EARLY LEARNING PARTNERSHIP SUSTAINABILITY TOOLBOX

Regional Early Childhood Support Specialist Initiative #3

Regional Public-Private Partnerships
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About TXAEYC’s RECESS Prekindergarten Partnership Initiative

In February 2019, the Texas Education Agency (TEA) awarded the Regional Early Care and Education Support Specialist (RECESS) grant, Initiative 3 to four (4) recipients. The purpose of Initiative 3 is to increase and sustain regional public-private partnerships between Local Education Agencies (LEA) and early learning programs (ELP). The scope of the project allows the grantees to provide direct support to create new partnerships and strengthen existing partnerships with the ultimate goal to increase families’ access to high-quality prekindergarten programs.

Through a series of structured focus groups, TXAEYC tapped into the wisdom and experience of key LEA and ELP owners and directors to better understand the significant challenges and opportunities facing both public and private prekindergarten programs, families, and businesses. Each of the educational models, LEA and ELP, come with their own set of regulatory requirements, standards and overall expectations. While both share the common goal of providing the best in early care and education for children, the differences in implementation often prevent collaboration.

Trust is an essential element that must be present in all partnerships and is established spending time getting to know one another. During an LEA meeting, the prekindergarten partnership was equated to being married to a partner without knowing them – hence an arranged marriage of sorts. When expanded, the feelings associated to that analogy were uncertainty and hesitancy. As educators, to establish a successful learning environment, relationships must be built so that students feel safe and supported. The same elements must be present in partnerships.

Using a strengths-based approach must be a necessity in helping LEA and ELP to identify the strengths each of them possess. Combining the LEA strength of curriculum implementation and progress monitoring with the ELP strength of developmentally appropriate practice for children, infants through preschool, support a well-balanced learning environment for all children. Additionally, linking the family engagement pieces from both can potentially increase parent involvement by offering a more rounded menu of activities that meet the needs of all families.

In support of LEA and ELP who are in partnerships or interested in learning more about partnerships, TXAEYC has developed a Partnership Development Symposium model entitled Successful Collaboration for Early Childhood Partnerships. The two-part session supports participants in providing resources to:

1) Develop Team Relationships through:
   a. Shared vision and goal setting
   b. Collaborative decision making
   c. Reaching peaceful resolutions

2) Build Partnership Sustainability Practices by creating:
   a. Evaluative tools to determine effectiveness
   b. Successful transitions
   c. Delivery model tools for MOU development including partner roles and responsibilities

Participation in the symposium qualifies any partnership supported or facilitated by the TXAEYC RECESS initiative to receive up to two (2) on-site technical assistance coaching visits from the instructor for support specific to their partnership, as well as additional training for teambuilding and classroom support.

See Appendix H: TXAEYC Partnership Essentials
Additionally, each partner receives a set of sustainability resources to add to their individual toolbox. Subject matter was selected from topics identified through focus groups including: family engagement, developmentally appropriate practice, anti-bias education, dual language, and effective leadership. LEA and ELP also receive the 5 booklet set of the NAEYC’s The Guide for Families to distribute to prekindergarten families.

Types of Partnerships

FORMAL PARTNERSHIPS
The goal of House Bill 3 (HB3) and the RECESS Initiative 3 is to have formal partnerships. These partnerships include having a district prekindergarten classroom located at a “satellite” campus within an early learning program located in the community. Children would be dually enrolled in both programs, receiving all available services provided. There are several potential delivery models. Partnership Models with examples of funding and deliverables can be found in the Formal Agreement section of this document. If the district is already meeting the needs of 4-year-old prekindergarten children in their area, they could potentially expand their 3-year-old initiatives in the same manner. Additional partnership guidance can be found on the Texas Education Agency Early Learning Partnership webpage at: https://tea.texas.gov/academics/early-childhood-education/early-learning-partnerships

INFORMAL PARTNERSHIPS
Informal partnerships involve coordination across early learning programs (child care) and public school programs such as alignment of curriculum/assessments, joint professional development, and/or establishing common goals and messaging around early childhood education. This type of partnership may be ideal for districts already meeting HB3 requirements and not ready to expand 3-year-old initiatives OR for those with future formal partnership needs in the next year or two (perhaps they have filed a waiver while they work on their transition plan). Informal partnerships can begin the relationship building process with potential early learning center partners. These partnerships also require a Memorandum of Understanding (MOU) to define the full scope of the partnership and demonstrate the commitment of all partners. An important element of these partnerships is the evaluative tool that provides a checks and balances approach to ensure training and initiatives are being implemented. Examples include instructional walks with observations and reflective practice exercises. The first type of informal partnership is the Professional Development Partnership model. These partnerships include an LEA partnering with one or more early learning programs or Head Start in their community for collaborative training opportunities. These partnerships are focused on consistent messaging and school readiness initiatives and support increasing the overall quality of early care and education throughout the community. The partnership can be designed around training topics including developmentally appropriate practice, family engagement, behavior management, observation and assessment, to name a few.

A School Readiness Integration Partnership is also an informal partnership. In this model, an LEA partners with one or more ELP or Head Start. These partnerships meet regularly to discuss and share data centered on school readiness initiatives. Other community stakeholders such as coalitions, Workforce Boards and other social service agencies may be considered as a third partner. As with professional development partnerships, the focus would be on having consistent messaging and initiatives to increase the overall quality of early care and education throughout the community.
For all partnerships, early learning programs must meet one of the following eligibility criteria:
1) Texas Rising Star 3 or 4 star certified;
2) nationally accredited;
3) active Texas School Ready participant;
4) Head Start;
5) or meet TEC 29.1532

LEA or ELP can initiate exploration of potential partnerships. If either have potential partners in mind and/or have established relationships, they can do the initial outreach OR the TXAEYC RECESS RP3 Manager can make the initial outreach. All potential partners must complete a TXAEYC RECESS overview to ensure they have an understanding of the RECESS initiative and support that is available to them.

All partners are encouraged to attend the Partnership Development Symposium (see Partnership Essentials flier). Additional benefits are available to TXAEYC RECESS supported partnerships including technical assistance, teambuilding, administrative training and classroom support designed to support the partnership’s unique goals.

For TXAEYC RECESS support to begin, a written letter of intent needs to be signed by all parties. The Memorandum of Understanding can be completed at a later date, but must be signed by all parties and a copy provided to the TXAEYC RECESS RP3 Manager prior to any financial support provided to the partnership.
About the Sustainability Planning Guide

Sustainability Planning is designed to help stakeholders develop, implement, and evaluate a successful partnership plan. The Guide provides strategies including evaluative activities to determine sustainability while examining actual practices within their infrastructure.

The approaches described in this guide were framed by Laurie Adams, TXAEYC RECESS Regional Public Private Partnership Manager. Resources used to guide the planning and development of this tool include:

- National Implementation Research Network (NIRN) [https://nirn.fpg.unc.edu/](https://nirn.fpg.unc.edu/)
- Change Your Questions, Change Your Life: 12 Powerful Tools for Leadership, Coaching and Life by Marilee Adams
- Conversations Worth Having: Using Appreciative Inquiry to Fuel Productive and Meaningful Engagement by Jackie Stavros ad Cheri Torres

Who Should Use This Guide

The Guide is designed for Local Education Agencies (LEA) and Early Learning Programs (ELP) participating in prekindergarten partnerships or interested in learning about potential models for the purpose of creating sustainable partnerships. This audience includes, but is not limited to: Superintendents, LEA Early Childhood leaders, Prekindergarten Coordinators, ELP owners and/or directors, Head Start agents, local Workforce Development Boards and other community early childhood stakeholders such as United Way, coalition members and state agencies. Having a plan is critical for effective implementation, building strong relationships and obtaining successful outcomes.

The Guide can help:

- Support goal and vision development
- Connect partners by identifying eligible candidates
- Identify community stakeholders
- Design framework for formal agreement
- Develop evaluative processes to measure progress of goals milestones within the scope of the partnership
- Clarify or amend goals, processes and/or strategies
- Establish guidelines in the event leadership changes occur within either partner organization
- Create methods for long-term implementation

A sustainability plan also compels commitment amongst partners as it provides opportunity for collaboration and a sense of ownership within the partnership.

