID status, secure Planning Grant</td>
<td></td>
</tr>
<tr>
<td>$20,000.00</td>
<td>Joint Powers Board Planning Grant</td>
<td>Develop Bylaws, mission, vision, &amp; goals. Secure Planning Only Grant. Begin work on business plan</td>
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<table>
<thead>
<tr>
<th>2004 Phase I - Planning (completed)</th>
<th>Amount</th>
<th>Sources</th>
<th>Uses</th>
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</thead>
<tbody>
<tr>
<td>$25,000.00</td>
<td>Planning Only Grant, Wyoming Business Council</td>
<td>Contract with Project Manager. Complete business plan Begin work on land donation Develop funding proposal request Contract with Merrick to obtain rendering of building design. Contract to secure economic impact report Contract with CPA firm</td>
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</table>
The charts below outline the Development Phase, Building Phase, and anticipated Occupancy Phase of the project.

2005 Phase II - Development Phase

<table>
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<th>Amount</th>
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<td>$20,000</td>
<td>Progress &amp; Prosperity</td>
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<td>Quality of Life</td>
<td>Initiate design work-site</td>
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<td>$20,000</td>
<td>United Way</td>
<td>Capital campaign design/implementation</td>
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<td>$40,000</td>
<td>Corporate Sponsors</td>
<td>Work with financial consulting firm</td>
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<td>$2,400</td>
<td>Cheyenne LEADS</td>
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2006 Phase II/III - Development Phase / Building Phase

<table>
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<th>Amount</th>
<th>Anticipated Sources</th>
<th>Uses-2006</th>
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<tbody>
<tr>
<td>$20,000</td>
<td>Progress &amp; Prosperity</td>
<td>Final design/break ground</td>
</tr>
<tr>
<td></td>
<td>Quality of Life</td>
<td>Capital campaign</td>
</tr>
<tr>
<td>$20,000</td>
<td>United Way</td>
<td>Secure local donations</td>
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<tr>
<td>$40,000</td>
<td>Corporate Sponsors</td>
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</tr>
<tr>
<td>$2,400</td>
<td>Cheyenne LEADS</td>
<td>Write infrastructure grants for site work (in-kind)</td>
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2007 Phase III - Complete Building Phase / Occupancy

Exit Strategy:
- Sell the operations to a franchise operator
- Donate equipment to non-profit selected by United Way of Laramie County
- Ownership of the property and any improvements would revert back to Cheyenne LEADS

D-2 Critical Issues

Major Obstacles Overcome
- Securing operating funding for the Planning Phase of the project.
- Developing a working Board of Directors
- Changing business climate in Cheyenne
- Developing public/private support

Future Challenges
- Funding – for operating during the Development, Building, & Implementation Phases
- Securing and maintaining qualified staff
- Maintaining "on time and on budget" during the Building Phase
-维持积极的社区关系
A - Funding Request

The Early Education Partnership is requesting the donation of approximately 5 acres of land in the Cheyenne LEADS Industrial Park.

The Partnership is also requesting $20,000 per year for two years from United Way of Laramie County, Progress and Prosperity Quality of Life Dollars, and the City of Cheyenne and Laramie County Joint Powers Board.

The members of the Board will approach every business in the Industrial Park for financial support.

B - Planning Phase Financial Performance – See 2003 and 2004 Charts Below

2003 Phase I – Planning (completed)

<table>
<thead>
<tr>
<th>Amount</th>
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2004 Phase I – Planning (completed)

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<td>Planning Only Grant Wyoming Business Council</td>
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2005 Phase II – Development Phase

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<tr>
<th>Amount</th>
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<td>Progress &amp; Prosperity Quality of Life</td>
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<td>$20,000</td>
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<td>$40,000</td>
<td>Corporate Sponsors</td>
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<tr>
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2006 Phase II/III – Development Phase / Building Phase

<table>
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<tr>
<th>Amount</th>
<th>Anticipated Sources</th>
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<td>Progress &amp; Prosperity Quality of Life</td>
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<td>$ 2,400</td>
<td>Cheyenne LEADS</td>
<td>Write infrastructure grants for site work (in-kind)</td>
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2007 Phase III – Complete Building Phase / Occupancy
### Operating Budget Projections:

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<td>Professional / Grants</td>
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<td>Total</td>
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Early Education Partnership  
Business Plan Final Approved October 2004  
Page 26
### Early Education Partnership

**Income Statement**

**The Nine Months Ending September 30, 2004**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Year To Date</th>
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</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$34,360</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating Expenditures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Labor</td>
<td>$32,500.00</td>
</tr>
<tr>
<td>Licenses &amp; Fees</td>
<td>$500.00</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$510.75</td>
</tr>
<tr>
<td>Postage</td>
<td>$19.00</td>
</tr>
<tr>
<td>Accounting &amp; Legal Fees</td>
<td>$1,360.00</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td><strong>$34,889.75</strong></td>
</tr>
</tbody>
</table>

### Early Education Partnership

**Income Statement**

**For The Year Ending December 31, 2003**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Powers Board Grant</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Contributions</td>
<td>$15,500.00</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$25,500</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating Expenditures</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Labor</td>
<td>$24,000.00</td>
</tr>
<tr>
<td>Licenses &amp; Fees</td>
<td>$500.00</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$155.63</td>
</tr>
<tr>
<td>Accounting &amp; Legal Fees</td>
<td>$265.00</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td><strong>$24,920.63</strong></td>
</tr>
</tbody>
</table>
Early Education Partnership  
Cash Flow Projection

<table>
<thead>
<tr>
<th>TUTION &amp; FEES</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Prime Time</th>
<th>Total Week</th>
<th>Yr 50 Wks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I - Infants 6 wks to 24 months</td>
<td>$2,750</td>
<td>$3,118</td>
<td>$1,260</td>
<td>$7,128</td>
<td>$356,400</td>
</tr>
<tr>
<td>Division II - Toddlers 24 mos - 36 mos</td>
<td>$5,000</td>
<td>$5,670</td>
<td>$1,890</td>
<td>$12,560</td>
<td>$628,000</td>
</tr>
<tr>
<td>Division III - Preschool 3-4-5 Yr olds</td>
<td>$3,625</td>
<td>$3,969</td>
<td>$1,575</td>
<td>$9,169</td>
<td>$458,450</td>
</tr>
</tbody>
</table>

Division IV - School Age

- 30 children - school year @25 hrs per wk  
  Rates for Full Time Care (up to 50 hours wk)  
  $2,362

- 30 children - summer wks full time $90.00
  Rates for Part Time Care 11 to 36 hrs wk
  $2,700

- 24 Part Time Pre-K -shared classroom
  Rates for Prime Time Care 1 to 10 hrs wk
  $1260 per year - 2 classes am/pm
  $68,480

PR0JECT0D TOTAL GROSS INCOME

Discounted Income For Cash Flow Projections (approx 85%)

- $1,626,162

- $1,396,700

Occupancy

- Hours 90 Hours of operation per week

Assumptions:

- Division I - 4 classrooms - 36 children.
- Division II - 5 classrooms - 66 children.
- Division III - 2 classrooms - 48 children.
- Division IV - 1 classroom - 30 children plus Pre-K Classes during school year.

Hours of operation 90 per week/50 weeks per year.
<table>
<thead>
<tr>
<th>Early Education Partnership</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Flow Projection 5 Year Projection</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food Service</strong></td>
<td>45,000</td>
<td>46,150</td>
<td>47,741</td>
<td>49,173</td>
</tr>
<tr>
<td><strong>Grant and Fund Raising</strong></td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
</tr>
<tr>
<td><strong>Tuition &amp; Fees</strong></td>
<td>1,396,700</td>
<td>1,438,601</td>
<td>1,481,759</td>
<td>1,526,212</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>1,541,700</td>
<td>1,584,951</td>
<td>1,629,500</td>
<td>1,675,385</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contracted Services/CEO/Project Mgr Director, Teachers, Assistant Salaries</strong></td>
<td>45,000</td>
<td>46,150</td>
<td>47,741</td>
<td>49,173</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>644,384</td>
<td>663,716</td>
<td>683,627</td>
<td>704,156</td>
</tr>
<tr>
<td><strong>Food Service Manager</strong></td>
<td>180,428</td>
<td>185,841</td>
<td>191,416</td>
<td>197,159</td>
</tr>
<tr>
<td><strong>Support Staff/OH/Office/Kitchen 4 people @ 36 hours per week</strong></td>
<td>82,240</td>
<td>84,707</td>
<td>87,248</td>
<td>89,866</td>
</tr>
<tr>
<td><strong>Janitorial Service/Supplies</strong></td>
<td>30,000</td>
<td>30,100</td>
<td>31,227</td>
<td>32,262</td>
</tr>
<tr>
<td><strong>Postage/Freight</strong></td>
<td>2,000</td>
<td>2,060</td>
<td>2,122</td>
<td>2,185</td>
</tr>
<tr>
<td><strong>PUB Relationship/Adv</strong></td>
<td>2,500</td>
<td>2,575</td>
<td>2,652</td>
<td>2,732</td>
</tr>
<tr>
<td><strong>Membership Dues</strong></td>
<td>2,000</td>
<td>2,060</td>
<td>2,122</td>
<td>2,185</td>
</tr>
<tr>
<td><strong>Liability Insurance</strong></td>
<td>6,000</td>
<td>6,180</td>
<td>6,365</td>
<td>6,556</td>
</tr>
<tr>
<td><strong>Office Supplies/Paper</strong></td>
<td>6,000</td>
<td>6,180</td>
<td>6,365</td>
<td>6,556</td>
</tr>
<tr>
<td><strong>Maintenance</strong></td>
<td>5,000</td>
<td>5,150</td>
<td>5,305</td>
<td>5,464</td>
</tr>
<tr>
<td><strong>Phone/Fax/Internet</strong></td>
<td>5,000</td>
<td>5,150</td>
<td>5,305</td>
<td>5,464</td>
</tr>
<tr>
<td><strong>Advertising</strong></td>
<td>500</td>
<td>515</td>
<td>530</td>
<td>546</td>
</tr>
<tr>
<td><strong>Education Dues/Subscriptions</strong></td>
<td>500</td>
<td>515</td>
<td>530</td>
<td>546</td>
</tr>
<tr>
<td><strong>BROCHURE/BOOKLET</strong></td>
<td>1,000</td>
<td>1,020</td>
<td>1,041</td>
<td>1,063</td>
</tr>
<tr>
<td><strong>HRP FC/Criminal Check</strong></td>
<td>2,000</td>
<td>2,060</td>
<td>2,122</td>
<td>2,185</td>
</tr>
<tr>
<td><strong>NAEYC Accreditation</strong></td>
<td>0</td>
<td>1,800</td>
<td>1,980</td>
<td>2,160</td>
</tr>
<tr>
<td><strong>Family Functions</strong></td>
<td>500</td>
<td>515</td>
<td>530</td>
<td>546</td>
</tr>
<tr>
<td><strong>Classroom Supplies</strong></td>
<td>36,000</td>
<td>37,080</td>
<td>38,192</td>
<td>39,338</td>
</tr>
<tr>
<td><strong>Food Service Paper Supplies</strong></td>
<td>3,000</td>
<td>3,060</td>
<td>3,123</td>
<td>3,185</td>
</tr>
<tr>
<td><strong>Medical Supplies/First Aid</strong></td>
<td>880</td>
<td>894</td>
<td>904</td>
<td>914</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>10,000</td>
<td>10,200</td>
<td>10,400</td>
<td>10,600</td>
</tr>
<tr>
<td><strong>Lease/Mortgage</strong></td>
<td>326,836</td>
<td>326,836</td>
<td>326,836</td>
<td>326,836</td>
</tr>
<tr>
<td><strong>Trash Removal</strong></td>
<td>2,472</td>
<td>2,546</td>
<td>2,623</td>
<td>2,701</td>
</tr>
<tr>
<td><strong>Snow Removal</strong></td>
<td>1,223</td>
<td>1,273</td>
<td>1,323</td>
<td>1,373</td>
</tr>
<tr>
<td><strong>Utilities</strong></td>
<td>92,616</td>
<td>95,394</td>
<td>98,256</td>
<td>101,204</td>
</tr>
<tr>
<td><strong>Building Repairs &amp; Maintenance</strong></td>
<td>51,000</td>
<td>51,000</td>
<td>51,000</td>
<td>51,000</td>
</tr>
<tr>
<td><strong>Property Tax</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Property Insurance</strong></td>
<td>5,600</td>
<td>5,708</td>
<td>5,941</td>
<td>6,197</td>
</tr>
<tr>
<td><strong>Interest Expense</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>1,490,637</td>
<td>1,529,421</td>
<td>1,565,714</td>
<td>1,604,950</td>
</tr>
<tr>
<td><strong>Net Income (Loss)</strong></td>
<td>51,063</td>
<td>55,530</td>
<td>63,786</td>
<td>70,434</td>
</tr>
<tr>
<td><strong>Estimated Cashflow</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Depreciation Expense</strong></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net estimated cashflow</strong></td>
<td>$51,063</td>
<td>$55,530</td>
<td>$63,786</td>
<td>$70,434</td>
</tr>
<tr>
<td><strong>Operating Reserve</strong></td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td><strong>Cumulative Cashflow</strong></td>
<td>$1,063</td>
<td>$5,530</td>
<td>$13,786</td>
<td>$20,434</td>
</tr>
</tbody>
</table>
RE: THE EARLY EDUCATION PARTNERSHIP

DATE FILED: JANUARY 24, 2003

Enclosed please find our official receipt and your copy of the referenced filing. You are now duly filed with the Secretary of State! If you ever have any questions or concerns about doing business here, the Corporations Division staff will work with you in every possible way.

A Wyoming tax summary is available for $6.00 from the Wyoming Taxpayer's Association, 2410 Pioneer Avenue, Suite 200, Cheyenne, WY 82001.

Your Annual Corporate Report will be due on the first day of your anniversary month of registration with this office. The form will be mailed to you about two months prior to the due date to the address listed below. If this mailing address is not correct or you should have a change of address in the future, it is extremely important that you inform this office of that change.

DALE W. COTTAM
1720 CAREY AVE., STE 200
CHEYENNE, WY 82001

Thanks for your cooperation. If this office can ever be of service, please feel free to contact us.

Sincerely,

JENNY KLINE
Corporations Examiner

Enclosures
ARTICLES OF INCORPORATION
OF
EARLY EDUCATION PARTNERSHIP

In compliance with the requirements of Wyo. Stat. §17-19-101 et. seq., the undersigned resident of Wyoming, of legal age, acting as the incorporator of a nonprofit corporation, does hereby state as follows:

Article I
Name

The name of the corporation is The Early Education Partnership.

Article II
Public Benefit Corporation

The corporation is a public benefit corporation.

Article III
Register Agent and Office

The street address of the corporation’s initial registered office and the name of the initial registered agent are as follows:

Hirst & Applegate, P.C.
1720 Carey Ave., Suite 200
Cheyenne, WY 82001

Article IV
Incorporator

The name and address of the incorporator are as follows:

Dale W. Cottam
1720 Carey Avenue, Suite 200
Cheyenne, WY 82001

Article V
Membership

This corporation will not have members.
Article VI
Dissolution

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations as said court shall determine, which are organized and operated exclusively for such purposes.

Article VII
Board of Directors

The affairs of the corporation shall be managed by a Board of Directors of not less than three (3) nor more than fifteen (15) individuals, whose number and election, appointment, and/or designation shall be set by the Bylaws.

Article VIII
Purpose and Powers of the Corporation

Section 1. The specific purpose for which this corporation is formed is to establish and operate an early care and education facility including but not limited to: 1) purchasing, leasing and/or holding real or personal property; 2) hiring and supervision of personnel, and 3) all acts, steps, and procedures necessary, proper and incidental to the furtherance of the afore-stated purposes.

This early care and education environment shall be for children ages 6 weeks and older and shall promote early education experiences which enhance early childhood development. The operation shall meet program standards as defined by either: 1) Head Start Standards; 2) NAEYC Accreditation Standards; 3) or The 6 Quality Indicators identified in the U.S. Department of Education publication Building Strong Foundations.

Section 2. This corporation is organized exclusively for charitable, educational, and scientific purposes, including for such purposes the making of distributions to organizations that qualify as exempt organization under section 501(C)(3) of the Internal Revenue Code or the corresponding section of any future federal tax code.

Section 3. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its Directors, Trustees, Officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in
(including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding, any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Article IX
Amendments

Amendment to these Articles shall require the assent of the majority of the Board of Directors.

IN WITNESS WHEREOF, for the purposes of forming this corporation under the laws of the State of Wyoming, I, the undersigned, constituting the incorporator of this corporation, have executed these Articles of Incorporation on this 24th day of January 2003.

DALE W. COTTAM, Incorporator

STATE OF WYOMING )
COUNTY OF LARAMIE ) SS

On this 24th day of January 2003, before me, a Notary Public in and for Laramie County, State of Wyoming, personally appeared Dale W. Cottam and being first duly sworn by me upon oath, says that the facts alleged in the foregoing instrument are true. Witness my hand and official seal. My commission expires: January 30, 2005

NOTARY PUBLIC
WRITTEN CONSENT TO
APPOINTMENT BY REGISTERED AGENT

1. The undersigned, Hirst & Applegate, P.C., designated as registered agent in the Articles of Incorporation voluntarily consents to serve as the registered agent for Early Education Partnership.


HIRST & APPLEGATE, P.C.

