

# CASE STUDIES

in Expanding Early Childhood  
Public-Private Partnerships in Kansas

EXPERIENCES from the FIELD

PREPARED FOR:

## The Kansas Children's Cabinet and Trust Fund

*Amanda Adkins, Cabinet Chair*

*Janice Smith, Executive Director*



When the Early Learning Communities integrated preschool project funded by the Kansas Children’s Cabinet and Trust Fund (Cabinet) first began in 2009, the community teams agreed on a motto. **“These are OUR children.”**

Not the children of the local school district or the Head Start program or the children receiving special education services – rather the community’s children. This foundational belief has helped bridge differences in work cultures, standards and practices, and turf issues, even when certain challenges made it seem like no solution was in sight.

## executive summary

The Cabinet believes that realizing the true potential for Kansas children and families, especially those children from birth to age five who are most at risk, will require community collaboration across sectors. Building on the success of the Early Learning Communities project, the Cabinet generously provided funding to support efforts in two of the eleven Early Learning Communities to expand existing collaborations to include a greater private sector involvement. This funding supported two main project components. One was funding to support an organization in each community to help connect the project dots, often referred to as a backbone organization. The second component - funding to support two experienced facilitators to help guide the structure and process of the community efforts.

While social problems, like those encountered in early childhood service delivery, are characterized by their complex nature, the recommendations to achieve successful community collaborations are straightforward. Be patient. Be kind. Build trust and relationships. Develop a concise message. Ask for help. Work hard. Think creatively. Look for innovative ways to solve problems. Listen. Communicate. Listen more. Make people your primary investment. Be resilient. Show that what you do actually works. Don’t give up.

This case study is intended to serve as a starting point – and an example – for what can be accomplished when a group of motivated people is willing to work together and willing to encourage others to work along with them to make a difference in the lives of our children.

**BARRY DOWNING**

*Wichita Entrepreneur and Philanthropist*

*“Early childhood education is a smart financial investment and a moral responsibility. We owe it to these children to have a chance to arrive at school prepared to succeed. It’s both a head and a heart issue.”*

## credits

The *Case Studies in Expanding Early Childhood Public-Private Partnerships in Kansas* report was prepared by project facilitators, Mary Baskett and January Scott, with Margaret Brumberg, Chavis Lickvar-Armstrong, and Shala London of the Center for Public Partnerships and Research at the University of Kansas.

Without the tireless efforts of those individuals in Coffeyville, Liberal, and all of the Early Learning Communities throughout Kansas, this report – and the success of their community’s children – would not be possible.

A special thanks to the Cabinet, including Executive Director, Janice Smith, and Chairwoman, Amanda Adkins, for supporting the work of the Early Learning Communities and this case studies report.



## **Kansans have a proud history of working together to get things done.**

From agricultural innovation, which made Kansas one of the nation's largest wheat-producing states, to its development into an aviation magnet after World War II, Kansas has a legacy of growing ideas into investments in our future. This legacy is built on partnerships between farmers and bankers, business and civic leaders, and people from diverse backgrounds and economic means. It is a legacy that can be seen today in the rebuilding of Greensburg, where a tornado's devastation has led to a reinvented community recognized as a model for towns everywhere—with sustainable architecture, renewable energy, and a commitment to community that turned a disaster into a new beginning. The history and successes of public-private partnerships and collaboration in reshaping the future is also evidenced in education, and how Kansans are helping to prepare our children to be healthy, productive citizens.

## introduction

Eleven communities, with twelve sites, throughout the state of Kansas are building on this history. Known as Early Learning Communities (ELC), they provide integrated preschool classrooms through unique community partnerships. Funded by the Kansas Children's Cabinet and Trust Fund's Early Childhood Block Grant and managed by the Kansas Head Start Association, these Early Learning Communities encourage a collaborative approach that invites a wide range of partners to unite around a shared vision, develop creative strategies to reach their own community's goals, and better serve children and families together.

The Cabinet provided funding to support a targeted public-private partnership expansion effort over the course of four months in two of the Early Learning Communities, Coffeyville and Liberal. With the expertise of two contracted facilitators, the Center for Public Partnerships and Research at the University of Kansas (CPR) conducted case studies on behalf of the Cabinet of these expansion efforts in Coffeyville and Liberal. A component of these case studies was an effort to inform the two communities about the use of a collective impact approach.