This guide contains practical tools including narrative examples, charts and activities that can be used in individual and group planning activities. Elements of this guide are presented sequentially. While partnerships may be in various stages of development upon utilizing this guide, it is recommended that each element of partnership development is explored.
Elements for Sustainability Practice

Partnership Development is centered on Implementation Science. Implementation Science is the study of factors that influence the full effective use of innovations in practice. The goal is not to answer factual questions about what is, but rather to determine what is required. Using implementation science, we can create a shared understanding of what it takes to have effective, replicable, and sustainable early childhood programs and systems in community-based settings. (National Implementation Research Network (NIRN), 2015).

There are 4 implementation stages: Exploration, Installation, Initial Implementation, and Full Implementation. It can take a period of 2-4 years to complete all 4 stages.

Exploration Stage
- Assess needs
- Examine fit and feasibility
- Form team
- Develop communication
- Identify infrastructure elements

Installation
- Assure resources
- Assess gaps
- Initiate feedback loops
- Develop infrastructure to support practice and organizational change

Initial Implementation
- Initiate new practices
- Use data for continuous improvement
- Strengthen the infrastructure to support practice and organizational change

Full Implementation
- Use improvement cycles
- Assess fidelity and outcomes
- Maintain skillful practice
- Produce more efficient and effective infrastructure
Shared Vision and Goal Setting

Vision development and goal setting begins in the Implementation Science Exploration stage. As an organization (LEA or ELP) completes an assessment of their prekindergarten needs, a framework for vision and goal development occurs as they ask the question “What is it that we want for children and families?”. This will guide the search for potential partners. Also during this exploration stage, an organization needs to examine the degree in which a potential partner (or stakeholder) meets the needs of their mission. An appraisal of any potential partner(s) and the needs of the students, families, and community should be completed to determine fit. (NIRN, 2015). The results of this stage should end with a formal intent to partner.

Having a shared vision is necessary to develop a common focus between parties that unifies efforts and determines the path for success. The vision statement then guides the steps, or rather goals, of what need to be accomplished to implement the vision. Within goals, specific objectives can be created with actions and timelines.

In the case of Prekindergarten Partnerships, the programs, including LEA and ELP will likely have a mission statement that defines their values. Additionally, partners can add a vision statement that outlines what they want the partnership to accomplish. In some instances, programs may already have their vision outlined. As potential partners are identified, best practice is to include all partners examining the vision and make necessary changes, if needed. Having a shared vision is necessary to develop a common focus between parties that unifies efforts and determines the path for success. The vision statement then guides the steps, or rather goals, of what need to be accomplished to implement the vision. Within goals, specific objectives can be created with actions and timelines. When all partners contribute to the process, it creates a sense of ownership. This encourages those involved to feel comfortable in sharing the message of the partnership to the community and in a sense become partnership ambassadors.

Setting SMART goals can clarify ideas, focus efforts, use time and resources productively. These goals should be clear and reachable using the following criteria:

<table>
<thead>
<tr>
<th>Specific:</th>
<th>Simple, specific and significant</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Ask the 5 “W” questions: What, Why, Who, Where, Which</td>
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<table>
<thead>
<tr>
<th>Measurable:</th>
<th>Meaningful and motivating</th>
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<tbody>
<tr>
<td></td>
<td>Track progress, meet deadlines</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievable:</th>
<th>Agreed and attainable</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>How realistic is the goal? How can it be accomplished?</td>
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</table>

<table>
<thead>
<tr>
<th>Relevant:</th>
<th>Reasonable, realistic, results-based</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Does the goal match the vision?</td>
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<table>
<thead>
<tr>
<th>Time based:</th>
<th>Timely, time-limited</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Create a deadline to show progress. What can be done today to work towards the goal?</td>
</tr>
</tbody>
</table>

To take SMART goals to the next level, you can add Evaluated and Reviewed to make SMARTER goals. (From: Mind Tools, [https://www.mindtools.com/pages/article/smart-goals.htm](https://www.mindtools.com/pages/article/smart-goals.htm))
Evaluative Tools

Evaluation can identify partnership strengths and areas for improvement in processes, structure, planning, and activity implementation. It is necessary to determine if goals and objectives have been met as this provides partners a sense of accomplishment and demonstrates to stakeholders that the partnership is a good investment. Additionally, using evaluative tools establishes accountability.

Once evaluative data has been reviewed it needs to be shared with all stakeholders in a timely manner. This allows opportunity for collaborative decision making if any adjustments need to be made in goals and/or implementation.

An initial self-assessment can be completed with partners during the Exploration stage. At this stage, an assessment can evaluate the initiatives of the partnership and measure the knowledge partners have of goals, roles and responsibilities. This step should be completed prior to the completion of the Memorandum of Understanding (MOU) to identify which elements of the partnership need clarity.

Appendix A includes the tool A Self-Assessment Tool for Partnerships from the National Head Start Partnership Toolbox resource. While initially designed for Head Start partnerships this assessment includes 10 principles that are also relevant for partnerships between LEA and private ELP as well as informal partnership.

The 10 Principles:

1. Successful partnerships have clear goals.
2. Successful partnerships aim to achieve positive results and regularly measure their programs.
3. Successful partnerships involve families and include them when developing programs and services.
4. Successful partnerships are broad-based and include key stakeholders from the beginning.
5. Successful partnerships involve powerful champions and make their initiatives visible to the public.
6. Successful partnerships establish clear governance structures that define partner roles and responsibilities.
7. Successful partnerships establish and adhere to a set of ground rules that guide the partnership in its work.
8. Successful partnerships are flexible, adopt an entrepreneurial mindset, and adapt to changing conditions and resources.
9. Successful partnerships enable all partners to benefit by drawing on their strengths and contributions.
10. Successful partnerships work to maintain momentum and to sustain their work over time.

Completion of the assessment identifies areas where communication, clarification and perhaps realignment needs to occur prior to finalizing any partnership agreement. Additionally, this tool can be used throughout the partnership in all stages to ensure that engagement of all partners remains intact.

Informal Professional Development Partnerships also need evaluative tools to ensure training content is implemented by teachers that attending collaborative training events.
Examples could include:

- Instructional Rounds after each professional development opportunity
  - LEA Pre-K faculty visit ELP partner’s 4-year-old classroom(s) to observe implementation using the Professional Development Evaluation Tool for Prekindergarten Partnerships. See Appendix B.
  - ELP teachers visit LEA Pre-K classroom(s) to observe implementation.
  - Joint touchpoint meetings occur to discuss implementation techniques, discuss effectiveness, collaborate on goals and any other item related to the topic.
- Touchpoint meetings after each instructional round (example: meet quarterly) with LEA and ELP administrative teams.

Evaluative tools also support the Installation stage of Implementation Science. Partnership leaders can utilize *The 4 Data Activities: Guiding Questions* to take a deeper dive to form the outcomes of their collaborative work.

*Originally developed with funds from Grant #90HC0003 and modified with funds from Grant #90HC0014 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, and Office of Child Care, by the National Center on Parent, Family, and Community Engagement. This resource may be duplicated for noncommercial uses without permission.*
The Initial Implementation stage finds partners putting their plan into action. The steps created in the Collect step of the 4 Data Activities are now activated. The data collected should be reviewed for opportunities of improvement and to ensure steps are being taken to meet the goal(s). This cycle continues and moves into the Full Implementation stage of Implementation Science where, if any changes were needed in the Initial stage have been made and processes working to strengthen and maintain the infrastructure of the partnership.

Additional resource: Appendix C Team Effectiveness Grid

The Formal Agreement

The purpose of the Formal Agreement or Memorandum of Understanding (MOU) is to formally create a mutually beneficial working relationship between parties. The MOU explains the agreement between the parties and brings together the expectations, roles and responsibilities between the parties. The agreement needs to be developed around needs, infrastructure, and goals of the partnership developed in the Exploration and Installation stage and should be signed by all partners prior to implementation.

Each partnership will be unique. Communities have distinctive traits and needs which LEA use to define the scope of their school readiness initiatives. These characteristics are what will be used to guide the development of the agreement.

For Formal Partnerships implementing dually enrolled classrooms, the following 4 points or “buckets” should be considered in the development of the MOU.

- Who hires the teacher?
- Who hires the Instructional Assistant/TA?
- Who is responsible for training, background checks, etc.?
- Where the funding for the above comes from is dependent on the model.