BY: 
DALE W. COTTAM
WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER (EIN)

Thank you for your Form SS-4, Application for Employer Identification Number (EIN). We assigned you EIN 46-0518145. This EIN will identify your business account, tax returns, and documents even if you have no employees. Please keep this notice in your permanent records.

Use your complete name and EIN shown above on all federal tax forms, payments and related correspondence. If you use any variation of your name or EIN, it may cause a delay in processing and may result in incorrect information in your account. It also could cause you to be assigned more than one EIN.

If you want to apply to receive a ruling or a determination letter recognizing your organization as tax exempt, and have not already done so, you should file Form 1023/1024, Application for Recognition of Exemption, with the IRS Ohio Key District Office. Publication 557, Tax Exempt Status for Your Organization, is available at most IRS offices and has details on how you can apply.
Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in section 509(a)(2).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make
EARLY EDUCATION PARTNERSHIP

a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we will no longer treat you as a publicly supported organization, grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

If you change your sources of support, your purposes, character, or method of operation, please let us know so we can consider the effect of the change on your exempt status and foundation status. If you amend your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, let us know all changes in your name or address.

As of January 1, 1984, you are liable for social security taxes under the Federal Insurance Contributions Act on amounts of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally $25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return. Because you will be treated as a public charity for return filing purposes during your entire advance ruling period, you should file Form 990 for each year in your advance ruling period.

Letter 1045 (DO/CG)
that you exceed the $25,000 filing threshold even if your sources of support
do not satisfy the public support test specified in the heading of this letter.

If a return is required, it must be filed by the 15th day of the fifth
month after the end of your annual accounting period. A penalty of $20 a day
is charged when a return is filed late, unless there is reasonable cause for
the delay. However, the maximum penalty charged cannot exceed $10,000 or
5 percent of your gross receipts for the year, whichever is less. For
organizations with gross receipts exceeding $1,000,000 in any year, the penalty
is $100 per day per return, unless there is reasonable cause for the delay.
The maximum penalty for an organization with gross receipts exceeding
$1,000,000 shall not exceed $50,000. This penalty may also be charged if a
return is not complete. So, please be sure your return is complete before you
file it.

You are not required to file federal income tax returns unless you are
subject to the tax on unrelated business income under section 511 of the Code.
If you are subject to this tax, you must file an income tax return on Form
990-T, Exempt Organization Business Income Tax Return. In this letter we are
not determining whether any of your present or proposed activities are unre­
lated trade or business as defined in section 513 of the Code.

You are required to make your annual information return, Form 990 or
Form 990-EZ, available for public inspection for three years after the later
of the due date of the return or the date the return is filed. You are also
required to make available for public inspection your exemption application,
any supporting documents, and your exemption letter. Copies of these
documents are also required to be provided to any individual upon written or in
person request without charge other than reasonable fees for copying and
postage. You may fulfill this requirement by placing these documents on the
Internet. Penalties may be imposed for failure to comply with these
requirements. Additional information is available in Publication 557,
Tax-Exempt Status for Your Organization, or you may call our toll free
number shown above.

You need an employer identification number even if you have no employees.
If an employer identification number was not entered on your application, we
will assign a number to you and advise you of it. Please use that number on
all returns you file and in all correspondence with the Internal Revenue
Service.

If we said in the heading of this letter that an addendum applies, the
addendum enclosed is an integral part of this letter.

Because this letter could help us resolve any questions about your exempt
status and foundation status, you should keep it in your permanent records.
If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosure(s):
Form 872-C
### Early Education Partnership – Board of Directors

Updated October 28, 2004

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Work/ Mobile</th>
<th>Email address</th>
<th>Length of Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darcy Andersen</td>
<td>Quark, Inc. 5801 Campstool Road 82007</td>
<td>772-7126</td>
<td><a href="mailto:dandersen@quark.com">dandersen@quark.com</a>, President February 2006</td>
<td></td>
</tr>
<tr>
<td>Tim Thorson</td>
<td>Cheyenne LEADS P O Box 1045 82003</td>
<td>638-6000</td>
<td><a href="mailto:thorson@cheyenneleads.org">thorson@cheyenneleads.org</a>, July 2007</td>
<td></td>
</tr>
<tr>
<td>Ken Dugas</td>
<td>McGee, Heame, &amp; Paiz, LLP P O Box 1088 82003</td>
<td>634-2151</td>
<td><a href="mailto:kdugae@mhplp.com">kdugae@mhplp.com</a>, Treasurer –February 2007</td>
<td></td>
</tr>
<tr>
<td>Rod Hottle</td>
<td>United Way of Laramie County P O Box 20301 82003</td>
<td>638-8903</td>
<td><a href="mailto:community@unitedwayoflaramiecounty.org">community@unitedwayoflaramiecounty.org</a>, February 2007</td>
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<tr>
<td>Lori Kickery</td>
<td>90 SVS/SVY 7103 Randall Avenue F. E. Warren Air Force Base 82005</td>
<td>773-4368</td>
<td><a href="mailto:lori.kickery@warren.af.mil">lori.kickery@warren.af.mil</a>, February 2006</td>
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<td>Mike Klopfenstein</td>
<td>LCS#1 2810 House Avenue 82001</td>
<td>771-2196</td>
<td><a href="mailto:mklopfen@laramie1.k12.wy.us">mklopfen@laramie1.k12.wy.us</a>, July 2006</td>
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<tr>
<td>Bob Koehler</td>
<td>Sierra Trading Post, Inc. 5025 Campstool Road 82007</td>
<td>775-8366</td>
<td><a href="mailto:rkoehler@sierratradinaDost.com">rkoehler@sierratradinaDost.com</a>, July 2006</td>
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</tr>
<tr>
<td>Jack Knudson</td>
<td>Laramie County Commissioners 310 west 19th Street 82001</td>
<td>633-4260</td>
<td><a href="mailto:commissioners@laramiecounty.com">commissioners@laramiecounty.com</a>, July 2007</td>
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<tr>
<td>Rob Jarosh</td>
<td>Hirst &amp; Applegate 1720 Carey Avenue Suite 200 Cheyenne, WY</td>
<td>632-0541</td>
<td><a href="mailto:rjaro8@HirstApplegate.com">rjaro8@HirstApplegate.com</a>, July 2007</td>
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<tr>
<td>Jo Ferguson</td>
<td>Wyoming Business Council 214 West 15th Street 82002</td>
<td>777-2802</td>
<td><a href="mailto:jfergu@state.wy.us">jfergu@state.wy.us</a>, July 2007</td>
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<tr>
<td>Michelle St. Peters</td>
<td>Early Head Start 1520 Rollins Avenue 82009</td>
<td>637-5784</td>
<td><a href="mailto:michelle@calc.net">michelle@calc.net</a>, Secretary February 2008</td>
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<tr>
<td>Janet Tilton</td>
<td>WSCI P O Box 209 82003-0209</td>
<td>638-0800</td>
<td><a href="mailto:jtiton@wscl.com">jtiton@wscl.com</a>, Vice President February 2008</td>
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<td>Charaine Lucas</td>
<td>LCCC 1400 E College Drive 82007</td>
<td>778-1172</td>
<td><a href="mailto:clucas@lccc.wy.edu">clucas@lccc.wy.edu</a>, July 2008</td>
<td></td>
</tr>
</tbody>
</table>
BYLAWS
Early Education Partnership

Article I. Name.
The name of this Corporation shall be Early Education Partnership.

Article II. Not-For-Profit-Corporation
The Corporation is in compliance with the requirements of Wyo. Stat. 17-19-101 et. Seq.

Article III. Purposes.
The purposes for which this Corporation is formed are:

A. The establishment and operation of an early care and education facility; including but not limited to; purchasing, leasing, and/or holding real or personal property; hiring and firing of personnel; and, all acts, steps, and procedures necessary, proper and incidental to the furtherance of the afore-stated purposes.

B. This early care and education environment shall be for children ages 6 weeks and older and shall promote early education experiences which enhance early learning and early childhood development. The operation shall at all times meet and exceed:

1. State of Wyoming Child Care Licensing Standards

AND, shall meet or exceed

2. Program Standards defined by National Program Standards such as:
The Head Start Outcomes Framework, or
NAEYC Accreditation Standards, or
U. S. Department of Education publication Building Strong Foundations - The 6 Quality Indicators

AND, shall meet

3. Learning Standards for curriculum guidance as defined by the State of Wyoming Early Childhood Readiness Standards (approved by the Wyoming State Board of Education) through the use of a standards based curriculum along with a child outcomes assessment tool.

No substantial part of the activities of this Corporation shall be for the purpose of carrying on propaganda, or otherwise attempting to influence legislation. None of the activities of this Corporation shall consist of participating in, or intervening in (including the publishing or distributing of statements), any political campaign on behalf of any candidate for public office.

No part of the net earnings of this Corporation shall inure to the benefit of any private shareholder or any individual. The property of this Corporation is irrevocably dedicated to charitable purposes and upon liquidation, dissolution or abandonment of the owner, after providing for the debts and obligation thereof, the remaining assets will not inure to the benefit of any private person but will be distributed to a non-profit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under Section 501(c)(3) and 509(a)(1), (2), or (3) of the internal Revenue Code of 1954.

Article IV. Duration.

Bylaws of The Early Education Partnership – Approved & Amended June 2004
Page 1 of 4
The period during which this Corporation is to continue as a corporation is perpetual.

Article V. Address.

The area to be served by this Corporation shall be the City of Cheyenne and Laramie County in the State of Wyoming.

The post office address of its principle office is Early Education Partnership, P. O. Box 1524, Cheyenne, WY 82003.

The name and address of its registered agent is Dale W. Cottam, a natural person, as its statutory agent, who is resident in the county in which the undersigned has its principle office, and upon whom any process, notice or demand required or permitted by statute to be served upon the undersigned may be served. The complete address of said statutory agent is 1720 Carey Avenue Suite 200, Cheyenne, WY 82003.

Article VI. Board of Directors.

The affairs of this Corporation shall be under the control of the Board of Directors consisting of no less than 3 (three) members with a maximum of 15 (fifteen) all of whom shall be volunteers in their role as members of the Board of Directors of the Early Education Partnership, and neither paid personnel of this Corporation nor of any organization receiving financial support from this Corporation nor related to paid personnel of the Early Education Partnership, all of whom shall be citizens of the United States and residents of the State of Wyoming.

Any business or organization contributing $5,000 (five thousand dollars) in cash or in-kind or more per year may have a position on the Board of Directors, such position to be filled by a designated representative of the business or organization.

Other positions on the Board of Directors may be appointed by the sitting Board of Directors. Each member shall have a term not to exceed 4 (four) years.

The terms of the initial Board of Directors may be designated as less than 4 (four) years for the purpose of establishing staggered terms.

The duties of the Board of Directors shall be to establish the general policies of the Corporation and to manage the business and affairs of the Corporation.

Article VII. Meetings, Notices, Quorum.

There shall be an Annual Meeting of this Corporation held prior to the end of February of each new year at such place and on such day and hour as the Board of Directors may determine.

Meetings of the Board of Directors of this Corporation shall be held monthly, but not less than 6 (six) times per year. Additional meetings may be held on the call of the President, Vice President, Secretary-Treasurer or any 2 (two) members of the Board of Directors in the event of the President's absence.

Special meetings of the Corporation for any purpose or purposes may be called pursuant to a resolution of the Board of Directors, and shall be called by the President, Vice President, Secretary, or Treasurer. Such request shall in any case state the purpose or purposes of the proposed meeting. Business transacted at all special meetings shall be confined to the subject stated in the call and matters germane thereto.
Notice of any meeting of the Corporation stating the time when and the place where it is to be held shall be served personally, by mail, or email upon each member entitled to vote at such meeting, not less than 10 (ten) days or more than 30 (thirty) days before the meeting.

Board members who accumulate 3 unexcused absences from three (3) meetings within one year will be asked to resign.

Attendance of two-thirds of the current voting members of the Board of Directors shall constitute a quorum. A quorum must be present at all meetings of the Board of Directors to take action. Any action at a meeting of the Board of Directors where a quorum is present shall be the action of the membership of this Corporation. Board Members shall recuse themselves from voting if there is a conflict of interest.

Board Members may vote via electronic or other types of tele-communication conferencing.

In addition to the powers by these Bylaws expressly conferred upon them, the Board of Directors of this Corporation may exercise such powers and do such lawful acts and things as are not by statute or by these by laws required to be exercised by the members or officers.

Article VIII. Officers.

The Officers of the Corporation who shall be elected by the Board of Directors shall be a President, Vice President, Secretary, and Treasurer who shall each be members of the Board of Directors. Officers shall hold office as indicated:

- The President shall preside at all meetings of the Board of Directors, and shall ensure that minutes of the meetings are taken, recorded, and maintained as permanent records as legally required. The President may hold office for 2 (two) years.

- The Vice President shall preside in the absence of the President, may hold office for 2 (two) years as Vice President, and then may serve as President for 2 (two) years.

- The Treasurer shall have the responsibility of all funds, securities and property of the Corporation, and shall be responsible for full and accurate accounts of receipts and disbursements in books belonging to the Corporation. The Treasurer shall see that all moneys and other valuable effects in the name and to the credit of the Corporation are placed into such depositories as may be designated by the Board of Directors. The Treasurer shall oversee the disbursement of funds of the Corporation as may be ordered by the Board of Directors. The Treasurer shall render to the Board of Directors at the regular meetings of the Board, and/or whenever they may require it, an account of all transactions and of all financial conditions of the Corporation. The Treasurer may serve for 3 (three) years.

- The Secretary shall ensure that minutes of the meetings are taken, recorded, and maintained as permanent records as legally required. The Secretary shall maintain a history of the work of the Board and shall keep original copies of any working documents, grants, letters of agreement, or contracts. The Secretary may serve for 3 (three) years.

The Board of Directors shall cause the financial records to be audited annually by a Public Accountant.

The Board of Directors may authorize any officer(s) or agent(s) of the Corporation, in addition to the officers authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.
Further details of the duties of the Officers shall be outlined in the Board Policy Manual.

Article IX. Committees.

I. Executive Committee shall consist of the President, Vice President, Treasurer, and Secretary. The Executive Committee shall have and exercise all the powers of the Board of Directors subject to such limitation as the laws of the State of Wyoming or resolutions of the Board of Directors may impose.

   a) The President shall serve as the Chairperson of the Executive Committee.
   b) The Executive Committee shall have power to make rules and regulations for the conduct of its business.
   c) A majority thereof shall constitute a quorum.
   d) The Secretary shall keep regular minutes of Executive Committee proceedings and report same to the Board of Directors at the next regularly scheduled meeting.

II. Other Committees may be appointed as needed.

Article X. Vacancies.

It is the responsibility of the Board of Directors to fill vacancies on the Board.

Article XI. Fiscal Year.

The fiscal year of the Corporation shall be on a calendar year basis. The year-end shall be December 31st.

Article XII. Nondiscrimination.

The Early Education Partnership shall not discriminate with respect to age, sex, race, religion, or national origin.

Article XIV. Amendments.

The Bylaws may be altered, amended, or repealed and new Bylaws maybe adopted by a two-thirds (2/3) majority vote of the Board of Directors of the voting members at an Annual meeting or a duly summoned special meeting of the Board of Directors of the Corporation.
Cheryl Heinrich Selby
1247 War Admiral Road
Cheyenne, WY 82009
(307) 214-2771 (cell)

Career Objective: To use my educational background and my work experience, as a consultant to business and as a developer of public/private partnerships in Wyoming, to support economic and community development.

Qualifications: A highly qualified professional with over 20 years experience in economic and community development, and over 25 years of experience in early childhood education. I have excellent communication skills and extensive experience in grant writing, program development, writing business plans, developing collaborations, and program management. I have experience working in partnership with Wyoming Business Council, Cheyenne LEADS, Mayor Jack Spiker and the City of Cheyenne, Laramie County Commissioners, United Way, and the Cheyenne-Laramie County Joint Powers Board.

Professional Work History:

Publications: “Starting Up: Developing Public Private Partnerships for Early Care and Education”; Bloomington, IN 2003


Raising Readers in Wyoming, (2001) $300,000 Grant Funded by PacifiCorp Foundation for Learning

Author of Natrona County Early Literacy Collaborative, 2.1 million dollar Early Reading First Grant

Presently: I am working as the Project Manager Consultant for the Early Education Partnership. My scope of work includes writing a business plan, writing grants, creating proposals, and representing the interests of the partnership as needed with the design/build firm, financial consultants, and others. This is a group of public and private partners in Cheyenne. I began working with this group 3 years ago, and continue to drive their efforts to develop a high quality early care and education facility in the Industrial Park in Cheyenne. The Board of Directors includes representatives from local businesses, Cheyenne LEADS, Wyoming Business Council, County Commissioners, City Council, Laramie County School District, Early Head Start, United Way of Laramie County, Child Care Finder, Laramie County Community College, Wyoming Student Loan Corporation, Quark, Inc., Sierra Trading Post, Inc., and F. E. Warren Air Force Base.

I was hired by Natrona County School District to write the Pre-Application for the Natrona County Early Literacy Collaborative. The Pre-Application was selected as 1 of 125 chosen, out of over 600 pre-applications submitted, to be invited to submit a full application. I was hired to write the 2.1 million dollar Early Reading First Grant full application for the Natrona County Early Literacy Collaborative.