## THE collective impact approach

This case studies report will:

1. Describe effective strategies for building partnerships, including the collective impact approach.
2. Document community partnerships that advance early learning initiatives.
3. Profile the two case study communities and their approaches to expanded partnerships.
4. Share learnings from the case studies to inform the development of public-private partnerships statewide.

Collective impact brings together diverse organizations to solve complex social problems through a shared commitment to a common goal. This approach recognizes that no one organization alone can significantly “move the needle” on complex social issues. A shift from our current societal approach to social problems, which is often one of “isolated impact,” the collective impact approach involves organizations, funding streams, and programs working together for good.

Collective impact has become a buzz word in social services over the past few years. While at a basic level collective impact is about collaboration, what truly sets collective impact apart from traditional, established approaches to collaboration is the structure and expectations that are part of the collective impact framework. The collective impact approach defines the parameters of collaborative work. Stakeholders articulate **a common understanding of the problem and a shared vision for change**. This method brings focus and intention and provides a tangible starting point. Also unique to the process is the commitment to shared measures, which **encourages stakeholders to align efforts on shared outcomes to evaluate progress toward change**. Progress toward the common agenda occurs through activities that mutually reinforce the shared vision, yet each stakeholder can still maintain its own autonomy and identity.

**“The idea behind collective impact is simple. In order to create large scale and durable improvements on complex issues, organizations have to abandon individual agendas and activities in favor of a collective approach that emphasizes orchestrated and concurrent action on all dimensions of the challenge.”**

– Mark Cabaj, Tamarack Institute



### **The Five Conditions of Collective Impact Success Defined**

(Kania and Kramer, 2011)

1. **Common Agenda:** All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
2. **Shared Measurement:** Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
3. **Mutually Reinforcing Activities:** Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
4. **Continuous Communication:** Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation.
5. **Backbone Organization:** Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

Many successful collective impact initiatives, including the ELC project, have also included three pre-conditions. While these pre-conditions may exist either in part or in full, successful collective impact comes in many different forms – what really matters is motivation and opportunity – the right people, the right time, and the right place.



### **The Three Pre-Conditions of Collective Impact Success Defined**

(Kania and Kramer, 2011)

1. **Influential Champion** (or small group of champions) who commands the respect necessary to bring high-level cross-sector leaders together and keep their active engagement over time.
2. **Financial Resources** to last for at least two to three years, generally in the form of at least one anchor funder who is engaged from the beginning and can support and mobilize other resources to pay for the needed infrastructure and planning processes.
3. **Urgency for Change** around an issue. Are people convinced that an entirely new approach is needed?

While the conditions of collective impact success are useful to establishing a process and structure for collaboration, **research and practice are clear that the most important ingredient of successful collaboration is relationships.** Informal relationships and communication, characterized by communication that is both formal and informal among members of a partnership, have been shown to be the best predictors of collaboration (Gillam, 2014).

### **The Cabinet's Shared Vision/Common Agenda: Blueprint for Early Childhood**

In March 2014, the Cabinet developed the Blueprint for Early Childhood – an expression of its vision for early childhood in Kansas. This document, based on a decade of past work in early childhood education in Kansas, is the Cabinet's strategic framework to optimize child and family well-being. This vision is solution focused, articulates the role that each of us can play, encourages non-traditional partnerships, and establishes a system of shared measurement. While the Blueprint serves as the Cabinet's common agenda to align its substantial investment portfolio and monitor progress toward goals, it is a dynamic tool to support collective impact. The Cabinet wants everyone who is involved in supporting early childhood programs and services in Kansas to see themselves as a key to this process.

*See Appendix A for the Blueprint for Early Childhood.*

THE CASE FOR  
public  
private  
partnerships

## The Cabinet's Common Agenda

The Blueprint is built upon many overarching beliefs about what a successful, coordinated, multi-sector system of early childhood programs and services looks like in Kansas. The foundational principle of the Blueprint, however, is evident – the reach, quality, and effectiveness of programs and services for children and their families in Kansas is best achieved through community collaboration when both public and private sectors work together.