- If pass through funds, where/which pot does it come from? Average Daily Attendance (ADA)? Early Ed Allotment?
- How is invoicing completed?
- Is procurement required? If so, for what? And what is the process?
- Timing – when is invoicing required to be completed? And who is responsible for completing the invoice procedure? What does the process look like?
- What is the actual turnaround time? Due to district processes, timing may be different than what the center is expecting. Make sure this is clearly understood.
The Coronavirus Pandemic of 2020 highlighted the need to include Crisis Management and Emergency Preparedness plans in the Programming bucket. First, a crisis team needs to be identified to provide oversight and be decision makers for the satellite prekindergarten classroom. For example, who makes decisions for that classroom if a crisis occurs at the ELP? Does the ELP defer to the LEA or the LEA deter to the ELP? Are there parameters within those decisions? How will communication about the crisis be handled? Who can parents contact about the crisis? Additionally, if the crisis requires the students to evacuate the ELP, a plan to inform parents about the evacuation plan must be in place.

Another aspect to consider in crisis management is attendance. As in the case of the Coronavirus Pandemic, many districts initially extended spring break closings and then instituted online learning platforms. Others closed campuses for the remainder of the school year. When school funding is determined by attendance, parameters need to be in place that define what steps need to occur once TEA provides guidance and the impact that can occur on any pass-through funding agreements.

For other emergencies such as weather, fire, hazmat and other natural disasters, the CCDBG grant requires an emergency preparedness plan. Child Care Aware provides a framework to help ELP understand the risks to young children during emergencies, essential components to emergency preparedness, identifying hazards, and understanding best practices. More information can be found in their Child Care Emergency Preparedness training.

Additional Resources:
- Texas Association for the Education of Young Children (TXAEYC) Covid-19 Resources
- TXAEYC Family Resources
- National Association for the Education of Young Children (NAEYC) Coping with Disasters
**Delivery Models**

**Blended LEA-Employed Teacher and Pass-Through Funds**

The Texas Education Agency (TEA) and the Texas Workforce Commission (TWC) recommend a Blended LEA-Employed Teacher and Pass-Through Funds delivery model. The model demonstrates equity and a true partnership in that funding for prekindergarten offered in an early learning program / child care setting is equal to funding for prekindergarten in school districts.

- District partner hires and employees the High Quality Prekindergarten (HQPK) qualified teacher.
- District responsible for the salary, benefits, performance reviews, etc.
- This model is attractive if the ELC does not currently employ a qualified teacher or if district salaries are significantly above the ELC as it can be challenging for the ELC to attract and retain degreed, certified teachers.
- LEA passes through funds to cover overhead and administrative costs (facility usage, utilities, food costs for students, etc.)
- The ISD passes through funds to cover the 7 hours that the center-employed teacher assistant is in the room (plus some extra for overhead).
- The pass through funds should cover whatever the LEA would pay the teacher assistant (not the teacher’s current salary at the center).
- This makes up any difference the center would potentially lose from subsidy children changing from full-time to part-time reimbursement rates.

| ADA | ISD receives ADA funding from the state per student  
Center receives % of ADA and Early Ed. Allotment as a pass-through |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>CCA subsidies</td>
<td>Center receives CCA subsidy funds for portion of the day not covered by district (partial day rate if full-day district program; full-day rate if half-day district program)</td>
</tr>
<tr>
<td>Parent tuition</td>
<td>Center receives part day parent tuition (cannot collect for ISD hrs)</td>
</tr>
<tr>
<td>Teacher</td>
<td>ISD hires, places, and funds BA teacher in partner classroom</td>
</tr>
<tr>
<td>Teacher assistant</td>
<td>Center hires, places, and funds teacher assistant using the pass-through funds from the ISD</td>
</tr>
<tr>
<td>Resources</td>
<td>ISD provides curriculum, coaching, and PD</td>
</tr>
<tr>
<td>Admin tasks</td>
<td>ISD and Center both incur overhead and administrative costs</td>
</tr>
</tbody>
</table>

**Key Concerns / Risks**

- Dependent on increasing enrollment
- Centers may experience slight decrease in revenue from charging part day tuition vs. full day (stipend/pass-through can help cover this)
- Most risk on ISD instead of the partner, as ISD is paying the teacher
Co-Teacher Delivery Model
This model is most often found in formal partnerships between LEA and Head Start Programs, but can be implemented with typical ELP partners. In the instance of an LEA and Head Start partnership, the LEA provides the HQPK (High Quality Prekindergarten) qualified teacher and Head Start provides a Head Start qualified teacher. Teachers function as co-teachers in the sense that they do lesson planning and implementation together. Each teacher fulfills the required responsibilities (data reporting, observation/assessment, etc.) of their respective employer. It has been found that Head Start academic expectations can align well with the district requirements/needs (i.e. state approved curriculum, observation/assessment, etc.). Additionally, many Texas Rising Star certified ELP also use state approved curriculum and assessments. Typical ELP can be inserted where Head Start is indicated, if applicable.

- Head Start provides a family service advocate who provides the majority of the Head Start required services such as the health screenings (vision/hearing), etc. The individual also conducts home visits.
- The Head Start classroom teacher is also required to conduct home visits. The LEA teacher is invited (and is considered best practice) but not required to attend home visits.
- Funding - No money changes hands. Each partner (LEA and Head Start) is responsible for their own teachers.
- If the class is housed on the elementary campus, the LEA provides an office space for the family advocate assigned to the elementary campus. The office space and the classroom space and the LEA teacher are considered ‘in-kind’ and helps HS meet their funding requirements.
- The LEA and Head Start have aligned enrollment practices to streamline the process for parents.
- Districts can support Head Start by providing the required hearing/ vision screenings within the Head Start required timeframe. Head Start is required to have these completed within 45 days while LEA have 90 days.

<table>
<thead>
<tr>
<th>ADA</th>
<th>ISD receives ADA funding from the state per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start Contract</td>
<td>ISD pays Head Start Contract; HSGD reimburses district for cost</td>
</tr>
<tr>
<td>Teacher</td>
<td>ISD hires, places, and funds BA teacher in partner classroom</td>
</tr>
<tr>
<td>Teacher assistant</td>
<td>ISD hires and places TA and HSGD funds teacher assistant</td>
</tr>
<tr>
<td>Resources</td>
<td>ISD provides curriculum, coaching, and PD</td>
</tr>
<tr>
<td></td>
<td>HSGD provides developmental screenings and assessment</td>
</tr>
<tr>
<td>Admin tasks</td>
<td>ISD and HSGD both incur overhead and administrative costs</td>
</tr>
<tr>
<td>Other</td>
<td>HSGD reimburses field trips, student school supplies, and teacher supplies</td>
</tr>
</tbody>
</table>

Key considerations include:
- If ELP partner is a Head Start program, enrolled children must be Head Start eligible and classroom must meet Head Start guidelines
Pass-Through Funding Resources

TWC provides a partnership calculator to help determine the costs to run to prekindergarten classroom. The calculator will help ELP and LEA determine the approximate funding amount to cover costs identified in the 4 Buckets of MOU Development including: teacher salary, instructional assistant/teacher assistant salary, etc. This tool can be found on the TWC Prekindergarten Partnership page.

Appendix E Budget Considerations for Early Learning Centers includes a comprehensive list of items contributing to the overall cost of a classroom.

An additional resource is the Statewide Revenue Calculator for TRS. This resource helps ELP view the reimbursement rate differences of the various star levels of Texas Rising Star (TRS) certification. The worksheet walks ELP through selecting their Workforce Board Area, current star level, tuition rates, days in operation, number of private pay and subsidized children to see the increase/decrease of revenue according to TRS star level. For TRS providers interested in increasing their star level, this tool may provide an incentive to take that action.

The Evaluative tools discussed prior will provide data for partnership administrators to review in both the Initial and Full Implementation Stages. These will help guide any changes that may need to be changed at the renewal point of the agreement.

Professional Development Partnerships

A Professional Development (PD) Partnership is centered around common professional development goals and should be focused on having consistent messaging and school readiness initiatives to support increasing the overall quality of early care and education throughout the community.

Partners need to identify their vision and purpose of the partnership. Items to consider:

• What message(s) is it that they want conveyed consistently throughout their service area?
• What are professional development training topics that support the message? Examples listed, but not inclusive.
  o Developmentally appropriate practice
  o Family engagement
  o Behavior management
  o Observation and assessment
  o Curriculum

Next, partners should consider the goals they have for the partnership tying them back to the vision and purpose of the partnership. Once the partnership is formed, the partners can also help develop and/or clarify the goals.