August 2003 to March 2004 – I was a Family Outreach Specialist for UPLIFT: Wyoming’s Mental Health Advocate for children and families. I was the Program Coordinator for Family Matters, wrote articles for the Newsletter, and provided one on one support for parents at IEP meetings with the schools. I developed and taught classes for UPLIFT on implementing a standards-based curriculum and comparing social/emotional behavior screening and assessment tools.
Professional Work History: July 2000 to April 2003 – Executive Director for Governor Geringer’s Wyoming Early Childhood Development Council and Early Childhood Consultant for the Department of Family Services. Duties included developing collaborative relationships, assessing gaps in early childhood health, education, and family services across the state, writing grants, writing position papers, coordinating the work of a diverse group of professional council members. Early Childhood Consultant to develop public/private partnerships across the state to support economic development through an increase in early care and education capacity.

September 1998 to July 2000: I was the Certified Accredited School Principal of Laramie Christian School, P. O. Box 943, Laramie, Wyoming 82073 for two years. My duties included development of 1) an inclusive high-quality early childhood program, 2) the school curriculum guide, 3) personnel and policy manuals, 4) grant writing, 5) hiring and firing staff, and 6) day-to-day operation of the school. I was instrumental in encouraging the Board to pursue accreditation and for leading the school through the accreditation process with the National Association of Private Schools Incorporated. I was a member of the International Association of Christian Early Educators from 1999-2000.

October 18, 1993 – September 30, 1998: Starting Point Early Childhood Resource and Referral Agency, 209 Center Street, Chardon, Ohio 44024. I was the Early Childhood Special Education Consultant for Geauga County; I team taught graduate level classes for center directors on management; and I was a CDA Advisor/Trainer and taught early education teachers.

October 1990 – September 30, 1998: I worked as an independent business consultant to private business, churches, and local town governments working on economic and community development projects to increase jobs and early education capacity.

September 1990 to September 1992: I served as the Project Developer and Corporate Child Care Consultant for L & M Properties designing a $2.5 million early childhood /early childhood special education facility for 300 children.

September 1986 to December 1989: Country Child Care - Owner/Operator & Executive Director of this private school and kindergarten teacher for public school licensed kindergarten for 3 years. I developed the inclusive curriculum to meet Ohio Standards for licensing and performed all tasks as Executive Director of this educational program.

August 1984 to August 1986: I was the Executive Director of educational programs for the YMCA of Cleveland as they increased services. I developed inclusive early childhood programs in 6 locations in Geauga County. As the Executive Director of these educational programs, I developed curriculum for early childhood and school age students, hired and fired teachers, and supervised and managed operations.

1984 to 1988: I was the Executive Director of Children’s Village in North Carolina. I was responsible for day-to-day operations of all programs for 150 children.

1979 to 1982: I was a substitute teacher for elementary school special education classes.

1972 to 1979: I was the Principal/Administrator of this full service private school and early childhood program. I wrote a grant funded by United Way to serve special education children inclusive in the program. I also developed a full-day licensed kindergarten program. This program met all Head Start Standards and the Federal Guidelines for quality early childhood programs and Ohio licensing standards for kindergarten programs. This program was selected as a model for the State of Ohio and featured on a thirty-minute television special.
Education: Bachelor of Arts Degree, Cum Laude – 1996 – Hiram College
Social Sciences – Psychology/Sociology
Member of Alpha Society of Hiram College

Continuing Education:

- Ohio Community Development Finance Fund – “Business Planning – One Step Beyond”
- Ohio Department of Development – Business Training Course 3-CEU’s
- Special Education 101 – 3 Day CEU Training on access to early intervention services in Ohio
- ARC of Ohio – 3 Day CEU Leadership Seminar (special education)
- TBF Consulting – The Out of Control Child – Behavior Management 3 Hours of Graduate Credit
- 2002 Teton Institute – Wyoming Department of Education Special Education Summer Institute – 3 days - Reaching Tough To Teach 2 Hours Graduate Credit from University of Colorado
- CDA Advisor/Trainer

Conferences

Early Learning Summit for the Northwest Region – Co-hosted by First Lady Sherri Geringer in Boise, Idaho and providing the latest information on early brain development and early education.

Early Childhood Educator Academies – The Academies were hosted by the U. S. Department of Education, and provided updated information on the No Child Left Behind Act and its impact on all early care and education programs in the states.

Membership:

1. Board of Trustee, Ravenwood Mental Health Center, Geauga County
2. Council for Agency Executives, Geauga United Way Services
3. National, Ohio, and Tri-County Association for the Education of the Young Child
4. Tri-County Promise To Youth
5. Early Steps of Geauga, (Early Intervention Collaborative) Executive Committee
6. Geauga County Human Services Forum
7. Ohio State Representative, Diane Grendell’s Task Force for Youth & Families
8. Youth leader – Chester Christian Center
9. Youth Sunday School Teacher Chester Christian Center
10. President Women’s Ministries – Chester Christian Center
11. Advisory Board Salvation Army, Laramie, Wyoming
12. Safe & Drug Free Schools Board, Laramie, Wyoming
13. Leadership Board Mountain View Church
14. Wyoming Early Childhood Association – State Board Member
15. National Association for the Education of the Young Child
17. Help Me Grow-Safe Kids Leadership Team
18. Raising Readers in Wyoming Executive Committee
19. Early Intervention Council
ASSUMPTIONS

The following baseline data and assumptions were used to calculate the potential economic impacts that will be generated by the construction of an early childhood education learning center in Cheyenne.

The first year of impacts consisted of only construction costs and a skeleton operating staff. It was assumed that the building would be constructed within a one year time frame and that the staffing level during the first year would be equal to 5 full-time equivalent employees. Each employee would earn a salary plus benefits in the amount of $33,719. The value of the building was estimated at $3,000,000 plus there would be an additional $500,000 in equipment and furnishings. There was no value given to land since it was assumed the land would be donated, however, it was assumed property taxes would be paid in the amount of $23,700 per year for the life of the building.

Baseline data for year 2 and forward assumed a fully staffed facility of 30 full-time equivalent employees with an annual payroll (including benefits) equal to $1,011,577. No construction impacts were included in year 2. It was assumed that property taxes equal to $23,700 would be paid in year 2 and each year henceforth.

It was further assumed that the organization would be non-profit and, therefore, exempt from paying sales and use taxes on equipment and furnishing. Also all revenue/sales generated by the firm would also be tax exempt. This assumption reduces the level of potential economic impacts as compared to a for-profit firm.

YEAR ONE

During the construction phase of the facility, a total of 55 full-time equivalent jobs will be created. This figure includes all multiplier effects. During the construction phase there will be an increase in the county’s population of 116 which in turn will increase the number of households in Laramie County by 47.

The construction of this facility will increase personal income by $1,791,000 during year one of the project. It will also add $4,546,000 to the overall output of the county’s economy.

The skeleton staff of 5 employees will also generate additional economic impacts. A total of 8 full-time jobs will be created in year one.
while the population will rise by 17 and the number of new households will increase by 7. Personal income will increase by $244,550 and total output will increase $587,000 during year one also.

In year one, the project will generate $40,321 in sales taxes plus another $28,154 in property taxes. The state will also receive $80,641 in sales tax revenue over the course of construction.

Table 1 summarizes the cumulative impacts that will be created by the construction of an early education facility.

Table 1.
CUMULATIVE YEAR 1 IMPACTS

<table>
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<th>Type of Impact</th>
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<td>Jobs</td>
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<td>Population</td>
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<td>Households</td>
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<td>Output</td>
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<td>Local Sales Taxes</td>
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<td>Local Property Taxes</td>
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<td>State Sales Taxes</td>
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YEAR 2

In the second year of operation, it was assumed there would be no further construction related economic impacts. Second, it was assumed the facility would be at full-capacity operation and fully staffed at 30 full-time equivalent jobs. Total payroll was estimated at $1,011,577 annually.

When subjected to the multiplier effect, the facility will create 50 new jobs annually when fully operational. The population will increase by 104. The facility will generate an increase in the local school population equal to 19 pupils per year. The number of new households will total 42. Due to the non-profit status of the firm, there will be no sales taxes generated in year 2 or beyond. Table 2 summarizes the impacts that will occur each year for the life of the facility once it is fully operational.

Table 2.
### YEAR 2 IMPACTS

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<td>Pupils</td>
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<td>Personal Income</td>
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<td>Output</td>
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<td>Local Property Taxes</td>
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### CUMMULATIVE ECONOMIC IMPACT

Table 3 presents the cumulative economic impacts for years 1 and 2 that will be generated by the Early Education Partnership facility.

Table 3.

### CUMMULATIVE IMPACTS

YEARS 1 & 2

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<td>Jobs</td>
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<td>Population</td>
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<td>Households</td>
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<td>Pupils</td>
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<td>Personal Income</td>
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<td>Local Sales Taxes</td>
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<td>State Sales Taxes</td>
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Building Strong Foundations for Early Learning:
The U.S. Department of Education’s Guide to High-Quality Early Childhood Education Programs

M. CHRISTINE DWYER
RMC RESEARCH CORPORATION

ROBIN CHAIT
PATRICIA MCKEE
U.S. DEPARTMENT OF EDUCATION

NOVEMBER 2000
I. INTRODUCTION

Educators, researchers, and policymakers now acknowledge the importance of early childhood education for all preschool children. An accumulation of research recognizes that young children have a much greater capacity to learn than has previously been recognized. The first five years of life are a time of enormous growth of linguistic, cognitive, social, emotional, and motor competence. Because children learn continuously from birth, child care and education cannot be thought of separately. High-quality child care and education should provide appropriate developmental experiences for young children, including attention to the physical needs of children. Early education promotes the overall development of a healthy child, but it is also critical because children who have had the right kinds of educational experiences before kindergarten do better in school.

A recent study of kindergartners illustrates the importance of early education for later performance in school more clearly than ever before. It demonstrates that children begin kindergarten with different levels of knowledge and skills based on their background, and while the more disadvantaged children catch up on basic skills in reading and mathematics during the kindergarten year, the gap widens on measures of more sophisticated reading and mathematics knowledge and skills. New syntheses of research developed by the National Research Council show the positive connection between quality educational experiences in the preschool years, readiness for kindergarten and first grade, and later learning outcomes. An accumulation of studies points to the payoff for children and taxpayers of well-designed early childhood programs, especially for children from low-income families. As interest in improving American schools and children’s performance continues to rate high as a public concern, our nation’s leaders are increasingly aware of the critical role of early education.

Unfortunately, studies have also found that while most preschool children in the United States spend at least a portion of their days in care outside the home, they are not in settings of sufficient quality to produce later learning outcomes. The National Research Council’s newly published synthesis of research, Eager to Learn: Educating Our Preschoolers, cites the warning that the growing understanding of the importance of early education “stands in stark contrast to the disparate system of care and education” available to the nation’s preschool children. The report suggests that many children from low income families are in child care programs “of such low quality that learning and development . . . may even be jeopardized.”
Because of concern about the quality and availability of early childhood education, the U.S. Department of Education (Department) is committed to raising awareness about the importance of early childhood education, the characteristics of high-quality programs, and the availability of federal resources to support preschool services. As part of this task, the Department is providing information to educators and policy-makers about why early education is important and what it takes to ensure that preschoolers' education experiences are of sufficient quality to make a difference in learning outcomes. Recognizing the scope of the task, the Department has chosen to focus initially on promoting the development of children's cognitive and language skills in preschool settings supported by public schools.

**WHAT IS THE PURPOSE OF THIS DOCUMENT?**

This guide is an initial step designed to provide information to local, district, and state educators about the hallmarks of high-quality early childhood programs. It includes short syntheses of research about the characteristics of early education programs that have the most influence on the development of cognition and learning. Then, indicators are provided to assess the quality of preschool programs. The indicators are based in research as well as guidelines developed by states and early childhood professional associations. If a school or district currently operates a preschool program, the guide can be used as a self-assessment tool to judge the program's quality and make plans for improvements. If the district is considering starting a preschool program, the guide offers quality standards to be used during planning. States may find the quality indicators and outcomes useful as they prepare guidance for the operation of early childhood programs.

**WHY TARGET PUBLIC SCHOOLS?**

The target audiences for this document are public school educators and policymakers who are planning or providing educational programs for children ages three to five. Elementary school administrators are beginning to realize that they must invest in the quality of preschools to demonstrate success in meeting demanding educational standards. Administrators know that children need to enter the K-12 system with a strong language and literacy foundation to achieve the goal.

**Side Bar**

As part of the Pre-K through grade 3 continuum of learning, the Charlotte-Mecklenburg School System (NC) serves 2,000 four-year-olds in its Bright Beginnings program. Since 1997, the system has used 85 percent of its Title I funds to provide Pre-K services to those students with the greatest educational needs. Title I funding supports highly qualified staff, a literacy and language-oriented curriculum, professional development, family-school partnerships, and transportation. The program has a fully developed, written curriculum; program standards; and a curriculum-integrated parent component. Professional development includes summer institutes, monthly full-day sessions, and bi-weekly after school opportunities. The program involves Even Start, Head Start collaborative classes and state-funded community partnerships (North Carolina's Smart Start) in addition to classes at elementary schools. Children's progress is assessed using components from the Child Observation Record and Concepts about Print. Initial results show that the effects of Bright Beginnings are sustained; children perform consistently better on end-of-year kindergarten assessments than do comparable children who did not participate. Most important, initial results show that participation in Bright Beginnings has substantially reduced achievement gaps associated with race and poverty by the end of kindergarten. The district has the goal of doubling the number of children served in Bright Beginnings with the long term objective of having at least 85 percent of all Charlotte-Mecklenburg students reading at or above grade level by the end of grade three.
of producing competent readers by the end of the primary grades. Public schools
have great potential for improving the quality and increasing the impact of
preschool services. Schools have access to resources and the capacity to enhance
continuity between early education and kindergarten and first grade. Public funding
for pre-kindergarten has been increasing as the K-12 system recognizes its vested
interest in the preparation of young children for success in the early grades. Local
school districts already have the responsibility to provide education for preschool-
aged children who need special education services. But public schools can do much
more by supporting staff, creating community connections and providing resources
to make an impact on the early foundation for learning.

There are many ways that the public school system can support early education:
providing universal pre-kindergarten; financing the placement of high needs
children in early education settings; extending services for some children; offering
professional development to Head Start and private preschool teachers;
coordinating local providers and community resources; and facilitating transitions
across settings.³

WHY EMPHASIZE COGNITION AND LANGUAGE?
The Department acknowledges that attention in the preschool years to all domains
is vital, but will place more emphasis on cognition and language. Research now
provides clear direction in these domains, which in the past have often been
neglected in preschool settings. The new research sheds light on the competencies
of young children, the role of a supportive context in development, and specific
ways to promote learning. An extensive body of evidence is now available, for
example, to guide emergent literacy skills and early reading.⁴ Because
developmental domains are related, however, growth in language and cognition will
optimally occur in the context of other areas of development. Language
development emerges from social interactions and rich experiences; good health
and nutrition are foundational for all types of learning; and self-assurance in a
group setting helps a child profit from school experiences.

Side Bar
Missouri's Independence School District became the nation's first School of the 21st Century in 1988. The district
provides child care for three-and four-year olds and before-and after-school care for school-aged children in every
elementary school. It operates Head Start and Full Start, a program initiated to blend Head Start and child care.
Independence schools also administer Medicaid and case management and offer child development training to
families and child care providers. A range of school programs in Texas' Austin Independent School District
illustrates ways that public schools can support preschool education. At Becker Elementary, parents of pre-
kindergarten children learn in the Parents As Partners program how to facilitate their children's literacy
development. Parents learn about literacy activities to support learning and also develop supportive relationships
with teachers. The school reports unprecedented progress on observational assessments of literacy. At Sanchez
and Allison Elementary schools, the Parents Advocates for Literacy (PALS) program trains parents in early literacy
so that they can work as volunteers in pre-kindergarten programs. Each school day features a 45 minute PALS time
when parents and preschoolers work together in small groups in pre-reading and writing. PALS adds substantially
to the instructional time young children receive.
WHAT ARE THE ROLES OF STATES AND DISTRICTS IN SUPPORTING HIGH-QUALITY EARLY CHILDHOOD PROGRAMS?
States and districts can provide leadership, guidance, and technical assistance in support of early childhood programs. Putting in place high-quality education programs for preschool children on a large scale requires action on many fronts simultaneously. States can play a leadership role by providing guidance for program design and assessment, acknowledging pre-kindergarten children as learners, creating partnerships and collaborations to extend services, and offering financial support to encourage additional and improved services. School district offices play an essential role in creating effective early childhood programming because support for young children’s learning requires the involvement of the full community. Early childhood education is most effective when it is seen as part of the full continuum of a child’s education.
SECTION II
VITAL CONCEPTS FOR PLANNING EARLY EDUCATION PROGRAMS
II. VITAL CONCEPTS FOR PLANNING EARLY EDUCATION PROGRAMS

The type of early childhood programming that develops young children's language and cognitive abilities for school success has distinguishing characteristics that make it a resource-intensive but worthwhile undertaking. Without specialized training in the early childhood field, it is sometimes difficult to distinguish the program options and settings that will have a long-term payoff for young children in later school achievement from those that merely have the appearance of quality. Seven vital concepts can guide the planning of effective early childhood programs.