Public-private partnerships are an important problem-solving tool to address social problems, particularly in the arena of early childhood. Individuals and organizations across all sectors recognize the power of aligned efforts to support a shared vision. The skills and assets of each sector, public and private, are shared to maximize meaningful change, while each party shares in both the potential risks and rewards. These partnerships bring together diverse stakeholders, such as parents, legislators, service providers, state agency and business leaders, and members of the philanthropic community, to work together with an emphasis on innovative program design, implementation, and measureable outcomes.

As programs, services, and systems have been put in place at the federal, state, and community levels to respond to the research on the importance of early childhood, community collaboration has developed both naturally and intentionally, driven by grassroots leadership, policy directives, and necessity. Service delivery in early childhood presents unique challenges due to the wide range of need experienced by children and families. Addressing these needs may span multiple agencies and services. When early childhood programs and services are purposely coordinated on the state and local level with a variety of public and private partners at the table, children and families get the assistance and guidance they need.

## What Do Public-Private Partnerships Look Like?

On a national level, there are many successful, large-scale public-private partnerships in early childhood that we can learn from and model. A few examples are highlighted below, and further described in Appendix B.

### Public-Private Partnerships

#### National Models



A tool to **SOLVE** social problems

Public-private partnerships bring together diverse stakeholders, such as parents, legislators, service providers, state agency and business leaders, and members of the philanthropic community, to work together with an emphasis on innovative program design, implementation, and measurable outcomes.

### Shape Up Somerville



A coordinated effort between the city, school system, businesses, and community members to provide greater access to healthy food and increased opportunities for physical fitness.

### Thrive by Five Washington

State-level public-private partnerships provide a child, family, and community approach to early childhood education.



### EduCare

12

Philanthropies and public-private partners in over 12 states across America work together to eliminate the life-long effects of the childhood achievement gap.



### Success by 6

The success of public-private partnerships to support education is based on three key elements: a common goal, common measures, and communication.





*A longitudinal data study found that TOP graduates in the 3<sup>rd</sup>-6<sup>th</sup> grades are placed in special education, on average, 37% less often than non-TOP students.*

*TOP graduates are also 18% less likely to be absent from school than their non-TOP peers when they enter the 6<sup>th</sup> grade.*

*—TOP Early Learning Center  
Longitudinal Research Project, 2008-13*

## **Kansas Models**

### *The Opportunity Project*

In 2003, The Opportunity Project (TOP) early learning center opened its doors in Wichita, Kansas. Focused on delivering high-quality early childhood programs for children from low-income families through full- and half-day learning opportunities, TOP operates through a funding partnership which includes several local school districts, Head Start and Early Head Start, the Cabinet, and the Kansas Department for Children and Families.

The first TOP center, a state-of-the-art facility, was funded by local businessman Barry Downing after three years of research into where his private investments could make the most difference in his hometown community. His answer was early childhood education. There are now three TOP centers in Wichita, serving over 600 children from birth to kindergarten in some of Wichita's lowest-income neighborhoods. Children attending TOP consistently show significantly better learning outcomes than their peers and sustain these gains into sixth grade.

### *Project EAGLE/Educare | Kansas City, Kansas*

One of 17 Educare sites in the nation, Project EAGLE/Educare, is housed on the Children's Campus of Kansas City, which brings together multiple organizations dedicated to ensuring that young children at risk for academic failure have resources needed for success. Through home- and center-based service delivery and a centralized screening and referral system, Project EAGLE seeks to "nurture the healthy growth and development of the community's most vulnerable young children and families by providing a foundation for school readiness and strengthening family engagement" (Project EAGLE, 2014).

Similar to TOP, a state-of-the-art facility was privately financed through a public-private partnership. Built on land donated by the Dickinson Financial Corporation, 11 million dollars was raised through a capital campaign with the remaining five million dollars financed through a first mortgage loan. The Campus contracts with the University of Kansas Medical Center for property management and finance services support. Project EAGLE offers comprehensive family support and center-based early childhood education. Services are sustained through federal, state, and local public funding, as well as private grants.

## New Markets Tax Credit

The Children’s Campus of Kansas City worked with the Local Initiatives Support Corporation (LISC) in Kansas City to secure a funding tool called the New Markets Tax Credit (NMTC) Program. This program was established by Congress in 2000 to spur new or increased investments into operating businesses and real estate projects located in low-income communities. The NMTC Program attracts investment capital to low-income communities by permitting individual and corporate investors to receive a tax credit against their Federal income tax return in exchange for making equity investments in specialized financial institutions called Community Development Entities (CDEs).