An ultimate goal of the partnership should be strong relationships between partners that support the development of dually enrolled classrooms should the needs of the LEA change in the future.

Items to consider in partnership development:

• How many partners can be included (i.e. number of LEA, number of ELP)?
  o The number of partners can determine scope in regard to size and amount of funding available for support and guides the framework for the collaborative training events.
Partnership Sustainability Toolkit

- What is the desired timeframe/length of the partnership?
  - Recommendation: Two (2) years (inclusive of 2 full school years)
    - Note these are examples only and partnerships can begin at the agreed upon date of all partners
    - For example, August 2020 – July 2022
    - Partnerships could start earlier to begin the school readiness discussions among partners to prepare for upcoming school year
      - May/June 2020 – May 2021
  - Annual review on status of partnership to re-evaluate goals and make changes if needed.
- How often will partners meet?
  - Touchpoint meetings should be conducted periodically.
  - Recommendation: quarterly
- Roles and responsibilities of partners
  - Role of LEA
  - Role of ELP
  - Role of community stakeholders, if applicable
  - Needed funding, if applicable
  - How many collaborative PD events with the partnership timeframe?
  - What is the anticipated size/scope of each PD event?
  - Who plans PD events?
  - What follow up is needed to ensure implementation of the training?
  - How will partners develop/encourage interaction and collaboration between the LEA and ELC teachers?
  - How will teachers be involved in the partnership process?
    - Developing relationships is crucial to the success of any partnership. Just attending training together does not build collaboration for successful outcomes.
  - What data is each partner responsible for gathering/sharing? And how will it be shared?
  - What will be done with the data?
  - What is the purpose of collecting the data?
  - Touchpoint Meetings
    - Who plans the meetings?
    - Who hosts the meetings?
    - Who records the meetings? (keeps the notes/documentation)

**School Readiness Integration Partnerships**

A School Readiness Integration Partnership (SRIP) meets regularly to discuss and share data centered on school readiness initiatives. Other community stakeholders such as coalitions, Workforce Boards and other social service agencies may be considered as a third partner. As with professional development partnerships, the focus would be on having consistent messaging and initiatives that support increasing the overall quality of early care and education throughout the community.
Partners need to identify their vision and purpose of the partnership. Items to consider:

- What message is it that they want conveyed consistently throughout their service area?
- What data do they want to collect/share with the partners? Examples listed, but not inclusive.
  - LEA expectations of skills up enrollment of prekindergarten and/or kindergarten
  - Curriculum
  - Behavior management
  - Observation / Assessment
  - Number of prekindergarten eligible children in all partnership programs (LEA and ELP)
  - Types of teacher training/support
  - Family engagement
  - ESL supports

Next, partners should consider the goals they have for the partnership tying them back to the vision and purpose of the partnership. Once the partnership is formed, the partners can also help develop and/or clarify the goals. One of the end goals of the SRIP should be to transition the partnership into a Professional Development (PD) Partnership with partners participating in collaborative professional development opportunities centered on their school readiness initiatives.

Items to consider in partnership development:

- How many partners can be included (i.e. number of LEA, ELP and community stakeholders)?
  - The number of partners can determine scope in regard to size and amount of funding available for support.
  - This will guide the framework collaboration training events as the partnership transitions from an SRIP to a PD partnership.

- What is the desired timeframe/length of the partnership?
  - Recommendation: A minimum of one (1) school year with the goal to transition to PD partnership for year two.
    - School readiness discussions among partners should begin early to prepare for upcoming school year
  - SRIP can last indefinitely. The messaging and data sharing that begin in year one should continue if/when it transitions into a PD partnership.

- How often will partners meet?
  - Recommendation: a minimum of 4 times per partnership year

- Roles and responsibilities of partners
  - Role of LEA
  - Role of ELP
  - Role of community stakeholders, if applicable
  - What data is each partner responsible for gathering/sharing? And how will it be shared?
  - What is the purpose of collecting the data?
  - Meetings
    - Who plans the meetings?
    - Who hosts the meetings?
    - Who records the meetings? (keeps the notes/documentation)

It is important to stress again that each partnership will be unique. An MOU is necessary for all partnership types to guide the work and hold partners accountable to the vision and goals.
Collaborative Decision Making

Collaborative decision making takes place when a group of individuals reach a consensus. In partnerships, collaborative decision making is important to encourage buy-in, teamwork and a sense of value for all partners. When partners are involved in the process, as in the Vision and Goal setting phase, they become invested in the project. It gives the freedom for partners to feel safe in expressing creative thoughts and ideas which promotes collaboration. Building a collaborative environment takes time and must begin in the Exploration stage and stay active throughout all four implementation stages.

There must be protocols in place to facilitate the decision making process. The Ensuring Collaborative Partnerships: Making Collaborative Decisions article by the U.S. Department of Health and Humans Services, Administration of Children and Families recommends incorporating some, and perhaps all, of the following nine (9) elements into decision making strategies:

1. Set the tone for collaboration (welcome everyone and their ideas)
2. Clearly articulate both the big picture and the small details of the matter needing a decision and possible outcomes of each idea that is proposed.
3. Explore current and existing data and all ideas generated by the group.
4. Listen to everyone.
5. Ask for clarification as needed.
   a. If you have a question, it is likely that another individual may have the same question.
6. Hear every voice.
   a. Be responsive.
7. Summarize ideas that are presented.
   a. Reflective listening to ensure the idea is fully understood.
8. Determine the feasibility of each idea.
9. Select the best possible idea and make a decision.

While at times, a decision may need to be made quickly; however, when appropriate, allow time for reflection and inquiry that supports well thought out decisions. This can effectively support accomplishing the desired outcomes.

Reaching Peaceful Resolutions

Conflict is a natural and unavoidable part of life. Differing points of view should open up new thoughts of possibilities but often results in communication breakdowns. These breakdowns often result in miscommunication stemming from the lack or hasty communication. In partnerships, miscommunication can occur in all 4 implementation stages so having a resolution plan is necessary from the beginning.

During the first evaluative cycle, take an opportunity to complete the Team Effectiveness Grid (Appendix C). This will help highlight areas to that need to be addressed early on in the partnership.

In Dr. Marilee Adams’ book Change Your Questions, Change Your Life: 12 Powerful Tools for Leadership, Coaching, and Life, she identifies two mindsets that affect our ability to make choices – the Judger Mindset and the Learner Mindset.
The Judger Mindset
- Automatic Responses
- Blame Focused
- Win-Lose Relating

Someone in the Judger Mindset can exhibit moodiness, negativity, be reactive and often defensive behaviors.

The Learner Mindset
- Thoughtful choices
- Solution Focused
- Win-Win Relating

An individual in the Learner Mindset can exhibit optimism, thoughtfulness, creativity, and collaboration.

When confronted with decision making, we can flow back and forth between mindsets and think that we don’t have any control over our choices. When in actuality, we are on a path where we have to make a decision of which mindset path we will take. Dr. Adams has developed the Choice Map (Appendix F) to help us determine which mindset path we may be headed down and provides opportunity to change our paths by asking simple questions call Switching Questions.

When having to make a decision, ask yourself these simple questions:
- Am I in Judger or Learner?
- Is this what I want to be feeling or doing?
- What would I rather be doing?
- What could happen if nothing changes?
- How else can I think about this?
- Am I willing to switch?

Walking through these questions can prevent conflict before it escalates and at times, prevent it from occurring.

When conflict does occur, the *Bargaining for Advantage Negotiation Strategies for Reasonable People* by G. Richard Shell includes an assessment tool to determine your “bargaining” or negotiating style. Bargaining styles play crucial roles in negotiation which can affect outcomes to effective decision making. Knowing your style and the styles of your partners can help facilitate how conflict is managed.

1. Accommodating – receive satisfaction in solving others problems
2. Compromising – look for “fairness standards” in order to end the conflict quickly
3. Avoiding – dodge confrontation
4. Collaborating – enjoy solving problems interactively
5. Competing – look for opportunities to win

Conflict can often be avoided when meetings are well planned.
- Agenda with objectives and all applicable documentation should be available for all partners, including summaries from the prior month’s meeting(s)
• Ground rules for meetings are clear
  o Everyone has the same goals.
  o Be a good listener.
  o Be respectful.
  o One speaker at a time.
  o Be honest.
  o Refrain from side conversations.
  o Be on time.
• Remind partners of the Partnership vision and goals at the beginning of each meeting.
• Recognize goals/benchmarks that have been met.
• Complete a meeting evaluation at the conclusion of each meeting.