1. INTENSITY OF PARTICIPATION MATTERS.
Intensity refers to the amount and length of time a child participates in high-quality experiences as well as the degree to which those services are tailored to a child's individual development. In general, the younger the child, the more individualized the programming. Preschool children learn best in small group settings with experienced adults who have the time each day to devote to their individual development. Early childhood education is more expensive to provide than elementary education simply because more adults are needed for the same number of children. Intensity and length of participation matter a great deal, especially for children who are living in circumstances that place them at greater risk of school failure, including poverty, low level of maternal education, and maternal depression. To realize cognitive benefits from preschool, children need to experience educationally-focused programming on a regular basis over the course of their years of development. Fortunately, high-quality education can take place in a wide range of settings because some children now spend eight or more hours a day in care settings outside the home. It may be unrealistic to expect that all aspects of the child's day would have an education focus, but it is important that time is devoted each day to cognitive and language development.

2. TEACHER EXPERTISE IS THE CRUCIAL INGREDIENT.
Children's cognitive growth and language development are primarily influenced by the daily interactions between children and the adults who are guiding their learning opportunities. Quality depends on the expertise of adults in listening to, observing, talking with, and asking questions of children over time. How able is the teacher to use a child's interests and daily activities to extend vocabulary, introduce numeracy concepts, and reinforce language sounds that are the building blocks of reading? How facile is the teacher in observing signals that suggest a child is ready for new cognitive challenges? While the classroom setup and materials available to children are important elements of quality, it is the teacher's ability to help the child learn about his or her environment on a daily basis that makes a long-term difference for learning. Teachers with early childhood expertise have backgrounds that are different from those of elementary school teachers. They require additional training in child development, language acquisition and early literacy, observation and assessment, cultural diversity, special needs, and parental involvement.

3. LINKS WITH FAMILIES ARE ESSENTIAL.
Preschool sets the pattern for the family's contact with the formal learning system. Early childhood teachers have the responsibility for reaching out to parents and
engaging them with their children’s learning so that parents begin to understand the responsibility they have for supporting their children through the school years. Teachers must work to bridge cultural and language differences with both parents and children. If preschool is the child’s first independent foray outside the language and culture of the home, it becomes the job of the early childhood teacher to recognize and build on the strengths of the child and family while introducing the expectations of the formal learning environment. The language of the home that children have used since birth is most likely the language they will use for meaningful communication and construction of knowledge. The native language can be the foundation for English language acquisition.

4. CHILDREN’S PACE OF DEVELOPMENT IS NOT UNIFORM.
Children enter preschool with many significant differences in their cognitive, social, physical, and motor skills. Those differences arise from family experiences, individual biology, and social and cultural contexts, and thus any approach that assumes “lock-stepped development” is not productive. The role of the preschool teacher is to learn about and build upon the individual and developmental characteristics that the child brings to the learning situation.

5. EARLY CHILDHOOD EDUCATION CAN BENEFIT ALL CHILDREN.
Children with disabilities and children who may be not as advanced as their age peers in some areas of development are likely to benefit most from high-quality preschool experiences. Because advantages in literacy resources and activities, language development, and some aspects of social and physical development are correlated with higher socioeconomic status, it is especially important that children from lower income backgrounds have access to quality early childhood education. Delaying children’s entry into group settings because of disabilities or into preschool because of presumed lack of readiness denies opportunities for growth through interaction with peers of the same age. In the words of the National Association of Early Childhood Specialists referring to the practice of delaying entry to kindergarten, “[delaying entry] implies that children have failed at school even before they begin.”

6. CONTINUITY SUSTAINS POSITIVE EFFECTS.
Continuity has several dimensions. Children thrive in stable relationships with adults who know and care for them. The strongest programs keep staff turnover to a minimum, employ staffing patterns that keep primary caregivers with the same children over several years, use a team approach, and try to keep the peer group stable over time. Transitions across institutional structures must be carefully planned. Children who receive consistent services as they move from preschool to kindergarten and first grade will be more successful academically and socially.

7. QUALITY REQUIRES RESOURCES.
Not every early care and education experience yields outcomes that are visible as success in elementary school; preschool programs that economize on the extent of children’s participation, teacher expertise, or ratio of adults to children are not likely to provide visible benefits. High-quality early childhood programming is worth the investment of resources in terms of its promise of school success.
If the principles described above and the quality indicators found later in this document are absent, it is unlikely that learning outcomes will be realized for many children.
SECTION III
FEATURES OF HIGH-QUALITY EARLY CHILDHOOD PROGRAMS
THAT PROMOTE COGNITIVE AND LANGUAGE DEVELOPMENT
SECTION III. FEATURES OF HIGH-QUALITY EARLY CHILDHOOD PROGRAMS THAT PROMOTE COGNITIVE AND LANGUAGE DEVELOPMENT

This section of the document addresses six features of early childhood programs related to cognitive growth and language development: parental involvement, learning environment, pedagogy, curricula, assessment, and staff qualifications. Each feature begins with a summary of salient findings from research followed by a statement of the challenges to be faced for quality implementation. A series of quality indicator statements describes what an observer could look for to determine whether the program is on the track of producing long term meaningful outcomes for children. Rate your preschool program on each of the indicators using the five-point scale that ranges from "Not at all Descriptive of our Program" to "Very Descriptive of our Program." The final section of this document includes the indicator statements in instrument format for use in self-assessments.

The statements in the sections that follow describe hallmarks of good practice that have widespread support, but they are not intended to serve as a complete list of ideal program qualities. The statements can be used to help schools set benchmarks for improving the quality of preschool services. The quality indicators in this section are derived from the extensive work done in recent years by federal agencies, state departments of education, academics, and professional associations. Major sources include:

The National Research Council's Eager to Learn, The National Reading Panel Report on Teaching Children to Read, and Preventing Reading Difficulties in Young Children

National Association for the Education of Young Children National Association of Early Childhood Specialists

The standards and guidelines for early childhood developed by several states, including California, Connecticut, New York, and Texas.

See endnotes and resource section for more information.
A. QUALITY OF PARENT INVOLVEMENT

FROM THE RESEARCH:
- Family variables are powerful predictors of children's subsequent language development and academic performance. Parental beliefs and attitudes about literacy and reading affect children's literacy development. Parents report that they feel less able to positively impact their children's intellectual development than any other area of child development.\(^\text{11}\)
- Families contribute to children's literacy and school-related competence directly by engaging in language-rich verbal exchanges with the child, and in indirect ways, by providing reading and writing materials, and serving as role models in the regular use and enjoyment of reading and writing in everyday life. Gains in children's skills are associated with parents' responsiveness during story reading.\(^\text{12}\)
- Children with multiple risk factors, including poverty, are less likely than others to engage in literacy activities frequently with their families.\(^\text{13}\)

THE CHALLENGE FOR PROGRAMS:
Many professionals have never had training in parental involvement strategies. Certainly, many parents are not aware of the importance of their roles in supporting children's learning, nor have they been exposed to techniques for doing so. In general, the field of parenting education is less well developed than other fields. Relationship-building with parents can be especially challenging for staff when families are from cultural, language, or income and social groups that differ from their own backgrounds. Engaging parents who have limited literacy skills poses both a challenge and opportunity. Schools might initiate or link with a family literacy program specifically designed to develop parents' literacy skills, while supporting involvement with their children's literacy development. It is important for all schools to have clear expectations for parents as well as for their own roles in the home-school relationship.

QUALITY INDICATORS FOR PARENT INVOLVEMENT: LOOK FOR...

**DEVELOPMENT OF HOME-SCHOOL RELATIONSHIPS**

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- All parents believe that their child's teacher respects their views and express trust in the teacher. Parents are welcome visitors to the program at any time.
- A system is in place for teacher-parent communication of day-to-day happenings that may affect children. Staff regularly provides information to parents about how their children are progressing and does so formally through conferences several times a year.
- The school has explicit expectations for the parent's role. Staff provides information to all parents about their roles in family-school relationships, the schedule and school calendar, the meaning of progress reports and school forms, and so forth.
- All parents have opportunities for input into program procedures and the plans for meeting their child's needs.

**HOME LITERACY ENVIRONMENT AND PARENT-CHILD INTERACTIONS**

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- Staff routinely provides books and other literacy materials for use in the home environment. Staff encourages parent-child book reading in a variety of ways. Staff demonstrates ways to read with children.
- Staff makes home visits for instructional purposes as appropriate.
- During parent-teacher conferences, staff asks parents for their observations about their child's language and literacy development. Staff uses the knowledge in ongoing assessment and planning.
- The program makes available opportunities for parents to extend their own literacy learning, directly or through referrals.

**COMPETENCE IN WORKING WITH DIVERSE PARENT POPULATIONS**

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- Staff has detailed knowledge of the social and cultural contexts in which children live. Staff understands and respects the values and traditions of culturally diverse families.
- Staff makes appropriate accommodations for parents with special needs, e.g., oral presentations of written material, visits to the home.
- Staff makes arrangements for communicating with parents in their preferred language.
B. QUALITY OF LEARNING ENVIRONMENTS

FROM THE RESEARCH:

- Class size and adult-child ratios are related to learning outcomes. Low ratios allow more interaction and individualization. Small group size encourages more extended language opportunities, child-initiated learning, and exploration and problem solving.14
- Children learn best when their physical needs are met and they feel psychologically safe and secure. Children need to know that school is a safe place where adults will protect them.15
- A significant part of the variation in performance in Head Start is related to the quality of classroom environments. Children’s performance is higher if the teacher encourages independence, and classes have varied and appropriate schedules, are well-equipped, and provide rich language learning opportunities.16

THE CHALLENGE FOR PROGRAMS:
Most early childhood educators would agree that learning environments strongly influence what is learned and how it is learned. Unfortunately, when the rush to provide services to increased numbers of preschoolers compromises the quality of the learning environment, desired results might not be achieved. The goal is to create an environment that conveys messages such as these to children: This is a safe and comfortable place. I belong here and I am valued. I know what I’m expected to do.17

QUALITY INDICATORS FOR THE LEARNING ENVIRONMENT: LOOK FOR...

CLASS SIZE AND TEACHER-STUDENT RATIOS

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- The number of adults in the classroom and the adult-child ratio follow state-recommended guidelines for age groups. Ratios and grouping are adequate so that each child is known well by at least one adult.
- Staff members have assigned responsibility for a particular group of children. Programs maintain stable staff relationships, for example, keeping the same staff with children over several years.
- Space is arranged so that children can work individually, in small groups, and as a whole group.
SAFE, SECURE CLASSROOMS, SCHOOLS, AND OTHER LEARNING ENVIRONMENTS

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- The space, including outdoor play areas, is clean, well-lighted and ventilated and in good repair.
- Room arrangements, schedules, and daily expectations follow consistent routines that are known to children. Transitions are smooth, purposeful, and not rushed.
- There is at least one adult who speaks the home language of most children.
- Adults are respectful toward children.
- Adults involve children in the development of clear and consistent rules. Adults encourage positive social behavior, e.g., turn taking, respecting others' feelings, and model how to solve problems and resolve differences.

RICH LITERACY ENVIRONMENT

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- Arrangements and selection of materials engage children's interest in exploration. Children's work and products are displayed in the classroom.
- The early childhood classroom has many and varied books, which are displayed attractively and are accessible to children. Writing materials are available in many different parts of the classroom.
- The classroom contains alphabet materials, including posted letters, labels on objects in the environment, alphabet manipulatives, and alphabet books.
- At least some reading materials have been selected for their connections to children's linguistic and cultural backgrounds.
- Children have access to a wide range of materials useful for creative expression, e.g., art materials, dramatic play props.

ACCOMMODATION OF CHILDREN WITH SPECIAL NEEDS

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- Staff includes all children in activities and events, e.g., games and sports. Adaptations are made in activities to facilitate participation by all children, and interventions for children with disabilities or other special needs maximize their participation and membership in the group.
- Physical space and materials are adapted to promote engagement, interaction, play and learning. Adaptations encourage children to initiate learning and do not always depend on adults.
C. QUALITY OF EARLY CHILDHOOD PEDAGOGY

FROM THE RESEARCH:
• A supportive early childhood context can strengthen young children's learning in all domains, e.g., cognition and language, physical and motor development, emotional and social development, and cultural and aesthetic development.
• Children are better prepared for school when early childhood programs expose them to a variety of classroom structures, thought processes, and discourse patterns.
• Children construct knowledge actively, integrating new concepts into existing understandings. Teaching and learning are most effective when they begin with and build on children's existing understandings.
• Approaches that encourage children to reflect, predict, question, and hypothesize allow children to learn more deliberately.

THE CHALLENGE FOR PROGRAMS:
Children arrive at preschool with very different developmental, social, and cultural experiences, resulting in great variations in their readiness for the setting. Because individual differences among children have a strong influence on growth and development, no single “lock-stepped” approach to teaching is useful. Working with children who represent a wide range of development requires well-trained staff. Early childhood programs must explicitly address the development of the whole child because learning in one domain of development often reinforces or deepens learning in another area of development. Some curricular activities such as arts, music, and dramatic play are especially productive for developing language and literacy concepts.

INDICATORS OF QUALITY IN PEDAGOGY: LOOK FOR...

VARIETY OF DOMAINS AND STRUCTURES

NOT AT ALL DESCRIPTIVE

1 2 3 4 5

• The early childhood program has the explicit goal of supporting all domains of development for all children.
• Children's daily schedules include a mix of whole class, small group, and individual interaction with teachers.

INDIVIDUALIZATION

NOT AT ALL DESCRIPTIVE

1 2 3 4 5

• Staff spends time each day observing children, including during play. Staff records observations for use in planning, and discusses observations of progress to match activities to the child's level of development.
• Each day includes some opportunities for child-initiated learning activities along with teacher-structured activities.

**LEARNING HOW TO THINK**

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• During all types of activities, staff frequently uses open-ended questions with all children to develop children’s thinking.
• Staff conducts and facilitates conversations among children on a daily basis, ensuring that all children have the opportunity to participate in taking turns during conversations.
• Each day staff provides opportunities for children to ask questions and explore responses, reason and problem-solve, and use both deliberate and trial and error approaches for investigations. Staff encourages all children to participate in hands-on activities and interact with peers and adults about their observations.

**D. QUALITY OF EARLY CHILDHOOD CURRICULA**

**FROM THE RESEARCH:**
• Research does not identify any one best curriculum for preschool-age children to prepare them for school. But it is clear that there are some important ingredients, including explicit curricular goals, planned learning experiences in all curricular areas, and extensive language and literacy development.19
• Children learn from interactions with the physical and natural environment and also learn from each other. Children learn through play and active exploration of the environment.20
• Teaching children phonemic awareness significantly improves reading. Vocabulary should be taught both directly and indirectly, e.g., through story reading or listening. Repetition and multiple exposure is important for vocabulary learning.21

**THE CHALLENGE FOR PROGRAMS:**
Early childhood programs need to balance consistent curricular guidance that ensures that all children have an opportunity to attain desired outcomes with the flexibility that staff needs to meet the wide-ranging needs of children. The nature of learning should inform the practice of teaching. Learning activities that take a child just beyond his or her existing knowledge and skill level are optimal for educational development. Narrowly focused curricula that emphasize only basic skills or drills on content have little meaning to children and should be avoided.
QUALITY INDICATORS FOR CURRICULA: LOOK FOR...

PLANNING

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- Staff members in the early childhood program are able to describe the theoretical base from which the program operates.
- The early childhood program has identified foundational concepts and specific skills that all children should learn. Curriculum content is designed to achieve long range goals for children. The early childhood curricular expectations are linked to elementary school standards.
- The curriculum allows for children to work at different levels on different activities. Children are not expected to all do the same thing at the same time.
- The curriculum is organized within conceptual frameworks such as projects, units, and themes in order to provide context for abstract concepts.

LANGUAGE FOUNDATIONS

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- Adults engage throughout the day in meaningful conversations with children, including conversations initiated by children. Adult speech is pleasant in tone, varied in complexity, and understood by children.
- Vocabulary development is part of all learning activities. Staff takes advantage of routines, informal daily activities, and play opportunities to point out new words in context, and adults expand upon children's speech.
- Staff members exhibit respect for the home language of children. Staff may use the language in some daily conversations and include stories and materials in the home language.

EMERGENT LITERACY FOUNDATIONS FOR READING

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- Staff explicitly teaches phonological awareness skills through rhyming, categorization of sounds, and identification of syllables. On a daily basis, staff uses rhyming, poetry, music, and word play with sound clusters to build sensitivity to sounds and awareness of phonemic patterns.
- Staff frequently makes explicit connections between speech and print, e.g., pointing out letters of the alphabet associated with sounds and speech units and taking dictation from children.
- Staff explicitly teaches skills associated with conventions of print and literacy, e.g., book handling, following print on a page.
- Adult-child shared book reading of quality children's literature occurs every day. During story reading and telling, instructional approaches are used frequently to engage children in dialogue about the story and telling the story.
- Teachers encourage children every day to talk about their experiences and to represent their ideas in stories and pictures.
- Children are encouraged to write using their own spellings of words to link sounds with letters.

**MATHEMATICS AND SCIENCE FOUNDATIONS FOR PROBLEM-SOLVING**

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- Staff encourages direct, first hand, interactive experiences with natural and manipulative materials. The real world is the subject of learning activities. Children have the opportunity to develop concepts about the natural world, including the basic needs of living things, the differences and similarities among objects and organisms, the materials things are made of, and cycles and patterns of change.
- Staff develops children's understanding of key vocabulary associated with sequencing, comparisons and sorting, spatial relationships, and temporal relationships.
- Children have the opportunities to learn the functions and properties of objects, and classify and group materials.
- Staff provides instruction and practice in recognizing numerals, counting objects, describing and naming shapes, reproducing and extending simple patterns, using basic measurement tools, and collecting and organizing information.
- Staff helps children develop simple investigations that involve asking questions, making observations, gathering information, drawing conclusions, and communicating findings.