Visit: [www.lisc.org](http://www.lisc.org) or [www.cdfifund.gov](http://www.cdfifund.gov) to learn more.

### *Early Learning Communities*

A third model, pioneered in Kansas, is Early Learning Communities (ELC), initiated in 2009 through a Cabinet grant to the Kansas Head Start Association and the Kansas State Department of Education. This grant funded three demonstration communities—Coffeyville, Liberal and Rossville—to create a new model of preschool services blending state-funded preschool, Head Start, special education, and community childcare. The goal was for 3- and 4-year-old children to experience high-quality, evidenced-based early education in a blended classroom environment building on the strengths of each program partner. This model transforms the typical “siloe” delivery system of early education into a collaborative approach which better serves the whole child.

Five years later, twelve sites across Kansas have implemented the model, and an additional five are receiving consultation services. The integrated preschool model practices local control. Local teams must include the school district, Head Start, and special education. Other partners include child care providers, Parents as Teachers, Healthy Families America, local foundations, parents, and community organizations. Sustainability has also been a focus of the model, and funds among the partners are blended and braided whenever appropriate. Many of the sites have applied for and received funding from regional and community funding sources.

*“Often the most powerful change comes from the community level and develops from the alignment of stakeholders working together in a coordinated way.”*

-Amanda Adkins  
Cabinet Chair

**The accomplishments of this model can be attributed to several factors:**

**Selecting “ready communities”** where the three pre-conditions for collective impact exist:

- The presence of influential champions
- Sufficient resources to support the planning process and infrastructure, including the presence of long-term Cabinet funding provided over the past five years
- The urgency to address the issue in new and different ways

**A required, ongoing strategic planning and implementation process** which ensures consensus on a clear vision and goals, with accountability among the team to implement the plan

**Consistent “backbone” support** to keep momentum going and the team on track, provided through the Project Consultant

**Recognition of project successes** from a variety of sources to help motivate the work, as well as support for the work. This recognition and ongoing feedback includes Cabinet, state, and national organizations that have invited presentations and requested information, two marketing videos, and related materials reflecting parent and staff satisfaction

*In one Early Learning Community, 30% of students were referred for special education services during the transition to kindergarten in 2009 when the program began. By 2014, only 4% were referred.*

When the initial three communities of Coffeyville, Liberal, and Rossville were selected for the ELC project in 2008, there was already **a strong champion—the Rossville superintendent**, a former elementary principal who had partnered with a Head Start program in the past and *fervently believed education needs to begin at birth*. **In Coffeyville, there was urgency to address the total loss of child care after a devastating flood.** In response, an Early Childhood Action Team brought together key early childhood partners and served as the foundation for the ELC project. **Liberal had a different kind of urgency—a growing need for services with little space and no sharing of resources.** The ELC grant added a second critical success factor to each community through its support of the planning process and infrastructure.



**It is important to note that each community faced significant challenges in the first years of the grant—the kinds of challenges that often derail efforts to collaborate.**

Coffeyville was struggling to recover after the flood destroyed one-third of the community, and there was no history of collaboration between the school district and Head Start. Although the district’s preschool and Head Start shared the same building, there was little to no communication or cooperation between the programs. In Liberal, special education was separated from regular education, and the school district was working hard to implement an inclusionary model. Again, there had been no history of a working relationship between the school district and Head Start. Between the time the ELC grant was written in the fall of 2008 and the project began in January 2009, there was a total leadership change in Liberal, with a new school district liaison and a new Head Start director assuming their positions without any knowledge of the ELC concept or expectations. In all three communities, there was significant resistance at the staff level, particularly from teachers who were being asked to make home visits, participate in family-style meals with the children, and make other changes in classroom routines.

**Despite these challenges, there were dramatic changes and steps toward success within the first year.**

Champions in all three communities were touting the benefits of the model to their peers across the state. Teachers began to experience the positive results of knowing more about their students’ families. Parents liked the mixed classrooms, where children weren’t labeled as “Head Start kids” or “kids with special needs,” and they appreciated the comprehensive services, like free dental screenings for children.