The Process Observer Check-List (Appendix G) provides a checks and balance review to support the implementation of effective and fair meetings. Review topics include:
• Preparation
• Leader/Chair
• Record-keeper
• Time-keeper
• Members


Transitions

Change is inevitable in any team, organization, or partnership and is a natural part of life. Partners will have members of their teams make internal moves with new responsibilities that prevent them from participating in the partnership in the same manner. For others, perhaps a resignation, a retirement – whatever the transition may be, can affect the dynamic of the partnership. The impact can be determined by the preparation made before any personnel change occurs.

Preparation for transition should occur while developing the MOU. The MOU defines the infrastructure including expectations, roles and responsibilities between the parties. An organizational chart defines roles and responsibilities and help assimilate new partnership members into their roles.

Partnership Implementation Timeline

Timelines support the work of the partners as well as provide accountability. Additionally, timelines provide tangible benchmarks that allow partners to see success in the beginning stages of the partnership.
### Sample Partnership Development Timeline

Multiple meetings are conducted in each step to complete the work to accomplish benchmarks.

<table>
<thead>
<tr>
<th>Step</th>
<th>Benchmark</th>
</tr>
</thead>
</table>
| Step 1 | • LEA publishes RFP for ELC partnership proposals (HB3 Requirement for Formal Partnerships)  
          • ELP and/or LEA completes outreach to potential partner or to TXAEYC RECESS RP3 Manager to inquire about potential partnership opportunities |
| Step 2 | • Review ELC partnership proposals and select partner (HB3 Requirement for Formal Partnerships)  
          • Partners identified  
          • Partners identify Vision/Purpose and Goals of Partnership  
          • Letter of intent between parties  
          • Initial Partnership meeting  
          • Begin MOU development  
          • Participate in TXAEYC RECESS Partnership Symposium* |
| Step 3 | • MOU completed and signed by all parties |
| Step 4 | • Implementation begins (if a Formal partnership with a dually enrolled classroom, this timeline may vary due to when the new school year begins and the partnership development phase began) |
| Step 5 | • Evaluative Data Review - Round 1 completed  
          • Touchpoint meeting |

Each partnership will look different including timelines. The timeline above should be used only as a guide, noting that each partnership has the flexibility to work through their unique timeline at the pace in which all partners agree.

Participation in the TXAEYC RECESS Partnership Symposium can begin at any time during the partnership development due to availability. Symposiums are planned in the Spring and Fall with additional dates scheduled, as needed.

### Funding to Maintain Partnership Programming

Early learning partnerships may initially receive support from the TXAEYC RECESS Prekindergarten Partnership project. This support could include, but is not limited to funding of professional development events, classroom materials and/or equipment or administrative support such as software support. The TXAEYC RECESS Prekindergarten Partnership project is scheduled to end February 2022 at which time any partnership funding will conclude.

For partnerships to sustain the activities initiated in the original partnership, additional funding sources may need to be explored. Partners should look at other relationships that could potentially support the
partnership vision and goals. For example, who are additional community stakeholders and/or community members that partners may already have an established relationship? Use all connections available. Consider if any of the identified stakeholders are a potential third partner or would only be a financial contributor. When looking for support, whether financial, in-kind or an active partner, it is crucial to spend time investigating (or interviewing) to ensure that their resources and interests compliment the current partnership.

**Potential stakeholders**
- Early Childhood Coalitions
- Institutions of Higher Education
  - Community Colleges
  - Local Universities
- Local Workforce Development Boards
- Head Start Agencies
- Local Education Agencies / School Districts
- Charter Schools
- Military Installations
- United Way Agencies
- Early Childhood Advocacy Groups

If funding becomes a roadblock to sustaining all the initial partnership activities, the partnership should determine which efforts to continue. When developing these criteria, consider your coalition’s mission and vision, how the group is structured and supported, as well as the long-term goal of each of your policy efforts. The Sustainability Planning Team should agree on criteria that will help determine the value-added benefit of each effort, and select those for which data are available. Partners should use the data gathered using their evaluative tools. The chart below can be used to log the findings, aligning each activity with partnership goals.

<table>
<thead>
<tr>
<th>Goal/Strategy</th>
<th>Activities</th>
<th>Start/End Dates</th>
<th>Partners</th>
<th>Status</th>
<th>Barrier</th>
<th>Potential Reach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Additionally, partners should examine if any of the goals have been met. If so, it’s likely that those activities could be removed and/or new goals can be made. New goals may not need funding or may be a good fit for potential new stakeholders willing to provide funding. It is important, however, to make sure that new goals align with the vision of the partnership. Partnership leaders must be sure to update the MOU as appropriate when any changes of the vision, goals and/or partners occur.
Effective partnerships maximize the resources of the partners, individuals and stakeholder through collective action. Trust, communication and collaboration are among the critical components for success. The following provides a summary of key concepts.

1. Begin thinking about sustainability as you begin developing your partnership’s vision and goals.

2. Sustainability is a deliberate process with specific action steps. Focus on strengthening and sustaining your partnership’s infrastructure in order to support the vision and goals. Flexibility and adaptability are characteristics of sustainable partnerships.

3. Sustainability requires an on-going process that reaches across all regions of the community including stakeholder outreach and educational approaches that include mentoring and technical assistance, and resource development.

4. Leadership drives sustainability efforts. Leadership must communicate the vision and perceive how strategies fit within the scope of the partnership.

5. Sustainability is based on collaboration. Any collective action is more than the sum of its parts and maximizes the resources available to support the partnership.

Early Learning Partnerships support alignment of school readiness initiatives and increasing the overall quality of early care and education throughout the community. In addition to expanding resources, these partnerships support continuity of instructional approaches and expectations between ELP and the LEAs, increasing the number of students who are ready for prekindergarten and kindergarten.
Acknowledgements

TXAEYC would like to express warm appreciation to Mary Margaret Wilson, M.Ed. for presenting the Successful Collaboration for Early Childhood Partnership training modules. Her experience as a public school classroom teacher, college instructor, administrative leadership positions as well as other specializations allowed her to engage and connect with participates with intuitiveness and ease.

We also extend our gratitude to Chelsea Jeffrey, Senior Manager at Early Matters Dallas for sharing her knowledge and resources to support the development of partnership contracts and agreements.

Sources

Change Your Questions, Change Your Life: 12 Powerful Tools for Leadership, Coaching and Life by Marilee Adams

Child Care Aware of America
https://www.childcareaware.org/

Conversations Worth Having: Using Appreciative Inquiry to Fuel Productive and Meaningful Engagement by Jackie Stavros ad Cheri Torres

Early Matters Dallas: A Historic Coalition on Early Education
http://earlymattersdallas.org/mission

Mind Tools
https://www.mindtools.com/pages/article/smart-goals.htm)

National Association for the Education of Young Children
https://www.naeyc.org/

National Center on Early Head Start Child Care Partnerships
The Ensuring Collaborative Partnerships: Making Collaborative Decisions article by the U.S. Department of Health and Humans Services, Administration of Children and Families, updated by the National Center on Early Head Start Child Care Partnerships and further updated and enhanced by the Nation

National Implementation Research Network
https://nirn.fpg.unc.edu/national-implementation-research-network

Texas Association for the Education of Young Children
http://texasaeyc.org/

Texas Education Agency
https://tea.texas.gov/
Partnership Toolbox Resources

- Anti-Bias Education for Young Children and Ourselves by Julie Olsen Edwards and Louise Derman-Sparks
- Basics of Assessments: A Primer for Early Childhood Educators by Deborah J. Leong, Elena Bodrova, and Oralie McAfee
- Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children Ages 3-6 by Carol Copple and Sue Bredekamp
- Basics of Supporting Dual Language Learners: An Introduction for Educators of Children from Birth through Age 8 by Karen N. Nemeth
- Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Third Edition by Carol Copple and Sue Bredekamp
- Developmentally Appropriate Practice: Focus on Preschoolers by Carol Copple, Derry Koralek, Kathy Charner, and Sue Bredekamp
- Families and Educators Together: Building Great Relationships that Support Young Children by Derry Koralek, Karen N. Nemeth, and Kelly Ramsey
- Five Elements of Collective Leadership for Early Childhood Professionals by Cassandra O’Neill and Monika Brinkerhoff
- Spotlight on Young Children: Observation and Assessment by Holly Bohart and Rossella Procopio
  - Infants
  - Toddlers
  - Preschoolers
  - Kindergartners
  - First, Second, and Third Grades
Appendices