**E. QUALITY OF EARLY CHILDHOOD STAFF**

**FROM THE RESEARCH:**

- A defining feature of a supportive environment is a responsive and responsible adult who nurtures children's dispositions to learn. The quality of early teacher-child relationships affects social competence and school achievement.
- Teachers' professional backgrounds are related to the types of interactions with children that support cognitive and language development. When the teaching staff knows how to observe children's approaches to learning, they are able to create challenging learning experiences that are within the reach of the child, and as a result, extend the child's competence.
- Stability and consistency of relationships between adults and children are important for learning. Building close relationships depends upon stability; therefore, turnover of staff is disruptive for children's learning.

**THE CHALLENGE FOR PROGRAMS:**

In many areas, there is a shortage of qualified early childhood staff so maintaining staff, with expertise and experience requires ongoing attention. Because individualized support for children is critical, schools need to create professional
working conditions that support continuous learning, enabling teachers to learn more about the children in their care and reflect on the effectiveness of teaching practices.

INDICATORS OF QUALITY OF STAFF: LOOK FOR...

BACKGROUND OF STAFF

<table>
<thead>
<tr>
<th>NOT AT ALL DESCRIPTIVE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>VERY DESCRIPTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Early childhood teachers have at least baccalaureate degrees, ideally with specialization in early childhood education. At a minimum, early childhood instructional assistants are high school graduates or have equivalent credentials and have been trained in early childhood education.</td>
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<tr>
<td>• Early childhood teachers and instructional assistants have or are working towards appropriate state certification for early childhood.</td>
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<td>• At least some members of the staff speak the home language of the majority of the children.</td>
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PROFESSIONAL WORKING CONDITIONS

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<th>VERY DESCRIPTIVE</th>
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<tbody>
<tr>
<td>• During the school day, staff spends little time on tasks that do not involve children's learning.</td>
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<tr>
<td>• Early childhood staff members receive supervision from an early childhood specialist with at least a Masters degree in early childhood education.</td>
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PROFESSIONAL DEVELOPMENT

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<th>VERY DESCRIPTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All early childhood staff members (teachers and instructional assistants) have training in child development; child observation and assessment; early literacy and language acquisition, including second language acquisition; curricula, environments and materials for young children; parental involvement; cultural diversity and special needs; and working with other staff.</td>
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<tr>
<td>• At least weekly, staff has an opportunity to discuss their observations of children's development and seek guidance for instructional approaches.</td>
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</tbody>
</table>
F. QUALITY OF ASSESSMENT AND CONTINUOUS IMPROVEMENT

FROM THE RESEARCH:
- Assessment serves several purposes in early childhood: planning instruction and monitoring progress, communicating progress to parents, identifying children in need of special services or intervention, and evaluating how well the program is meeting its goals.23
- There are long-term negative consequences associated with deferring identification of and planning interventions for children who need additional support for language and literacy development.24
- Assessment in early childhood is currently in a state of flux and the field is continuing to develop.25

THE CHALLENGE FOR PROGRAMS:
Assessment is inseparable from effective instruction; teachers daily guide learning based on their assessments of each child’s development. A wide variety of approaches and instruments is appropriate for instructional assessment to provide additional support in areas of need. Those same instruments may not be appropriate for higher stakes assessments of preschool children, for example, placement decisions. Much more care needs to be employed when assessment is used for purposes external to the classroom, e.g., program evaluation and accountability. Schools certainly need to assess the effectiveness of preschool programs in terms of their outcomes for children, but the data should always be collected and reported in ways that bring benefits to children rather than delaying services. Because the course of development in the preschool years is uneven and sporadic, assessment results that reflect only a single point in time can easily misrepresent children’s learning.

INDICATORS OF QUALITY OF ASSESSMENT AND CONTINUOUS IMPROVEMENT: LOOK FOR...

GUIDANCE FOR INSTRUCTION

<table>
<thead>
<tr>
<th>NOT AT ALL DESCRIPTIVE</th>
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<th>4</th>
<th>5</th>
<th>VERY DESCRIPTIVE</th>
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</thead>
</table>
- Teachers use a variety of assessment procedures that are embedded in instruction on an ongoing basis, including observation, performance assessment, work samples and interviews.
- Records of assessments document what children know as well as what they do not yet know. Teacher records show which children are not making adequate progress in order to ensure that attention is paid to skill development.
IDENTIFICATION OF NEEDS FOR SPECIAL SERVICES AND INTERVENTIONS

NOT AT ALL DESCRIPTIVE 1 2 3 4 5 VERY DESCRIPTIVE

- The program has a process in place for screening and referring children for special education and other services.
- The process includes provisions for informing parents of the referral in advance, along with their associated rights. Parents may remain with the child during assessments.

PROGRAM ASSESSMENT

NOT AT ALL DESCRIPTIVE 1 2 3 4 5 VERY DESCRIPTIVE

- Staff and parents meet to develop instructional and other goals for children.
- Staff and parents participate in a formal annual review to determine the program’s effectiveness in meeting the needs of children and families.
- The annual review includes an assessment of the overall context, including staff turnover, and parental satisfaction.
- The annual review of the program includes performance data about children collected by teachers. Multiple indicators of progress are included to assess program effectiveness in meeting instructional goals.
- Staff make recommendations for program improvement based upon findings in the annual review.

SUMMARY

If the indicators listed in the six features above are descriptive of your current preschool program, then you are well on the way to providing experiences for young children that will produce strong outcomes. The next section lists specific outcomes for language development, enabling you to determine whether children in your preschool program are attaining the skills that are important foundations for school success. If your program did not rate well on some indicators, now is the time to take stock and develop an action plan that answers these questions:

- Where do we want to be in a year? What changes are most important? What goals are reasonable?
- What strategies, capacities, and resources do we need to achieve those goals?
SECTION IV
CHILD OUTCOMES IN THE LANGUAGE DOMAIN
SECTION IV. CHILD OUTCOMES IN THE LANGUAGE DOMAIN

What should parents and the public expect from the preschool experience? This section lists examples of benchmarks within the language domain that most children could be expected to attain as a result of participation in a quality preschool. Of course, all children would not be expected to arrive at a benchmark at the same time nor attain the same proficiency. Assessments should take into account a child’s ability in English and his or her stage of native and English language acquisition.

There are many ways to measure the attainment of the outcomes listed below, including observation and performance assessments. The Resource Section includes a list of assessment instruments that programs might consider for gauging attainment of outcomes.

The outcomes listed below are expectations that are appropriate for most children who have participated in high-quality preschool programs. Children’s performance on these outcomes will help you judge the adequacy of preschool program quality.

By the end of preschool, how many of children in your program are able to ____?

<table>
<thead>
<tr>
<th>A. ORAL LANGUAGE, COMMUNICATION AND LISTENING</th>
<th>MOST (75% or more)</th>
<th>MANY (50-74%)</th>
<th>SOME (25-50%)</th>
<th>FEW (less than 25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate to be understood by adults and peers.</td>
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<tr>
<td>Initiate and engage in conversations with adults and peers.</td>
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<tr>
<td>Ask questions for information and to extend learning.</td>
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<tr>
<td>Use multiple word sentences to express ideas.</td>
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<tr>
<td>Listen to others and indicate understanding.</td>
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<tr>
<td>Understand accurately directions with more than one step.</td>
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</table>

<table>
<thead>
<tr>
<th>B. BACKGROUND KNOWLEDGE AND VOCABULARY</th>
<th>MOST (75% or more)</th>
<th>MANY (50-74%)</th>
<th>SOME (25-50%)</th>
<th>FEW (less than 25%)</th>
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<tbody>
<tr>
<td>Learn new vocabulary from everyday situations.</td>
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<tr>
<td>Attempt to communicate more than current vocabulary, extending to create new meaning.</td>
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<tr>
<td>Use correct vocabulary related to position, order, direction, size, and comparison.</td>
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<tr>
<td>Use vocabulary associated with scientific principles, e.g., sink, float, freeze, liquid, alive.</td>
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<tr>
<td>Use basic computer vocabulary, e.g., mouse, keyboard, printer.</td>
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</table>
## C. Emergent Literacy

### Phonological Awareness

<table>
<thead>
<tr>
<th></th>
<th>MOST (75% or more)</th>
<th>MANY (50-75%)</th>
<th>SOME (25-50%)</th>
<th>FEW (less than 25%)</th>
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</thead>
<tbody>
<tr>
<td>Recognize that words are made up of individual sounds.</td>
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<tr>
<td>Recognize that language is made up of words.</td>
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<tr>
<td>Recognize and produce rhyming words.</td>
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<tr>
<td>Perceive the difference between similar sounding words.</td>
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<tr>
<td>Identify words that begin with the same sounds.</td>
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<tr>
<td>Break words into syllables.</td>
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</table>

### Alphabetic Principle

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<tr>
<th></th>
<th>MOST (75% or more)</th>
<th>MANY (50-75%)</th>
<th>SOME (25-50%)</th>
<th>FEW (less than 25%)</th>
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</thead>
<tbody>
<tr>
<td>Understand that sounds are represented in print by combinations of letters.</td>
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<tr>
<td>Make some sound-letter matches.</td>
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</table>

### Letter Awareness

<table>
<thead>
<tr>
<th></th>
<th>MOST (75% or more)</th>
<th>MANY (50-75%)</th>
<th>SOME (25-50%)</th>
<th>FEW (less than 25%)</th>
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</thead>
<tbody>
<tr>
<td>Know some alphabet letter names, including those in own name.</td>
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<tr>
<td>Recognize own name and several high frequency words in environment.</td>
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</table>

### Print Awareness

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<tr>
<th></th>
<th>MOST (75% or more)</th>
<th>MANY (50-75%)</th>
<th>SOME (25-50%)</th>
<th>FEW (less than 25%)</th>
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</thead>
<tbody>
<tr>
<td>Understand that print conveys messages.</td>
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<tr>
<td>Understand that there are different text forms used for different functions.</td>
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<tr>
<td>Demonstrate book awareness, e.g., holding the book right side up, turning pages.</td>
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<tr>
<td>Understand print conventions, e.g., left to right, top to bottom, and spaces between words.</td>
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</table>

### Writing

<table>
<thead>
<tr>
<th></th>
<th>MOST (75% or more)</th>
<th>MANY (50-75%)</th>
<th>SOME (25-50%)</th>
<th>FEW (less than 25%)</th>
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</thead>
<tbody>
<tr>
<td>Use symbols or drawings to express ideas.</td>
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<tr>
<td>Use letter approximations to write words or ideas.</td>
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<tr>
<td>Dictate words, phrases, sentences to adults for recording.</td>
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<tr>
<td>Write letters in own name.</td>
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</table>

### D. Comprehension

<table>
<thead>
<tr>
<th></th>
<th>MOST (75% or more)</th>
<th>MANY (50-75%)</th>
<th>SOME (25-50%)</th>
<th>FEW (less than 25%)</th>
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</thead>
<tbody>
<tr>
<td>Retell the sequence of main events in a story.</td>
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<tr>
<td>Predict events in a story.</td>
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</tr>
<tr>
<td>Connect information in books to real life experiences.</td>
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</table>
E. INTEREST IN LITERACY

<table>
<thead>
<tr>
<th>MOST (75% or more)</th>
<th>MANY (50-75%)</th>
<th>SOME (25-50%)</th>
<th>FEW (less than 25%)</th>
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</thead>
<tbody>
<tr>
<td>Play with the sounds of language in games and songs.</td>
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<tr>
<td>Attend to and engage in discussion about books when being read to.</td>
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<tr>
<td>Show interest in reading-related activities.</td>
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<tr>
<td>Attempt to read and write independently.</td>
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<tr>
<td>Have favorite books and request re-reading of books.</td>
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<tr>
<td>Enjoy library visits and select books by own criteria.</td>
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CONCLUSION

The Department of Education offers the information in this guide to states, districts, and schools to use in developing high-quality early childhood programs and in supporting the continuous improvement of existing programs. The guide may also be used to make the case for providing services to young children and ensuring that those services are of sufficient quality to have long-term positive effects.

If your self-assessment shows need for improvement, the information in this guide may help identify the capacities and resources needed to improve services over the coming year. The resources in the next section can provide additional help for your improvement efforts.
SECTION V. RESOURCES

This section of the guide includes references for additional information, and endnotes for the text.

A. Program Quality Instruments

**Early Childhood Environment Rating Scale (ECERS).** The ECERS is a global rating of classroom quality based on structural features of the classroom. It uses a seven-point rating scale that provides extensive descriptive information on the classroom. The ECERS was recently revised, and is easier to train and gain interrater reliability. The ECERS-R features more clearly defined criteria for each scale, as well as an improved balance between classroom materials, furnishings, and routine activities with classroom processes and practices. The ECERS-R subscales include space and furnishings, personal care routines, language-reasoning, activities, interaction, program structure, and parents and staff. ECERS was used in the Head Start Family and Child Experiences Survey (FACES), the Observational Study of Early Childhood Programs, National Child Care Staffing Study, the Cost, Quality and Child Outcomes Study, Family and Classroom Correlates of Head Start Children’s Developmental Outcomes, and the Thresholds of Quality Study. The ECERS-R is currently being used in FACES.

**Assessment Profile for Early Childhood Programs.** The Assessment Profile is an observational checklist containing 147 Yes/No items designed to assist in self-assessment to improve the quality of early childhood programs. It focuses on five aspects of the dynamic classroom environment: (1) the learning environment, (2) the curriculum, (3) interactions, (4) individualizing, and (5) health and safety. The Assessment Profile is used in FACES (Learning Environment and Scheduling scales), and was previously used in the Observational Study of Early Childhood Programs, the Atlanta site of the National Child Care Staffing Study, the National Child Care and Family Study and an adaptation was developed for the National Institute of Child Health and Human Development’s Study of Early Child Care.

**Early Language and Literacy Classroom Observation (ELLCO).** The ELLCO is a 30-40 minute observation period followed by an interview with the teacher. The observer then rates the classroom on 14 variables that span four functional areas: 1) classroom functional environment (organization of the classroom, contents of the classroom, presence and use of technology, opportunities for child choice and initiative); 2) the interactive environment (classroom management strategies, classroom climate); 3) language and literacy facilitation (oral language facilitation, presence of books, book reading practices, approaches to children’s writing); and 4) broad support for literacy (approaches to curriculum, recognizing diversity in the classroom, facilitating home support for literacy, approaches to assessment).
B. Selected References for More Information
(see also endnotes for major references):

**Articles and Books**


Organizations

Center for Improvement of Early Reading (CIERA)
Available on-line: http://www.ciera.org

The Council for Exceptional Children (CEC)
Available on-line: http://www.cec.sped.org

ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE)

International Reading Association (IRA)
Available on-line: http://www.reading.org

National Association for the Education of Young Children (NAEYC)
Available on-line: http://www.naeyc.org

National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)

National Center for Early Development and Learning (NCEDL)
Available on-line: http://www.fpg.unc.edu/NCEDL

National Center for Family Literacy (NCFL)
Available on-line: http://www.famlit.org

National Institute for Literacy (NIFL)

National Institute on Early Childhood Development and Education, Early Childhood Institute (ECI)
C. Endnotes


SECTION VI
PROGRAM SELF-ASSESSMENT

The following pages contain a self-assessment tool using the quality indicator statements for the six features of high-quality early childhood programs described in Section III. For each quality indicator statement, determine how descriptive that indicator is of your program, ranging from "Not at all Descriptive of our Program" to "Very Descriptive of our Program." Write notes to explain the ratings.

It is helpful to involve a multi-disciplinary team to determine and discuss the ratings. Use the team discussion to identify the strengths of preschool services and also determine areas for needed improvements.
### A. QUALITY INDICATORS FOR PARENT INVOLVEMENT:

#### DEVELOPMENT OF HOME-SCHOOL RELATIONSHIPS

<table>
<thead>
<tr>
<th></th>
<th>PROGRAM SELF-RATING</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1. All parents believe that their child's teacher respects their views and express trust in the teacher. Parents are welcome visitors to the program at any time.</td>
</tr>
<tr>
<td>2</td>
<td>2. A system is in place for teacher-parent communication of day-to-day happenings that may affect children. Staff regularly provides information to parents about how their children are progressing and does so formally through conferences several times a year.</td>
</tr>
<tr>
<td>3</td>
<td>3. The school has explicit expectations for the parent's role. Staff provides information to all parents about their roles in family-school relationships, the schedule and school calendar, the meaning of progress reports and school forms, and so forth.</td>
</tr>
<tr>
<td>4</td>
<td>4. All parents have opportunities for input into program procedures and the plans for meeting their child's needs.</td>
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</tbody>
</table>

#### HOME LITERACY ENVIRONMENT AND PARENT-CHILD INTERACTIONS

<table>
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<tr>
<th></th>
<th>PROGRAM SELF-RATING</th>
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<tbody>
<tr>
<td>1</td>
<td>1. Staff routinely provides books and other literacy materials for use in the home environment. Staff encourages parent-child book reading in a variety of ways. Staff demonstrates ways to read with children.</td>
</tr>
<tr>
<td>2</td>
<td>2. Staff makes home visits for instructional purposes as appropriate.</td>
</tr>
<tr>
<td>3</td>
<td>3. During parent-teacher conferences, staff asks parents for their observations about their child's language and literacy development. Staff uses the knowledge in ongoing assessment and planning.</td>
</tr>
<tr>
<td>4</td>
<td>4. The program makes available opportunities for parents to extend their own literacy learning, directly or through referrals.</td>
</tr>
</tbody>
</table>
## COMPETENCE IN WORKING WITH DIVERSE PARENT POPULATIONS

<table>
<thead>
<tr>
<th></th>
<th>PROGRAM SELF-RATING</th>
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<tbody>
<tr>
<td>1</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

1. Staff has detailed knowledge of the social and cultural contexts in which children live. Staff understands and respects the values and traditions of culturally diverse families.

2. Staff makes appropriate accommodations for parents with special needs, e.g., oral presentations of written material, visits to the home.

3. Staff makes arrangements for communicating with parents in their preferred language.

## B. QUALITY OF LEARNING ENVIRONMENTS

### CLASS SIZE AND TEACHER-STUDENT RATIOS

<table>
<thead>
<tr>
<th></th>
<th>PROGRAM SELF-RATING</th>
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<tbody>
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<td>1 2 3 4 5</td>
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<tr>
<td>2</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

1. The number of adults in the classroom and the adult-child ratio follow state-recommended guidelines for age groups. Ratios and grouping are adequate so that each child is known well by at least one adult.

2. Staff members have assigned responsibility for a particular group of children. Programs maintain stable staff relationships, for example, keeping the same staff with children over several years.

3. Space is arranged so that children can work individually, in small groups, and as a whole group.
### Rich Literacy Environment

<table>
<thead>
<tr>
<th>RICH LITERACY ENVIRONMENT</th>
<th>PROGRAM SELF-RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Arrangements and selection of materials engage children’s interest in exploration.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Children’s work and products are displayed in the classroom.</td>
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</tr>
<tr>
<td>2 The early childhood classroom has many and varied books, which are displayed attractively</td>
<td></td>
</tr>
<tr>
<td>and are accessible to children. Writing materials are available in many different parts of</td>
<td></td>
</tr>
<tr>
<td>the classroom.</td>
<td></td>
</tr>
<tr>
<td>3 The classroom contains alphabet materials, including posted letters, labels on objects</td>
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<tr>
<td>in the environment, alphabet manipulatives, and alphabet books.</td>
<td></td>
</tr>
<tr>
<td>4 At least some reading materials have been selected for their connections to children’s</td>
<td></td>
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<tr>
<td>linguistic and cultural backgrounds.</td>
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<tr>
<td>5 Children have access to a wide range of materials useful for creative expression, e.g.,</td>
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<td>art materials, dramatic play props.</td>
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</table>

### Accommodation of Children with Special Needs

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<tr>
<th>ACCOMMODATION OF CHILDREN WITH SPECIAL NEEDS</th>
<th>PROGRAM SELF-RATING</th>
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<tbody>
<tr>
<td>1 Staff includes all children in activities and events, e.g., games and sports. Adaptations</td>
<td>1 2 3 4 5</td>
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<tr>
<td>are made in activities to facilitate participation by all children, and interventions for</td>
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<tr>
<td>children with disabilities or other special needs maximize their participation and membership in</td>
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<tr>
<td>the group.</td>
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<tr>
<td>2 Physical space and materials are adapted to promote engagement, interaction, play and</td>
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<tr>
<td>learning. Adaptations encourage children to initiate learning and do not always depend on</td>
<td></td>
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<tr>
<td>adults.</td>
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</table>
### C. QUALITY OF EARLY CHILDHOOD PEDAGOGY

#### VARIETY OF DOMAINS AND STRUCTURES

<table>
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<tr>
<td>The early childhood program has the explicit goal of supporting all domains of development for all children.</td>
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<tr>
<td>Children’s daily schedules include a mix of whole class, small group, and individual interaction with teachers.</td>
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#### INDIVIDUALIZATION

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<tr>
<td>Staff spends time each day observing children, including during play. Staff records observations for use in planning, and discusses observations of progress to match activities to the child’s level of development.</td>
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<tr>
<td>Each day includes some opportunities for child-initiated learning activities along with teacher-structured activities.</td>
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#### LEARNING HOW TO THINK

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<th>PROGRAM SELF-RATING</th>
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<tr>
<td>During all types of activities, staff frequently uses open-ended questions with all children to develop children’s thinking.</td>
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<tr>
<td>Staff conducts and facilitates conversations among children on a daily basis, ensuring that all children have the opportunity to participate in taking turns during conversations.</td>
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<tr>
<td>Each day staff provides opportunities for children to ask questions and explore responses, reason and problem-solve, and use both deliberate and trial and error approaches for investigations. Staff encourages all children to participate in hands-on activities and interact with peers and adults about their observations.</td>
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</table>
### D. QUALITY OF EARLY CHILDHOOD CURRICULA

#### PLANNING

| 1 | Staff members in the early childhood program are able to describe the theoretical base from which the program operates. |
| 2 | The early childhood program has identified foundational concepts and specific skills that all children should learn. Curriculum content is designed to achieve long range goals for children. The early childhood curricular expectations are linked to elementary school standards. |
| 3 | The curriculum allows for children to work at different levels on different activities. Children are not expected to all do the same thing at the same time. |
| 4 | The curriculum is organized within conceptual frameworks such as projects, units, and themes in order to provide context for abstract concepts. |

#### LANGUAGE FOUNDATIONS

<p>| 1 | Adults engage throughout the day in meaningful conversations with children, including conversations initiated by children. Adult speech is pleasant in tone, varied in complexity, and understood by children. |
| 2 | Vocabulary development is part of all learning activities. Staff takes advantage of routines, informal daily activities, and play opportunities to point out new words in context, and adults expand upon children's speech. |
| 3 | Staff members exhibit respect for the home language of children. Staff may use the language in some daily conversations and include stories and materials in the home language. |</p>
<table>
<thead>
<tr>
<th>EMERGENT LITERACY FOUNDATIONS FOR READING</th>
<th>PROGRAM SELF-RATING</th>
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<tbody>
<tr>
<td>1 Staff explicitly teaches phonological awareness skills through rhyming, categorization of sounds, and identification of syllables. On a daily basis, staff uses rhyming, poetry, music, and word play with sound clusters to build sensitivity to sounds and awareness of phonemic patterns.</td>
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<tr>
<td>2 Staff frequently makes explicit connections between speech and print, e.g., pointing out letters of the alphabet associated with sounds and speech units and taking dictation from children.</td>
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<tr>
<td>3 Staff explicitly teaches skills associated with conventions of print and literacy, e.g., book handling, following print on a page.</td>
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<tr>
<td>4 Adult-child shared book reading of quality children's literature occurs every day. During story reading and telling, instructional approaches are used frequently to engage children in dialogue about the story and telling the story.</td>
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<tr>
<td>5 Teachers encourage children every day to talk about their experiences and to represent their ideas in stories and pictures.</td>
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<tr>
<td>6 Children are encouraged to write using their own spellings of words to link sounds with letters.</td>
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</table>
### Mathematics and Science Foundations for Problem-Solving

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</table>

1. Staff encourages direct, first hand, interactive experiences with natural and manipulative materials. The real world is the subject of learning activities. Children have the opportunity to develop concepts about the natural world, including the basic needs of living things, the differences and similarities among objects and organisms, the materials things are made of, and cycles and patterns of change.

2. Staff develops children's understanding of key vocabulary associated with sequencing, comparisons and sorting, spatial relationships, and temporal relationships.

3. Children have the opportunities to learn the functions and properties of objects, and classify and group materials.

4. Staff provides instruction and practice in recognizing numerals, counting objects, describing and naming shapes, reproducing and extending simple patterns, using basic measurement tools, and collecting and organizing information.

5. Staff helps children develop simple investigations that involve asking questions, making observations, gathering information, drawing conclusions, and communicating findings.

### E. Quality of Early Childhood Staff

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1. Early childhood teachers have at least baccalaureate degrees, ideally with specialization in early childhood education. At a minimum, early childhood instructional assistants are high school graduates or have equivalent credentials and have been trained in early childhood education.

2. Early childhood teachers and instructional assistants have or are working towards appropriate state certification for early childhood.

3. At least some members of the staff speak the home language of the majority of the children.
### PROFESSIONAL DEVELOPMENT

| 1. All early childhood staff members (teachers and instructional assistants) have training in child development; child observation and assessment; early literacy and language acquisition, including second language acquisition; curricula, environments and materials for young children; parental involvement; cultural diversity and special needs; and working with other staff. |
|---|---|---|---|---|---|
| 2. At least weekly, staff has an opportunity to discuss their observations of children's development and seek guidance for instructional approaches. |

### PROFESSIONAL WORKING CONDITIONS

| 1. During the school day, staff spends little time on tasks that do not involve children's learning. |
|---|---|---|---|---|---|
| 2. Early childhood staff members receive supervision from an early childhood specialist with at least a Masters degree in early childhood education. |

### F. QUALITY OF ASSESSMENT AND CONTINUOUS IMPROVEMENT

### GUIDANCE FOR INSTRUCTION

| 1. Teachers use a variety of assessment procedures that are embedded in instruction on an ongoing basis, including observation, performance assessment, work samples and interviews. |
|---|---|---|---|---|---|
| 2. Records of assessments document what children know as well as what they do not yet know. Teacher records show which children are not making adequate progress in order to ensure that attention is paid to skill development. |
## Identification of Needs for Special Services and Interventions

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<th>Program Self-Rating</th>
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<td>The program has a process in place for screening and referring children for special education and other services. The process includes provisions for informing parents of the referral in advance, along with their associated rights. Parents may remain with the child during assessments.</td>
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<tr>
<td>Teachers know the signs of children who may be having difficulty acquiring language skills. Assessments take into account a child's ability in English and his or her stage of native and English language acquisition.</td>
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<tr>
<td>Results of screening tests are not used as the sole criterion for placement into special programs.</td>
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## Program Assessment

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<tr>
<td>Staff and parents meet to develop instructional and other goals for children.</td>
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<tr>
<td>Staff and parents participate in a formal annual review to determine the program's effectiveness in meeting the needs of children and families.</td>
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<tr>
<td>The annual review includes an assessment of the overall context, including staff turnover, and parental satisfaction.</td>
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<tr>
<td>The annual review of the program includes performance data about children collected by teachers. Multiple indicators of progress are included to assess program effectiveness in meeting instructional goals.</td>
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<tr>
<td>Staff make recommendations for program improvement based upon findings in the annual review.</td>
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</table>
ACKNOWLEDGMENTS

In addition to the work on the document by M. Christine Dwyer of RMC Research Corporation, Nicholas Zill of Westat provided information about program quality and child outcome assessments for the resource section, Jenny Suh of Policy Studies Associates (PSA) provided the list of references for more information, and Elizabeth Witte of the Department of Education provided recommendations of resources.

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In August 2000, the Department convened a group to shape the content of the document. The members of that group provided ideas and materials generously and continued to offer suggestions through the review process. Their insights and suggestions were extremely helpful and contributed greatly to the quality of the document. In addition to members of the work group identified above, the group included: Frank Holleman, Deputy Secretary of Education; Ruth Gordner, Council of Chief State School Officers; Anthony F. Bucci, Director of Title I Services, Charlotte-Mecklenburg District; Harriett Egertson, Administrator of the Nebraska Office of Children and Families; Susan Henry, New York State Even Start Coordinator; Michael Jett, Director of the Child Development Division of the California Department of Education; Jim Lesko, Delaware Department of Education; Gary Resnick, Senior Study Director, FACES, Westat, Inc.; Nancy Wilson, Associate Secretary of the Delaware Department of Education; and Grover J. Whitehurst, Chair of the Department of Psychology, State University of New York at Stony Brook.

Design of the document was the work of Diane Draper of By Design.
NOVEMBER 2000

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Wyoming Receives Good Grade for Standards

Cheyenne -- State Superintendent of Public Instruction Dr. Trent Blankenship said he is proud to announce that the Wyoming Department of Education has received an “A” for its early childhood readiness standards.

The grade was handed down by the Center for the Improvement of Early Reading Achievement (CIERA), which is in the process of examining the quality of state prekindergarten standards in language, literacy, and mathematics.

The CIERA gave Wyoming an overall grade of “A” for the state’s prekindergarten standards. That grade is a composite score of five measured areas: ensuring standards are skill focused, research based, clearly written, comprehensive, balanced and manageable.

For all areas except comprehensiveness, Wyoming received an “A,” and in comprehensiveness, Wyoming received a “B.”

In a briefing of the study by Susan B. Neuman, Kathleen Roskos, Carol Vukelich and Douglas Clements of the research center, it was stated, “Quality prekindergarten standards are a critical part of a state’s architecture in developing systems of service delivery for young children, serving to frame content and curriculum, professional development, and assessments for the benefit of helping children develop school readiness skills.”

Dr. Blankenship said he agreed with the importance of early childhood readiness standards. “Research shows that having adequate prekindergarten standards significantly increases a child’s success rate as they progress through school,” he said. “They read at higher levels, have an enhanced comprehension of what they are learning and are generally better prepared for learning and social interaction.”

“We’re pleased with the grade we received on our prekindergarten standards,” Dr. Blankenship said. “This grade represents our level of commitment to our students and their achievement as they progress through school.”

-MORE-
Wyoming Department of Education

PRESS RELEASE

Wyoming is one of 23 states and the District of Columbia to already have prekindergarten standards developed. Ten other states are in the process of drafting standards, according to the research center and 17 states do not currently have any form of prekindergarten standards.

The Center for the improvement of Early Reading Achievement (Ciera) is a national center for research on early reading, representing a consortium of educators from five universities; teacher educators; teachers; publishers of texts, tests, and technology; professional organizations; and schools and school districts across the United States.

-END-

If you would prefer to receive this and other announcements or press releases in electronic format, please contact Public Information Officer Tim Lockwood at (307) 777-6386 or by e-mail at tlockw@educ.state.wy.us

Dr. Trent Blankenship
State Superintendent of Public Instruction
(307) 777-7673 (307) 777-6234 FAX
Early Childhood Readiness Standards
Wyoming Early Childhood Readiness Standards

Judy Catchpole
State Superintendent of Public Instruction
Wyoming Department of Education
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Cheyenne, WY 82002-0050
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INTRODUCTION

The Wyoming Early Childhood Standards Task Force, appointed by Judy Catchpole, State Superintendent of Public Instruction, is pleased to present the Wyoming Early Childhood Readiness Standards. The Task Force, supported by the Wyoming Department of Education in collaboration with the Wyoming Early Childhood Development Council, included representation from agencies and organizations involved in providing early care and education services to young children in Wyoming.

PURPOSE

The Wyoming Early Childhood Readiness Standards have been developed to provide a more consistent definition of school readiness. Our goal is to provide early childhood educators with a framework to use in planning quality curriculum by identifying the skills (indicators) needed to maximize the potential for school success and promote a smooth transition to kindergarten.

RATIONALE

Children entering kindergarten come with a variety of preschool and home experiences, and accordingly, with varying levels of school readiness. Research indicates that children who start behind stay behind. Providing children with a strong start significantly contributes to their long-term development and learning success.

The majority of early childhood standards documents currently available are written as "program" standards. They define health, safety and educational experiences that programs must provide for young children.

We encountered two challenges in developing the Wyoming Early Childhood Readiness Standards. The first challenge was to define our vision or "ideal" for school readiness. The second challenge was to determine the indicators (benchmarks) appropriate for five year olds entering kindergarten.

The Head Start Outcomes Framework provided the guidance needed in linking the developmental domains of early childhood (cognitive, language, social/emotional, motor) with the content areas associated with K-12 district standards (Language, Literacy, Approaches to Learning, Math, Science, Social Studies, Physical Health and Development, Creative Arts). Current research on the important role of early brain development, early literacy and social-emotional competencies was used to set the indicators at a level needed to promote optimum readiness for school success.
GUIDANCE

The Wyoming Early Childhood Readiness Standards were created for use as a guide for planning preschool curriculum to promote learning. They should never be used as an assessment tool, nor to delay entry of children who are age eligible to participate in kindergarten programs.

Early childhood educators are advised to use the standards in combination with developmentally appropriate assessment practice in order to make informed decisions regarding preschool curriculum and individualized learning needs. Appropriate early childhood assessment methods include: observation, developmental checklists linked to curriculum, portfolios and parent interview. Periodic assessment helps determine where each child's skills are on the continuum of development. This provides early educators with the information they need in order to provide individualized learning. Educators can then plan high quality learning experiences designed to promote the development of school readiness skills, especially in programs that serve children at-risk, including those with disabilities.

The current focus on academic readiness has the potential to promote developmentally inappropriate practice through a “downward push” of elementary school curriculum into preschool. Early childhood educators need an understanding of child development, the developmental continuum for three to five year olds, developmentally appropriate curriculum and assessment practices as well as early childhood teaching pedagogy to ensure appropriate methods are used to promote school readiness.

Note: For information on developmentally appropriate practice and the continuum of development for children age three to five, refer to the resources marked with an asterisk (*), listed below.