Appendix A
*Self-Assessment Tool for Partnerships* from the National Head Start Partnership Toolbox resource

Appendix B
Professional Development Evaluation Tool for Prekindergarten Partnerships

Appendix C
Team Effectiveness Grid from Office of Head Start Partnership Toolbox

Appendix D
Partnership Models

Appendix E
Budget Considerations for Early Learning Centers

Appendix F
Choice Map by Dr. Marilee Adams

Appendix G
The Process Observer Check-List

Appendix H
TXAEYC Partnership Essentials
Appendix A

A Self-Assessment Tool for Partnerships

### Principle 1: Successful partnerships have clear goals.

<table>
<thead>
<tr>
<th>Description</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our partnership has developed a vision and clear goals.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Development of the vision and goals was informed by a comprehensive needs assessment of existing child care needs and resources in our target community.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>The vision and goals were developed through a process inclusive of all of the partners.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>The vision and goals provide an ongoing framework that energizes and directs the work of the partnership.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>The vision and goals are revisited regularly and confirmed and/or adapted as our partnership evolves in response to community needs and opportunities.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

**Notes:**

### Principle 2: Successful partnerships aim to achieve positive results and regularly measure their progress.

<table>
<thead>
<tr>
<th>Description</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our partnership has collaboratively identified desired results.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Program and service strategies chosen by the partnership are clearly related to the defined results, and research on effective practice.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership has collaboratively defined specific indicators and performance measures that tell us whether we are making progress toward our desired results.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership has developed a timetable and a process for measuring changes in indicators and performance measures.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership has developed necessary tools and forms to gather indicator and performance measure data.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Ongoing collection of data is used continuously in decision making.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership has considered and acquired any technical assistance necessary to design and implement a methodologically sound process for measuring partnership results.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership has estimated the cost of tracking performance and integrated this expense into the budget.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
1 The terms used in this section are based on the Guide to Measuring Results for Partnerships. The Guide includes definitions of these terms and descriptions of how to implement a process for identifying and measuring desired results.

Notes:

### Principle 3: Successful partnerships involve families and include them when developing programs and services.

<table>
<thead>
<tr>
<th>Membership in our partnership reflects the diversity in the community we serve.</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our partnership recognizes the range of important caregivers in children's lives and strives to engage mothers, fathers, grandparents, and other caretakers.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Parents are actively engaged in the decision-making of our partnership, are supported and comfortable in their role, and encourage other parents to participate.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership reaches out to involve parents by adjusting schedules and logistics to accommodate parent needs, and providing training and development opportunities.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Regular feedback from involved parents on the effectiveness of partnership activities informs the partnership planning process.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Total:

Notes:

### Possible Partners

#### Private Sector
- Child Care providers
- Community service providers
- Parents
- Heads of neighborhood associations/community organizations
- Philanthropy – national and community foundations
- Employers

#### Public Sector
- Mayor and councilmen/women
- Governor and state representatives
- Directors of county/state departments/agencies
- State Child Care Administrator
- Police Chief or officers
- Head of City Parks and recreation department
**Partnership Sustainability Toolkit**

- Union Leaders
- Banks
- Community Development Corporations
- Chamber of Commerce president or CEO
- Hospital CEO or department head
- University leaders
- United Way executive director or volunteers
- Religious leaders

- Chairs of Parent/Teacher Associations
- School Board Members
- School Principals
- Head Start Directors and teachers

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**Principle 4: Successful partnerships are broad-based and include key stakeholders from the beginning.**

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our partnership has successfully engaged a broad base of partners from a range of organizations in both the public and private sectors (see list below of possible partners).</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>The broad base of stakeholders involved in the partnership is fully invested in the work of the partnership, and actively and regularly participates in partnership activities.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership has acknowledged and addressed the different organizational cultures that different partners come from and their differing expectations and motivations for working in partnership.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership provides opportunities for partners to get to know each other and build the relationships necessary for success.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

**Notes:**

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**Principle 5: Successful partnerships involve powerful champions and make their initiatives visible to the public.**

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals in the public and private sector who have the authority to make decisions, commit resources, and influence public policy are actively and regularly engaged in our partnership.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>High profile leaders involved in the partnership take advantage of opportunities to promote the vision and work of the partnership.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Our partnership hosts events to create awareness about and increase support for the work of the partnership.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our partnership has a strategic communications plan, including regular contact with the media and key constituencies about the work of the partnership, public service announcements, press conferences, letters to the editor, and opinion pieces.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our partnership has estimated the resources necessary to implement the communications plan and has included this cost in the budget.</td>
<td></td>
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</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
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</tbody>
</table>

**Notes:**

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**Principle 6: Successful partnerships establish clear governance structures that define partner roles and responsibilities.**

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our partnership has established a clear organizational structure (for example: creating a new non-profit, establishing an advisory board, etc.), and created an organizational chart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our partnership has agreed upon the roles that individual partners will play, and ensured that all partners understand and accept the responsibilities of those roles. All roles are defined in writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our partnership has a designated chairperson who is a respected stakeholder, is skilled in group dynamics, and is focused on moving the collaborative agenda forward.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our partnership has designated a fiscal agent and established a budgeting process and a schedule for reporting on finances.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our partnership has assigned staffing duties, such as preparing agendas, documenting decisions, following up on assignments, convening meetings, and facilitating communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
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</tbody>
</table>

**Notes:**

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**Principle 7: Successful partnerships establish and adhere to a set of ground rules that guide the partnership in its work.**

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our partnership has established ground rules that guide core processes with the input and agreement of all partners. (Ground rules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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address issues such as convening and conducting meetings, communicating with each other, sharing information, and making decisions.)

| The ground rules are available at all meetings, new partners are introduced to the ground rules, and all partners understand and adhere to the ground rules. | 1 | 2 | 3 | 4 | 5 |
| The ground rules are effective in keeping the work of the partnership focused and productive, without stifling useful debate or preventing full participation by all partners. | 1 | 2 | 3 | 4 | 5 |
| Partnership meetings have a clear agenda, remain focused, and result in decisions and progress. | 1 | 2 | 3 | 4 | 5 |
| Results and next steps of meetings are clearly documented and shared with all partners. | 1 | 2 | 3 | 4 | 5 |
| Our partnership has clearly defined a process for resolving contentious issues that are impeding progress. | 1 | 2 | 3 | 4 | 5 |
| Our partnership has established and regularly uses both formal and informal channels of communication. | 1 | 2 | 3 | 4 | 5 |
| Total: | | | | | |

Notes:

**Principle 8: Successful partnerships are flexible, adopt an entrepreneurial mindset, and adapt to changing conditions and resources.**

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our partnership includes individuals who are skilled in understanding and acting in the political arena.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Our partnership has established strategic alliances with policy makers and advocates to keep track of changes in programs and policies.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The planning and work of our partnership is informed by current public policy developments at the local, state, and federal level.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Our partnership has established a continuous improvement process to assess the effectiveness of current work and adapt to changing conditions and resources.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Our partnership has the ability to convene quickly and act decisively to respond to current events, public policy activities, or funding opportunities.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
**Principle 9: Successful partnerships enable all partners to benefit by drawing on their strengths and contributions.**

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>All partners involved in our project have an understanding of who the other partners are, what organizations they come from, and what those organizations do.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>All partners involved in our project are respected and listened to at partnership meetings.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership has limited turnover, with a core group of partners that remains involved and active in the partnership.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>All partners involved in our project are investing resources in the project, whether they are financial or in-kind.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Partners honor commitments they make to the project and complete agreed upon tasks on time.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership acknowledges and celebrates the contributions of its members.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>All of the partners involved in our project are satisfied with the role they are playing and feel they are making worthwhile contributions to the success of the partnership.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