RESOURCES

This document incorporates information and perspectives from a wide array of resources, including:

$ Head Start Outcomes Framework
$ Wyoming Department of Education K-12 Common Core Standards
$ Standards from other states, including Connecticut, Colorado, and Missouri
$ Learning to Read and Write: Developmentally Appropriate Practices for Young Children, a joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC), 1998
$ *Scaffolding Early Literacy, Bodrova, Elena, McRel, 2001
$ *Building Early Literacy and Language Skills, Paulson, L., SoprisWest, 2001
$ *Creative Curriculum Connecting Content, Teaching and Learning, Dodge, D., Colker, L. and Heroman, Cate, Teaching Strategies, Inc. Washington, DC, 2001
$ Dimensions of Readiness, National Education Goals Panel, 1991
$ The Kindergarten Year, (Early Childhood Longitudinal Study), National Center for Educational Statistics (NCES), 2001
$ Preventing Reading Difficulties in Young Children, National Research Council, National Academy Press, Washington, DC, 1998
ACKNOWLEDGEMENTS

The Wyoming Department of Education (WDE), in partnership with the Governor's Early Childhood Development Council would like to acknowledge the hard work and dedication of the following individuals who participated on the Wyoming Early Childhood Standards Task Force. The members represented early childhood and education experts from across the state. They include:

- Annette Bohling, Facilitator, Deputy Superintendent of Public Instruction
- Pat Renton, Coordinator, Executive Director, North Central Association, WY Dept. of Education
- Cheryl Selby, Early Childhood Special Education Consultant, WY Dept. of Education
- Wyoming Early Childhood Development Council Coordinator, Department of Family Services
- Claire Venn, Literacy Coordinator/Reading Specialist, Natrona County Schools, Casper
- Kim Amen, Coordinator, Early Childhood Special Education Consultant, WY Dept. of Education
- Anita Sullivan, Director, The Learning Center, Jackson, WY
- Claire Venn, Literacy Coordinator/Reading Specialist, Natrona County Schools, Casper
- Kim Amen, Coordinator, Laramie County Head Start, Cheyenne
- Anita Sullivan, Director, The Learning Center, Jackson, WY
- Mark Bittner, Early Head Start and Developmental Preschool Program
- Ann Owen, Director, Laramie County Head Start, Cheyenne
- sushi Walsh, Regional Coordinator, Sweetwater County Child Development Center
- Karen Mahlum, Early Childhood Provider, Professional Development Trainer, Casper
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- Julie Eastes, Early Childhood Professor, Casper College
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- Bonnie Bitner, Speech Language Pathologist, Natrona County Schools, Casper
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- Sara Mofield, Education Consultant, WY Dept. of Education
- Susan Lehman, Director, Department of Family Services
- Christine Frude, Chair, Wyoming Early Childhood Development Council

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- Cindy Adams, Administrative Specialist, WY Dept. of Education
- Vickie Deag, Administrative Specialist, WY Dept. of Education
- Barbara Ingledue, Administrative Specialist, WY Dept. of Education
LISTENING AND UNDERSTANDING
(Receptive Language)

Standard: The child listens for a variety of purposes.

PERFORMANCE INDICATORS

1. Demonstrates understanding of language through responses.
   
   Snapshot: Jill was listening when the teacher asked the group to share what they did during the holiday break. She responded, “I went to my grandparents house and played with my cousins.”

2. Understands and follows simple and multiple-step directions.

   Snapshot: When asked, Kathy hangs up her coat and joins her friends on the rug.

3. Understands an increasingly complex and varied vocabulary.

   Snapshot: Adults in Mark’s environment introduce new words and expand his vocabulary. “Mark, I noticed you really like those books on dinosaurs. Did you know that Tyrannosaurus Rex was a carnivore?”

4. Understands basic language concepts.

   Snapshot: Ann understands a variety of concepts: including opposites such as hot and cold; spatial and directional concepts such as over and under; and time concepts such as morning and afternoon.

5. Discriminates among different environmental sounds.

   Snapshot: Spencer runs for the telephone when he hears it ring, and Brett looks out the window when he hears a bird chirping.

6. Understands “who, what, where, when, why” questions.

   Snapshot: Bonnie responds appropriately when asked, “Where are your shoes?”

7. Listens to and engages in conversation with others.

8. Progress in listening to and understanding English, (for non-English speaking children).
LANGUAGE
Domain/Content Area

SPEAKING AND COMMUNICATING
(Expressive Language)

Standard: The child uses language to communicate for a variety of purposes.

PERFORMANCE INDICATORS

1. Asks and answers simple questions.
   
   **Snapshot:** Lawrence asks Julie, “What is that book about?” Julie responds, “It's about dogs.”

2. Initiates conversation and responds appropriately to discussions with peers and adults.

3. Uses an increasingly complex and varied spoken vocabulary.

4. Demonstrates age-appropriate speech articulation.
   
   **Snapshot:** John’s speech is easily understood by others. (Note: Preschool children may have some articulation errors, such as S, L, and R sounds.)

5. Communicates in complete sentences of increasing length and grammatical complexity.
   
   **Snapshot:** John’s typical sentence length is five or more words: “My grandma took me to the store and bought me a new raincoat.”

6. For non-English speaking children, progress is made in speaking English.
PHONOLOGICAL AWARENESS

Standard: The child will demonstrate awareness of the different sounds in language.

PERFORMANCE INDICATORS

1. Recognizes rhymes.
   
   **Snapshot:** Pat asks, “Does Mark rhyme with park?”

2. Completes a rhyme.
   
   **Snapshot:** Ginny completes the sentence, “I saw a bug crawling on the ______.”

3. Creates strings of words with the same initial sound (alliteration).
   
   **Snapshot:** Kerri repeats a line from the “B” Book, “Big brown bear, blue bull . . . .”

4. Distinguishes individual spoken words in sentences.
   
   **Snapshot:** As four-year old Claire’s speech improved, she was heard asking her friend Chris, “Will you *give me a turn*?” instead of, “You *gimmea* turn?”

5. Combines syllables to produce spoken words.
   
   **Snapshot:** At group circle time, the teacher plays “guess the name” game, saying, “Who’s name is this Shir- - la?” Shirla responds, “Shirla! That’s my name!”

6. Segments syllables in spoken words.
   
   **Snapshot:** Virginia Claps as she says each syllable in her name. “Vir — gin — ia” equals three claps.

7. Discriminates sounds in spoken language.
   
   **Snapshot:** Bonnie asks Ann, “Are these two sounds the same Mmmmm — — Zzzzz?”

8. Recognizes onset (initial) sounds of spoken words.
   
   **Snapshot:** Julia asks, “Whose name starts with a Ssssss?” Suzanne answers, “Mine does!”
LITERACY
Domain/Content Area

BOOK KNOWLEDGE AND APPRECIATION

Standard: The child will demonstrate knowledge and appreciation of books.

PERFORMANCE INDICATORS

1. Listens to and discusses a variety of stories.

2. Expresses interest in reading-related activities.

   **Snapshot:** Kim brings her dad the book, *Goodnight Moon*, and asks him to read it to her before bedtime.


   **Snapshot:** Kristen holds the book upright, turns the pages, scans pages from top to bottom and left to right, and understands the book is for reading.

4. Retells stories with a beginning, middle and end.

   **Snapshot:** Annette picks out a favorite book to use in retelling a story to a friend, turning pages in sequence to connect the pictures to her tale.

5. Predicts what will happen next in a story.

   **Snapshot:** As the teacher reads the story of the three bears, Allysia announces, "Goldilocks is going to break the baby bears chair!"


   **Snapshot:** While drawing a picture of her Daddy and her dog, Cheryl says, "My Daddy and I take my dog for a walk."
LITERACY
Domain/Content Area

PRINT AWARENESS AND CONCEPTS

Standard: The child will demonstrate understanding of print concepts.

PERFORMANCE INDICATORS

1. Demonstrates awareness of print in various environments.

2. Understands the different functions of various forms of print.
   
   Snapshot: Janey's Aunt Mary offered to make her some pudding. As Aunt Mary looked at the back of the pudding mix box, Janey asked, "What does it say we need to do to make it?"

3. Tracks print left to right and top to bottom.
   
   Snapshot: The teacher asks Joe to locate on the page where to begin. Joe tracks the print in the storybook from left to right, top to bottom and left page to right page.

4. Demonstrates understanding that print conveys a message.
   
   Snapshot: Judy notices the letters "EXIT" on a sign above a doorway and asks, "Is that the way out?"
   
   Snapshot: Beth receives a birthday card from Grandma and asks Mom, "What does it say?"

5. Recognizes the association between spoken and written words.
   
   Snapshot: Anita is playing "waitress" and writes (scribbles) words to represent the foods ordered by her "customers."

6. Recognizes a word as a unit of print.
   
   Snapshot: Pat identifies her name in a sentence.
EARLY WRITING

Standard: The child uses writing as a means of expression / communication.

PERFORMANCE INDICATORS

1. Understands that writing serves a variety of purposes.
   
   **Snapshot:** During playtime Joe says, “I'm making a grocery list for my mom.” Suzy says, “I'm writing a letter to my grandmother.”

2. Represents stories and experiences through pictures, dictation and in play.
   
   **Snapshot:** Rebecca makes a birthday card for her mother. On her card she draws a picture of herself with her mother, then writes her message, I L U, and prints her name.

3. Experiments with a growing variety of writing tools, materials and resources (for children with disabilities, this includes adaptive communication and writing devices).
   
   **Snapshot:** Clair uses finger paints to write her name.

4. Writes familiar words, such as his/her own name.

5. Reads own writing.
   
   **Snapshot:** Ginny scribbles a story on paper and reads it to Ann and Bonnie.
LITERACY
Domain/Content Area

ALPHABET KNOWLEDGE

Standard: The child demonstrates knowledge of the alphabet.

PERFORMANCE INDICATORS

1. Associates at least ten letters with their shapes or sounds.

2. Recognizes beginning letters in familiar words.
   
   Snapshot: Mary Ann’s mother asks, “Can you show me where the (magnetic) letter ‘M’ is on the refrigerator?”

3. Identifies letters out of alphabetical sequence.
   
   Snapshot: Shirla points to each of the letters in her name as her teacher calls them out.

“The early childhood years from birth to age eight are the most important for literacy development. Specific abilities required for reading and writing come from immediate experiences with oral and written language. The single most important activity for building the skills essential for reading success appears to be reading aloud to children.” -Excerpted from Learning to Read and Write: Developmentally Appropriate Practice for Young Children: A Joint Position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC).

“During the first years and months of life, children’s experiences with language and literacy begin to form a basis for their later reading success. Research consistently demonstrates that the more children know about language and literacy before they arrive at school, the better equipped they are to succeed in reading” -National Research Council “Starting Out Right: A Guide to Promoting Reading Success.”
SOCIAL EMOTIONAL DEVELOPMENT
Domain/Content Area

SELF CONCEPT

Standard: The child demonstrates a positive sense of self.

PERFORMANCE INDICATORS

1. Shows ability to separate from family and adjust to new situations.
   
   Snapshot: Nancy says goodbye to family member without undue stress as she is dropped off at preschool.

2. Demonstrates appropriate trust in adults who can help (family members, friends, staff) and those who may not.
   
   Snapshot: Kim knows who is allowed to give her medicine and talks about why she should not go anywhere with strangers.

3. Recognizes/expresses own feelings and responds appropriately.
   
   Snapshot: Krista calmed herself down when she was angry at her friend and used words to explain what had upset her.

4. Stands up for rights.
   
   Snapshot: Anita tells her friend who asks to paint at the easel, “I am not done yet, you can have a turn when I am finished.”

5. Demonstrates confidence in a range of abilities and expresses pride in accomplishments.
   
   Snapshot: Kristen completes a difficult puzzle, she smiles and shouts, “I finally did it, all by myself!”

6. Demonstrates knowledge of body parts and their functions.
SOCIAL EMOTIONAL DEVELOPMENT
Domain/Content Area

SELF CONTROL

Standard: The child demonstrates respect for self and others.

PERFORMANCE INDICATORS

1. Demonstrates self-regulation.
   
   Snapshot: Bryan's teacher complimented him when he was able to attend and participate at group time without teacher assistance.

2. Demonstrates self-direction and independence.
   
   Snapshot: Neleta surprised her mother by brushing her teeth after breakfast, without being reminded.

3. Takes responsibility for own well-being.
   
   Snapshot: Ginny notices it is snowing and puts on her winter jacket before going outside to play.

4. Respects and cares for classroom environment and materials.
   
   Snapshot: Clair put away the blocks before getting out the clay.

5. Follows classroom routines and rules.
   
   Snapshot: Kristin reminds her friend Kim to wash her hands before going to the snack table.
   
   Snapshot: Mark enters the preschool and hangs up his coat and backpack before joining the group at circle time.

6. Attends to task long enough to be successful.
   
   Snapshot: Cheryl works on a puzzle for ten minutes, until she can do it all by herself.
SOCIAL EMOTIONAL DEVELOPMENT
Domain/Content Area

PRO-SOCIAL BEHAVIOR

Standard: The child demonstrates pro-social behavior.

PERFORMANCE INDICATORS

1. Plays well with various children.
   
   Snapshot: Vickie plays with a small group following social rules and showing acceptance of peers regardless of race, gender, ethnicity or abilities.

2. Develops a sense of friendship.
   
   Snapshot: Beth tells her mom that Kerri is her best friend.

3. Recognizes the feelings of others and responds appropriately.
   
   Snapshot: Suzanne notices Julia's sad expression and asks, "What's wrong?"

4. Respects the rights of others and shares.
   
   Snapshot: Mike reminds Susan, who does not want to give up her turn, that it is Kathy's turn on the swing.

5. Engages in problem solving strategies to resolve conflicts.
   
   Snapshot: Les asks his friend Bob for the dinosaur. When Bob refuses, Les offers to trade the truck for the dinosaur.
SOCIAL EMOTIONAL DEVELOPMENT
Domain/Content Area

KNOWLEDGE OF FAMILIES AND COMMUNITY

Standard: The child demonstrates knowledge of families and communities.

PERFORMANCE INDICATORS

1. Identifies similarities and differences between themselves and others.

   Snapshot: Montgomery says, "I have blond hair and blue eyes just like Anna."

2. Identifies family composition and personal characteristics including gender, address, phone number and last name.

   Snapshot: Corey drew a picture of his family, and told his teacher, "This is my mom, Nancy, my dad, John, and my little brother Nathan. We live at 555 West Tenth Street. My phone number is 123-4567."

3. Identifies roles and relationships within different family structures and cultures.

   Snapshot: While playing the dramatic play area, Bonnie says, "I'm the mom, you be the dad and go to work."

4. Describes some people's jobs and what is required to perform them.

   Snapshot: Heather told her teacher, "When I grow up I want to be a fireman and put out fires."

5. Understands concepts and language of geography in the context of their classroom, home and community.

   Snapshot: Craig said, "I live across the street from the park."
Domain/Content Area

REPRESENTATION AND SYMBOLIC THINKING

Standard: The child demonstrates skills in representation and symbolic thinking.

PERFORMANCE INDICATORS

1. Takes on pretend roles and situations.
   
   Snapshot: Matthew says, “Let’s play school, I’ll be the bus driver.”

2. Uses objects to represent real items in make believe play.
   
   Snapshot: Melissa holds a block to her ear and pretends to make a phone call.

3. Creates and interprets representations.
   
   Snapshot: Jason used blocks to create separate “cages” for the animals in his “pet shop.” She then added a bowl to each cage filled with different types of food, explaining, “The brown beads are the dog food and the white paper circles are the cats’ milk.”

“To be ready to learn, children must have built a solid social and emotional foundation. A child who is socially and emotionally ready for school and thus ready to learn has many, though not all, of the following characteristics: he or she is confident, friendly, has developed or will be able to develop good relationships with peers, and is able to concentrate on and persist at challenging tasks. The child must also be able to listen to instructions and be attentive.”

A Good Beginning
APPROACHES TO LEARNING
Domain/Content Area

INITIATIVE AND CURIOSITY

Standard: The child demonstrates initiative and curiosity in learning.

PERFORMANCE INDICATORS

1. Participates in an increasing variety of tasks and activities.


   Snapshot: During free play, Patty decides to read a book in the library area.

3. Demonstrates flexibility, imagination and inventiveness.

   Snapshot: Kate suggests using a block as a doorstop when the classroom doorstop disappears.

4. Demonstrates eagerness and curiosity as a learner, through active exploration.

   Snapshot: Monica eagerly explores a variety of learning centers in the classroom.

5. Is willing to try new things.
APPROACHES TO LEARNING
Domain/Content Area

ENGAGEMENT AND PERSISTENCE

Standard: The child demonstrates ability to engage in and complete age appropriate tasks.

PERFORMANCE INDICATORS

1. Persists in and completes a variety of tasks.

   Snapshot: When Shelley tries out a new puzzle, she doesn't give up easily if the pieces don't fit together on the first try, but keeps working, occasionally asking for help, until all the pieces are back in place to complete the puzzle.

2. Sets goals. Develops and follows through on plans.

   Snapshot: Damion announces, "I'm going to build a car with the Legos." He then gets the box of Legos off the shelf and uses them to make a car.

3. Develops ability to work independently.
1. Finds more than one solution to a problem, task or question.

   **Snapshot:** Irene suggests trading one toy for another or using a timer for the toy so they can take turns.

2. Recognizes and solves problems through trial and error. Interacts with peers and adults.

   **Snapshot:** Allyson reminds Lisa that it is Bonnie’s turn on the tricycle. When Lisa refuses to give Bonnie a turn, Allyson asks the teacher to intervene.