**Notes:**

---

**Principle 10: Successful partnerships work to maintain momentum and to sustain their work over time.**

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our partnership is aware of and networks with related initiatives and partnerships in the community.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership has discussed and agreed upon the desired long-term role of the partnership (permanent entity, functional partnership that will last until goals are fulfilled, etc.) and the desired scale of partnership work.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership has developed a multi-year revenue strategy that projects needed revenue, targets sources of funding for partnership activities (local, state, federal and private), and specifies who will be responsible for mobilizing resources.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>All fiscal commitments of our partnership are documented in writing.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
## TXAEYC Partnership Sustainability Toolkit

### 1. Our partnership has identified and mobilized non-financial resources from partner organizations and other entities throughout the community.

| 1 | 2 | 3 | 4 | 5 |

### 2. Our partnership takes time on a regular basis to celebrate our successes.

| 1 | 2 | 3 | 4 | 5 |

### 3. Our partnership shares our successes with the media, funders, and policymakers.

| 1 | 2 | 3 | 4 | 5 |

**Total:**

### Notes:

---

### Circle the range that your total score falls into for each of the principles on the chart below:

<table>
<thead>
<tr>
<th>Principle</th>
<th>Needs Improvement</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle 1: Successful partnerships have clear goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principle 2: Successful partnerships aim to achieve positive results and regularly measure their progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principle 3: Successful partnerships involve families and include them when developing programs and services.</td>
<td></td>
<td></td>
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<tr>
<td>Principle 4: Successful partnerships are broad-based and include key stakeholders from the beginning.</td>
<td></td>
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<tr>
<td>Principle 5: Successful partnerships involve powerful champions and make their initiatives visible to the public.</td>
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<tr>
<td>Principle 6: Successful partnerships establish clear governance structures that define partner roles and responsibilities.</td>
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<tr>
<td>Principle 7: Successful partnerships establish and adhere to a set of ground rules that guide the partnership in its work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principle 8: Successful partnerships are flexible, adopt an entrepreneurial mindset, and adapt to changing conditions and resources.</td>
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</tr>
<tr>
<td>Principle 9: Successful partnerships enable all partners to benefit by drawing on their strengths and contributions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principle 10: Successful partnerships work to maintain momentum and to sustain their work over time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall:**

---
Appendix B

Professional Development Evaluation Tool for PreK Partnerships

Goals:

- To observe the implementation of Name of Training in Partnership classrooms
- To build strong, trusting relationships between members of the Partnership.

<table>
<thead>
<tr>
<th>1. What did I notice that affirmed best PreK practice?</th>
<th>2. What did I notice that affirmed Conscious Discipline practices?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>3. What did I notice that I plan to implement in my classroom?</th>
<th>4. What did I notice that I want to learn more about?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Appendix C

Judge overall effectiveness:

**Team Effectiveness Grid**

*Instructions:* Place an X on the grid on the scale from 1 to 10, indicating where your team is functioning in relation to each trait listed below. At the bottom of the grid, list additional traits (e.g., reward system, role identity, profitability, emphasis on quality, having fun, effectiveness of meetings) that you would like to measure. Again, rate how you feel your team is doing in regard to each trait you add. Connect the Xs together to give you a profile.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust level</td>
<td></td>
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<td>Empowerment</td>
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<td>Authentic participation</td>
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<tr>
<td>Managing team conflict</td>
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<td>Communication skills</td>
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<td>Delegation skills</td>
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<tr>
<td>Innovation, creativity, risk taking</td>
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<td>Leadership</td>
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<td>Decision-making skills</td>
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<td>Integration of personalities</td>
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<td>Encouraging and handling change</td>
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<tr>
<td>Goals and objectives</td>
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<tr>
<td>Training</td>
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<tr>
<td>Other traits unique to our team:</td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Totals for each column:

Total Score: ______
ANALYZING YOUR TEAM’S RESULTS

Answer the questions below to assess the results of your Team Effectiveness Grid (page 13).

1. What is your total effectiveness index? ____________ (Add your scores for each trait. A top team performance would be a score of 91 or better. This is an average score per trait of at least 7 [13 x 7 = 91]. If you listed additional traits that you wanted to evaluate, then add 7 points per trait to arrive at a top performance score.)

2. What two categories did you rate the highest?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Why did you rate these the highest?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What two categories did you rate the lowest?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Why did you rate these the lowest?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Indicate how you will follow up to deal with the categories you rated the lowest. It is important to start dealing with weaknesses with haste. As a suggestion, it is a good idea to involve your team in finding ways to make improvements.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
Using the Results to Make Team Improvements

How you and your team use the results from the Team Effectiveness Grid is important. Don’t use it to criticize or manipulate the team in any way. Use it to help your team validate its strengths and weaknesses and develop an action plan to make changes for improvement. Here are some tips to consider as you analyze the results.

1. **Focus on total results, not individual scores.** For instance, if you have ten people on your team and nine of them rate the clarity of goals and objectives at seven or above, that’s an indication that the team is fairly successful with this trait. If only one person rates goal clarity at one or two, then it’s unlikely that score is valid. Look at the overall average.

2. On the other hand, **do look at the mode—how many times the same score appeared for a given trait.** For instance, on a team of ten, there could be five people who rate clarity of goals and objectives as a ten and then another five who rate goal clarity as only a one. If that’s the case, then there is validation that at least half your team sees a problem with that trait, which means you and your team do need to question the strength of that trait.

3. **Tackle problems quickly.** When you use the Team Effectiveness Grid, your team members will want to know the results quickly. Then they will expect that problem areas will be discussed and remedied reasonably soon.

4. **Solicit members from the larger team to form a small “improvement team” that focuses on developing ideas to improve the team.** For instance, if goal clarity is a concern, the improvement team would begin defining ideas to handle this problem. In some instances, you can have several improvement teams of three or four people, each of which works on a specific trait the instrument targeted for that improvement.

5. **Be sure to let team members know where the scores were high!** For instance, if the instrument shows that the team scored high in handling change, let everyone know that’s generally how the team sees itself. Continue to focus on behaviors that encourage acceptance of and implementation of change.

6. **Focus on problems, not people.** One of the basic tenets of Total Quality Management is that most problems are “systems related.” Unfortunately, though, when something goes wrong, people will often point fingers and place blame. A systems problem is an underlying problem that needs to be solved in order to eliminate the real cause.

Here’s a good example of a systems-related problem: An employee in a fast-food restaurant is blamed for holding up the line because she’s not filling orders fast enough. On the surface, it appears that the employee is either lazy, unmotivated, or unintelligent. When the manager reviews the problem in greater depth, she discovers that the equipment used to prepare the food is outdated and malfunctioning. No matter how much the employee is blamed, criticized, or even motivated, she won’t be able to do her job until the real (systems) problem is fixed.
TEAM MEETING EFFECTIVENESS RESULTS

81 – 100  The Team likely has excellent, productive meetings.

61 – 80   The team has good meetings, but needs to focus a little more on a few key areas.

41 – 60   The team likely has a difficult time getting through and following up on meetings. The team leader and selected team members need to brainstorm and make recommendations for improvement.

40 or below  Team meetings are probably ineffective. Problems aren’t being solved and decisions aren’t being made. The team leader and selected team members need to start now to make recommendations for overhauling team meetings.

When everyone is finished with the Team Meeting Effectiveness Evaluation (on page 40), discuss answers with the entire team.

- What do team members see as some strengths about your team meetings?

- What are some areas the team needs to improve?

- Make a list of all of the suggestions for improvement.
Partnership Sustainability Toolkit

Appendix D

Partnership Models

Texas Association for the Education of Young Children

TXAEYC
### Key Concerns / Risks

**The Model**
- ELC teacher and aide possesses in teacher certification
- ELC is responsible for salary, benefits, performance reviews, and the ELC hires and employs the Lead Teacher
- ELC hires and employs the Lead Teacher

### Overview

| Overview |  
|----------|---|
| Is a safe and effective use of public funds |  
| Ensures high-quality education for children  |  
| Enhances access to early childhood education |  
| Benefits children, families, and communities |  

---

### Admin Costs

- Administration
- Resources

### Financials

- Classroom
- Teacher
- Parent

### Key Points

- ELC receives CCA subsidy funds (or partial day)
- ELC hires and employs a Lead Teacher
- ELC receives % of child care and early childhood education allocation from
- ADP

---

*Texas Association for the Education of Young Children*
**Partnership Sustainability Toolkit**

Information/advice from Early Matters Dallas. Thank you to Claire Lefter, Senior Manager at Early Matters Dallas for sharing her knowledge and resources to support this.

**Questions or Request for Support**

Contact Danie Adams, Director of Public-Private Partnerships at [management@earlymattersdallas.org](mailto:management@earlymattersdallas.org) or 214-212-8142 with any requested partnership.

---

<table>
<thead>
<tr>
<th>Class</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>idg and center both incur overhead and administrative costs</td>
<td>etc.</td>
</tr>
<tr>
<td>idg provides curriculum, coaching, professional development</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Concerns / Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half-day 3-year-old class blended partnership</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Class</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher aide, assistant</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center hires staff through pass-through funds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding for head start is equal to or higher than state per student</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Class</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>aden</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
</tr>
</tbody>
</table>

**Partnership Sustainability Toolkit**

Texas Association for the Education of Young Children
RECESS Prekindergarten Partnership Project
Early Learning Center Budget Considerations

Budget Analysis – Classroom Cost

- Teacher salary
- Assistant salary
- Percentage of revenue that goes towards administrative costs
  - Director salary
  - Assistant director salary
- Number of children enrolled
  - Maximum and minimum
  - Consider ratios
  - How many full-time students?
  - How many part-time students?
    - If a pre-K class – all students would be considered full time; however, this is a good rule of thumb when considering the classroom cost for all age groups
- Number of private pay enrollments
- Number of subsidized enrollments
  - CCS reimbursement rates may be less than private pay tuition
  - Do you have a limit to subsidized enrollments?
- Projected tuition with maximum enrollment
  - Consider any discounts that may be given to families with multiple children enrolled, etc.
  - Consider any discounts given for staff children, if applicable
- Projected tuition with minimum enrollment
  - What MUST you have to make the classroom viable?
- Enrollment fees (per child)
- Staff planning time
- Staff fringe (ex. insurance, vacation/sick leave, holiday pay, retirement contributions, other benefits)
- Substitute costs
- Overtime costs
- Cost of training staff
  - Number of hours required
  - Trainers
  - Conferences
  - Lodging, if applicable (conferences)
  - Cost of credential, if applicable
- Mortgage/Lease – what portion of the income from this class goes towards the mortgage/lease cost?
- Utilities – what portion of the income from this class goes towards the cost of utilities?
- Cost program insurance for this classroom
- Cost of food/nutrition services for the maximum number of children enrolled
- Supply cost
  - Art, etc. Includes consumable materials
- Equipment and materials cost
  - Consider replacement costs for broken or used/older items
- Curriculum costs, if applicable
- Assessment/Progress monitoring fees, if applicable
- Special events/field trips
  - Is there a cost associated? Who covers the cost?
  - Extra staff needed?
- Family engagement activities
- Transportation costs, if applicable
  - Insurance
  - Monthly lease or note payment
  - Fuel costs
- Other

The Texas Association for the Education of Young Children (TXAEYC) received the RECESS Grant, Initiative 3 for Prekindergarten Partnerships. While TEA established the RECESS prekindergarten partnership initiative prior to the new House Bill 3 requirement for full day prekindergarten, the framework for establishing the required partnerships with school districts and community-based early learning programs has already begun. Our goal is to blend the two together to provide strong, sustainable, high quality learning environments for all prekindergarten children.

Contact Laurie Adams, RECESS Public-Private Partnerships (RP3) Manager at laurie@txaeyc.org or 512-215-8142 with any Prekindergarten Partnership questions or request for support.

At Texas Association for the Education of Young Children, our mission and vision is celebrating, educating, and advocating for young children, families, and the early childhood profession. TXAEYC seeks to improve early childhood education in Texas by supporting members to be effective early childhood advocates. We also collaborate with other early childhood advocacy groups to promote smart public policies that improve quality and address the critical needs of young children and their families.
Appendix F
Use the Choice Map as a powerful tool for getting better results. It’s simple and it works!

1. Write your mood and confidence. Write your mood and confidence are now palpable to you.

2. Write your experience now when you think about this situation. Write down what you feel.

3. Write your goals.

4. Write the questions (the four below).

   - Why your mood?
   - Why do you feel this way?
   - Why don’t you do that?
   - Why is this important?

5. Write the switch.

   - Write the mood you want to feel.
   - Write the confidence you want to have.
   - Write the goals you want to achieve.

6. Write the questions.

   - How do you feel when you do this?
   - How do you feel when you don’t do this?
   - How do you feel when you make this choice?
   - How do you feel when you don’t make this choice?

7. Write the switch.

   - What will you do differently?
   - What will you do differently?

8. Write the questions.

   - What will you do differently?
   - What will you do differently?

9. Write the switch.

   - What will you do differently?
   - What will you do differently?

10. Write the questions.

    - What will you do differently?
    - What will you do differently?

11. Write the switch.

    - What will you do differently?
    - What will you do differently?

12. Write the questions.

    - What will you do differently?
    - What will you do differently?
Appendix G

Process Observer Check-List

Preparation
- Was the meeting site and space arrangement conducive to an effective meeting?
- Was the agenda/purpose of the meeting prepared and communicated?
- Was sufficient time allocated to each item?
- Did participants come prepared?

Leader/Chair
- Was there a clear leader/facilitator for the meeting?
- Was the leader effective in keeping the group on task and on the agenda?
- Was the leader appropriately active (e.g., summarizing agenda, drawing out the quiet and quieting the talkative; summarizing the consensus)?
- Did the facilitator ensure that clear action was taken on each agenda item?

Record Keeper/Secretary
- Was a record of the decisions and action items of the previous meeting available (as appropriate)?
- Was this record accurate?
- Did the record of the current meeting clearly record actions of the group and tasks delegated, to whom they were delegated, and when the task was to be completed?

Time-keeper
- Did the time-keeper clearly but unobtrusively make the group aware of how it was doing compared to agreed use of the time?

Members
- Did the meeting start and end on time?
- Did the members monitor and follow their agreed processes and covenants?
- Did all members contribute without dominating?
- Did members listen actively to each other?
- Did members actively support each other?
- Did members share accountability for results?
- Did the members share relevant information?
- Were roles assigned at the beginning and observed throughout the meeting?

Note: This is a generic list of questions. Focus on what your group needs to become more effective. The best process observations contain what that group on that day most needs to improve its effectiveness and nothing more.

Ian Evison

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Appendix H

PREKINDERGARTEN PARTNERSHIP SUPPORT RESOURCES
RECESS INITIATIVE

EXCLUSIVE Partnership Benefits
Must be in a current partnership supported by TXAEYC RECESS initiative to be eligible to receive training. Benefits customizable to each specific partnership and contingent upon available funding.

ADMINISTRATIVE SUPPORT TRAINING
- Building Team Collaboration
- Conflict Resolution Strategies
- Planning Meaningful Meetings
- Vision and Goal Setting
- Sustainability Planning
- Technology Support

CLASSROOM SUPPORT TRAINING
- Active Supervision
- Adult and Child Interactions
- Assessment and Observation
- Behavior Management
- Classroom Management
- Curriculum Support and Implementation Training
- Developmentally Appropriate Practice
- Environments: Creating Purposeful Classrooms
- Family Engagement
- Language and Literacy
- Math
- Observation and Assessment
- School Readiness
- STEAM

PARTNERSHIP SYMPOSIUM, PART 1
Successful Collaboration for Early Childhood Partnerships: Empowering Partners through Collaborative Leadership Development

6 HOURS PROFESSIONAL DEVELOPMENT
TOPICS INCLUDE:
- Developing Team Relationships through:
  - Shared Vision and Goal Setting
  - Collaborative Decision Making
  - Reaching Peaceful Resolutions

Participants in RECESS supported partnerships will receive one (1) follow-up coaching session.

PARTNERSHIP SYMPOSIUM, PART 2
Successful Collaboration for Early Childhood Partnerships: Building Partnership Sustainability Practices

6 HOURS PROFESSIONAL DEVELOPMENT
TOPICS INCLUDE:
- Evaluative Tools to Determine Effectiveness
- Leadership Transitions
- Designing the formal agreement
- Identifying Roles and Responsibilities

Participants in RECESS supported partnerships will receive one (1) follow-up coaching session

CONTACT:
Laurie Adams
RECESS RP3 Manager
laurie@texasaeyc.org
512-215-8142