3. Classifies, compares and contrasts objects and events according to their unique attributes.

   **Snapshot:** Lawrence puts himself in the group wearing shoes that tie, and then in the group with blue shoes.

"Problem solving is key in being able to do all other aspects of mathematics. Through problem solving, children learn that there are many different ways to solve a problem and that more than one answer is possible. Children are naturally curious about everyday problems. Invite your children to figure out solutions to everyday situations. You can do this by talking about the problem, asking your children for ways to solve it, and then asking how they came up with those solutions."

"Reasoning is a major part of problem solving. You can help children think through a questions and come up with a useful answer by simply asking your children questions and listening to answers. Encourage them to figure out “why” they think something is the way it is, and then check out their ideas. Encourage them to think for themselves rather than try to figure out what answer you want to hear."

Excerpted from “Early Childhood: Where Learning Begins – Mathematics”

U.S. Dept of Ed. ED PUBLS 1999
Standard: The child demonstrates understanding of number concepts.

PERFORMANCE INDICATORS

1. Uses one-to-one correspondence in counting and matching groups of objects.

   **Snapshot:** When told he could have six animal crackers for snack, David counted out the correct number to put on his plate.

2. Uses language to compare numbers of objects.

   **Snapshot:** At snack time, Chris announced, "Clair only has two crackers and I have three, she needs more!"

3. Demonstrates ability to combine, separate and name "how many" concrete objects.

   **Snapshot:** Yvette separates the bear counters into piles by size and counts four baby bears, two mama bears and two papa bears. She then puts them all together and says, "I have eight bears."

4. Associates number concepts, vocabulary, quantities and written numerals in meaningful ways.

   **Snapshot:** At circle time, Lorraine points to the calendar and says, "That's the number four and that is how old I am!"

5. Uses numbers and counting as a means for solving problems and determining quantity.

   **Snapshot:** Morita counts out the number of children who will be having lunch and collects the appropriate number of cups and napkins to set the table.

6. Demonstrates ability to count in sequence to ten or beyond.

   **Snapshot:** Scott counted all the children at circle time and declared, "There are nine children here today."
MATHEMATICS
Domain/Content Area

GEOMETRY AND SPATIAL SENSE

Standard: The child demonstrates understanding of geometry and spatial sense.

PERFORMANCE INDICATORS

1. Recognizes, names, describes and compares common shapes, their parts and attributes.

   Snapshot: Sherry showed Jim how to put the blocks away in the right places, saying, “The big rectangle blocks go on this shelf and the small squares go next to them.”

2. Puts together and takes apart shapes.

   Snapshot: John cut his paper circle in four pieces; he separated the shapes and put them back together again.

3. Determines whether or not two shapes are the same size and shape.

4. Matches, sorts, puts in a series and regroups objects according to different attributes.

   Snapshot: Carter likes to play with his toy cars. Sometimes he groups them by type (i.e., race cars and emergency vehicles) or size. He often lines them up in a row, from largest to smallest.

5. Demonstrates understanding of directionality, order and positions of objects, and positional words.

   Snapshot: Luis puts objects in, on, under, on top of or next to another object as requested.
MATHEMATICS
Domain/Content Area

PATTERNS AND MEASUREMENT

Standard: The child demonstrates understanding of patterns and measurements.

PERFORMANCE INDICATORS

1. Recognizes, duplicates and extends simple patterns.

   Snapshot: Cheryl copies the pattern for a paper chain, alternating red and green paper strips.


   Snapshot: Jessica holds up two similar pencils and says, “These look the same, but one is shorter.”

3. Uses standard and non-standard measures (to determine object size).

   Snapshot: Cindy uses her own feet by walking heel-to-toe to measure the length of her block house and then Barbara’s block house... to find out which one is larger.
Standard: The child explores scientific methods.

PERFORMANCE INDICATORS

1. Gathers information, investigates materials and observes processes and relationships.

   Snapshot: Kelley plays with various items at the water table to see which ones sink and which ones float.

2. Compares and contrasts objects and materials.

   Snapshot: While in the block area, Rose tells the teacher, “These two blocks are the same size, but one is red and one is blue.

3. Participates in simple investigations to test observations, discuss and draw conclusions and form generalizations.

   Snapshot: Melissa places pennies one-by-one in each of two floating boats and says, “I’m seeing which boat will sink first.”
SCIENCE
Domain/Content Area

SCIENTIFIC SKILLS

Standard: The child demonstrates scientific skills.

PERFORMANCE INDICATORS

1. Collects, describes and records information through a variety of means, including discussion, drawings, maps and charts.

   Snapshot: Kim's preschool class makes a collage of items collected on a fall nature walk. The children show and tell about what they found; the teacher leads a discussion on the changes in nature that happen in the fall.


   Snapshot: Beth looked outside and said, "I see dark clouds, maybe it is going to rain."

3. Recognizes and solves problems through active exploration.

   Snapshot: Mark wanted to stick feathers on his collage, but they wouldn't stick to the paste on his paper. He tried tape and then the stapler. He told his friend John that the stapler worked the best to put feathers on the edge, but not in the middle of his picture.
SCIENCE
Domain/Content Area

SCIENTIFIC KNOWLEDGE

Standard: The child acquires scientific knowledge.

PERFORMANCE INDICATORS

1. Explores the physical properties of objects and materials in the environment.
   
   Snapshot: Mary helped her son Jimmy pick out a variety of pumpkins, squash and gourds to bring to school. They talked about how they were the same and different, in color, texture, size, shape and weight.

2. Explores living things, their life cycles and habitats.
   
   Snapshot: Julia enjoys watching the variety of birds that come to the yard. She comments on what the different birds eat. “The robins eat the worms from the garden and the finches like the thistle seeds in the bird feeder.”

3. Demonstrates understanding of properties in the world around them, notices changes and makes predictions.
   
   Snapshot: Rick tells the teacher, “The leaves are turning yellow, that means winter is coming soon.

“Young children are natural scientists: they are curious, full of wonder and eager to investigate. Young children do the work of scientists as part of their everyday lives—when they observe their surroundings, test things out and make discoveries. Using all their senses—touch, sight, smell, taste and hearing—to observe and learn about the world around them, they discover relationships of change and growth and cause and effect. This is scientific thinking.”

Excerpted from ‘Connecting Content, Teaching and Learning’
PHYSICAL HEALTH AND DEVELOPMENT
Domain/Content Area

GROSS MOTOR SKILLS

Standard: The child demonstrates control, balance, strength and coordination in gross motor tasks.

PERFORMANCE INDICATORS

1. Demonstrates basic loco-motor skills.
   
   **Snapshot:** Runs, jumps, hops, and gallops.

2. Uses outdoor gross motor equipment safely and appropriately.

3. Shows balance while moving.
   
   **Snapshot:** Jason runs and kicks a soccer ball.

4. Demonstrates coordination in gross motor activities.
   
   **Snapshot:** Lindsey pedals and steers a tricycle around the circular track.

5. Demonstrates ball-handling skills.
   
   **Snapshot:** Pam participates in a game of bounce and catch using a large playground ball.

6. Engages in adaptive physical activities as appropriate.
FINE MOTOR SKILLS

Standard: The child demonstrates coordination and strength in fine motor tasks.

PERFORMANCE INDICATORS

1. Demonstrates independence in self-help skills.
   
   Snapshot: Sarah cuts her pancake into bite-sized pieces. Mark zips his jacket by himself.

2. Uses a variety of materials to coordinate eye-hand movements.
   
   Snapshot: William uses glue and paper strips to make a paper chain.

3. Uses tools for writing and drawing.

4. Cuts with scissors.
   
   Snapshot: Cindy cuts out several shapes to make a collage.
HEALTH PRACTICES

Standard: The child demonstrates positive health and safety practices.

PERFORMANCE INDICATORS

1. Demonstrates independence in personal care and self-help skills.

   **Snapshot:** After breakfast, Kathy washes her face, combs her hair and brushes her teeth before going out to play.

2. Follows basic health and safety guidelines.

3. Participates actively in games, outdoor play and other forms of exercise to enhance physical fitness.

“Physical skills are important for future tasks in reading, writing, scientific exploration and math. When children string beads, line up shells or use the zipper on a self-help frame, they are refining their eye-hand coordination, their fine motor skills, and their sense of directionality.”

Excerpted from “Connecting Content, Teaching and Learning”
D. Trister Dodge, L. Colter, C. Heroman
CREATIVE ARTS
Domain/Content Area

Standard: The child will use a variety of art forms as a vehicle for creative expression.

PERFORMANCE INDICATORS

MUSIC AND MOVEMENT

1. Expresses self through movement and dancing.
2. Responds to different patterns of beat and rhythm in music.
3. Participates with increasing interest and enjoyment in a variety of musical activities.
4. Experiments with a variety of musical instruments.

ART

5. Progresses in ability to create representations that are more detailed, creative or realistic.
   
   Snapshot: Marci draws a picture of herself and her dog next to her house. She adds a rainbow, sun and grass.

6. Experiments with a variety of art media.
7. Participates in a variety of dramatic play activities.

DRAMATIC PLAY

Snapshot: Joshua enjoys the dramatic play area. He has played the part of a restaurant cook, a dentist and even the “big bad wolf” when the teacher narrated the “Three Little Pigs” story.

8. Shows creativity and imagination in play.

A child learns about his world through play. Use your child’s interests and age as a guide— if he doesn’t want to play with a toy, it won’t teach him anything, so you don’t need to buy something because it is labeled “educational.” Toy people are good for dramatic play activities, as are handmade sock puppets. Involve children in activities you do around your home. When you cook, let your child help read the recipe and stir ingredients. When you fold laundry, talk with your child about the size, shapes and colors or the clothing.

Excerpted from “Connecting Content, Teaching and Learning”
September 23, 2002

Judy Catchpole  
State Superintendent of Public Instruction  
2300 Capitol Ave, 2nd Floor  
Hathaway Building  
Cheyenne, Wyoming 82002-0050

Dear Judy,

On behalf of the Wyoming State Board of Education, I am pleased to offer our endorsement of the Wyoming Early Childhood Readiness Standards. Quality early childhood programs are proven to be the most effective intervention for young children who are at risk of school failure. The Wyoming Early Childhood Readiness Standards provide the framework teachers and program providers need to design developmentally appropriate curriculum and learning experiences for young children. The standards support early literacy-based practices, which provide young learners with the experiences they need to be successful in kindergarten. Just as the districts are held accountable for the education of public school children, so should preschool programs be held accountable for preparing young children for public school. The standards provide this vehicle for accountability.

The Wyoming State Board of Education supports the implementation of the Early Childhood Readiness Standards by preschools, Headstart, TANF-funded preschools and other providers of early childhood programs. We applaud the interagency collaboration that went into the development of these standards and remain committed in support of these efforts to improve results for all of Wyoming's preschool population.

Sincerely,

John Ehlers  
Chairman

John Ehlers  
Chairman

JE:dkj
Dear Judy,

On behalf of the Governor's Early Childhood Development Council, it gives me great pleasure to send this letter of endorsement for the new Wyoming Early Childhood Readiness Standards.

Research has shown that quality early care and education is one of the most effective ways to intervene and help young children succeed in school and in life.

These new standards will be a powerful tool for parents and providers. The Council believes that having standards will help all educators in the state as they work to develop curriculum to standards to assure positive outcomes for all children.

The Wyoming Early Childhood Development Council hopes to see great improvements in children being ready to learn when they enter school because of this articulate document which will help the children and families and early care and education providers in Wyoming. Thank you for your support in these efforts to improve results for all children.

Sincerely,

Christine E. Frude
Chair
Wyoming Early Childhood Development Council
BALANCING WORK/FAMILY RESPONSIBILITIES AFFECTS THE FOLLOWING ISSUES

- Likelihood of being fired: 21%
- Likelihood of quitting job: 26%
- Quality of work: 26%
- Punctuality: 46%
- Absenteeism: 42%
- Productivity: 37%
- Morale: 40%
LEVEL OF CONCERN REGARDING CHILD CARE SITUATION

- Emergency Arrangements: 61%
- Safety Issues: 59%
- Convenient Location: 58%
- Care Meets Hours: 55%
- Afford the Care Wanted: 62%
- Reliability of Caregiver: 62%
- Quality of Child Care Environment: 63%
Surveys on employee early care and education needs were sent out to the following employers; Trilegiant, Wyoming Business Council, City of Cheyenne, Sierra Trading Post, and Frontier Corrections. There were 229 people who responded to the surveys. The data was compiled and this is a short report as to what was determined by the answers given. Items that are given a high or low are based on high being 3, 4, or 5 and low being 1 or 2.

Of those that responded to the survey 108 or 47% are in the 82001 zip code area and 47 or 21% are in the 82009 zip code area. This comes as no surprise as these are the two largest zip code areas of the city. There were also respondents from Hillsdale, Laramie, and Carpenter.

A majority of the respondents are from two parent households: 143 or 62%. The income ranges are 89 or 39% make between $15,000 and $35,000 a year, 117 or 51% make more than $35,000 a year and 23 or 10% did not answer this question.

A majority of the respondents are successful in balancing work/family commitments: 139 or 61%. The two items most effected by an ability to balance work/family commitments are Punctuality: 105 or 46% and Absenteeism: 96 or 42%. All other items in this category rated as low.

200 or 87% of the respondents feel that their current work environment has either a positive or neutral impact on their abilities to balance work/family commitments.

There are a total of 373 children represented in the survey. 153 or 41% are Kindergarten age or younger, 138 or 36% are Elementary school age and 84 or 23% are teenagers. There were 11 respondents expecting children and 7 respondents that have no children and are not expecting children.

157 or 69% of the respondents have needed childcare over the last 12 months. 48 or 21% did not need any childcare and 24 or 10% did not answer the question. Those who did not need childcare or did not answer most likely contain those that are expecting or have no children.

While all types of childcare needed that is listed on the survey had responses the top 3 were: Full Time care: 105 or 45%, Backup Emergency care: 84 or 37% and Sick care: 78 or 34%.
179 or 78% of the respondents have childcare provided by a relative whether it is in the child's home or the relative's home. 68 or 30% use a child care center, 54 or 24% use a family child care home and 39 or 17% use a non relative in the child's home.

Respondents needing 1-40 hours per week of childcare are 132 or 58%. Those needing 40 plus hours per week are 54 or 24% and 43 or 18% did not answer the question. A majority are paying and average of $0-$125 per week (139 or 61%), those paying $126 plus per week are 27 or 12% and 63 or 27% did not answer the question.

106 or 46% of the respondents received all the care they needed in the past 12 months. 48 or 21% received all the care they needed some of the time, 39 or 17% did not receive all the care they needed and 38 or 16% did not answer the question. The top three reasons they couldn't get the care they needed were: Couldn't find anyone to care for my children: 61 or 27%
Care wasn't available when I needed it: 59 or 26%
The cost of care was too high: 53 or 23%

46 or 20% always or usually have back up care when regular care is not available, 96 or 42% sometimes have the back up care. 40 or 17% never have the back up care and 47 or 21% did not answer the questions. These answers correspond to the question on the type of care needed where back up emergency care was at 34%.

For all the categories on level of concern regarding childcare situation the answers ranked as high, with Reliability of caregiver being the highest at 144 or 63%. Being able to afford the care (143) and quality of childcare environment (142) were both at 62%. Trying to make emergency arrangements was 140 or 61%, Safety issues was 135 or 59%, Convenient location was 133 or 58% and finding care to meet work hours was 126 or 55%. If you compare these answers to the answers on the question of "To what extent do you believe your ability to balance your work/family responsibilities affects the following issues?" you would expect the answers to the question on affecting the issues to be rated higher. It would seem that if a person is concerned about their child and the care they are receiving it would be affecting their work a lot more than the answers show.

91 or 40% or the respondents have care provided either in their home or close to their home. 23 or 10% are close to work, 33 or 14% are close to both home and work and 35 or 15% are away from both.

Top six care options that are needed now or will be needed in the future:
Affordable care: 125 or 55%
Emergency back up care: 87 or 38%
Care close to home: 81 or 35%
After school care: 75 or 33%
Care for sick children: 70 or 31%
Transportation to and from school: 69 or 30%

Having to take time off of work because of problems with childcare seems to be a big problem for a majority of the respondents: 121 or 53%.

The top 6 ways that a business can help an employee deal with their childcare needs are:
1. Allow employees to use paid sick leave to care for sick children: 154 or 67%.
2. Flex time- adjusted arrival and departure time to meet family schedule: 152 or 66%.
3. Employees receive a discounted rate for child care at a center or home: 131 or 57%.
4. Child care center for children of employees at or near the work site: 129 or 56%.
5. Financial support for childcare as part of the benefits package: 126 or 55%.
6. Allow employees time off from work following childbirth: 124 or 54%.

94 or 41% of the employees wanted information on local childcare homes and centers. This is a very high number considering the information is available and for no cost. Employers need to be made aware that this information is available so they can let their employees know.

When asked what 3 options, on the businesses can help the employee cope with childcare needs, are most important to you the respondents answered:
1. Flex time- adjusted arrival and departure times to meet family schedule: 95 or 41%.
2. Financial support for childcare as part of the benefits package: 82 or 36%.
3. Allow employees to use paid sick leave to care for a sick child: 77 or 34%.

These results line up with the comments made also.

Overall employees by 50% express concerns about the availability, affordability and quality in the early care and education environment they are using. A high quality, near the work site, facility was listed as most important to 54% of the respondents.

We know that as the number of jobs increases the need for quality care for children will increase as well.