This *Case Studies in Expanding Early Childhood Public-Private Partnerships in Kansas* report highlights these successes and builds upon efforts to expand the scope and reach of these types of community partnerships. The following sections describe what has been accomplished to date in Coffeyville and Liberal and shares lessons learned for the future.

# Coffeyville and Liberal

READY COMMUNITIES

The overall goal of the public-private partnership expansion project is to establish a sustainable collective impact approach to business sector engagement in Coffeyville and Liberal that may be replicated in other parts of the State. The project focused on:

1. Expanding existing ELC teams in Coffeyville and Liberal to represent all key sectors of the communities, with a particular focus on business engagement.
2. Educating the expanded teams about collective impact as a successful approach to achieve significant change around complex social issues.
3. Establishing a sustainable collective impact process focused on a common agenda with shared measures of success, supported by local backbone organizations, and a strong communication plan.

A brief analysis of community demographics, coupled with the assessment of the ELC Project Consultant who facilitates the collaboration efforts of the ELC, was conducted to determine community readiness for public-private partnerships. See Appendix C for Brief Community Demographics, Coffeyville and Liberal.

As two of the three original ELCs, Coffeyville and Liberal were identified as ready communities to target a coordinated effort to expand public-private partnership because of established collaborative relationships among ELC partners. The presence of these existing well-developed relationships, primarily between public institutions, provided a strong foundation for a public-private partnership expansion effort and the greatest potential for impact and sustainability. Over the past five years, each community has made substantial progress in:

1. Creating and sustaining effective collaboration among early learning programs, school districts, higher education, health services, and other key players.
2. Developing integrated preschool classrooms that are demonstrating gains in child and family outcomes.
3. Expanding their initial visions to include other critical success factors, such as mental health and community engagement.

# Charting the Path

## COFFEYVILLE

When the Southeast Kansas Community Action Program (SEK-CAP), the backbone organization in Coffeyville, first learned of the Case Studies in Expanding Early Childhood Public-Private Partnerships project, they were cautiously optimistic. Following a year of unsuccessful efforts to engage business leaders with the Coffeyville School District, a new approach targeted around early learning might be more successful. The Coffeyville team was also hopeful about engaging a new Chamber of Commerce Executive Director.

In early March 2014, SEK-CAP developed a detailed strategy for approaching the business community in Coffeyville.

1. SEK-CAP leadership would meet with the new Chamber of Commerce Executive Director.
2. SEK-CAP's Community Engagement Director would develop initial business contacts, including an individual recommended by the superintendent who was considered a strong community business leader, and individuals from six local businesses who attended a tour of the Early Learning Center in Coffeyville and expressed interest in having speakers come to their business.
3. SEK-CAP would draft a survey to distribute to private sector actors through the Chamber of Commerce to gauge the level of community knowledge and interest related to early childhood education.
4. SEK-CAP leadership would explore inviting business leaders to a special event at the Early Learning Center.
5. SEK-CAP would attempt to expand the existing Early Childhood Advisory Team (ECAT), which was created after the Coffeyville flood and has remained active since that time. The ECAT included representatives of the health, mental health, faith, education, and not-for-profit communities, as well as most of the ELC members, yet no private sector representation existed.



*If a business wants to create good outcomes, a key principle is to have a great process, starting in the earliest stages - commonly referred to as Six Sigma. In the same way, business leaders know we need to invest early in children's lives if we want them to achieve their full potential.*

*Katherine Busser  
Vice President of Capital One*

As hoped, SEK-CAP's efforts to engage the new Chamber Executive Director were successful and included an invitation to present to the Chamber of Commerce's Board of Directors regarding the importance of early childhood education. This presentation proved challenging, however, with some Chamber board members expressing skepticism about what resources might be required of the Chamber, and also the alleged "fade-out" effect after children leave the Early Learning Center and enter public school.

The Coffeyville team did not give up on the Chamber of Commerce. After the Chamber meeting, a survey about early childhood was distributed to all 208 Chamber members. In order to inform the team's efforts of how to increase the business communities' understanding of the importance of investment in early childhood education, the Coffeyville team wanted a measure of the group's attitude toward early childhood education. See Appendix D for Coffeyville survey results. Chamber members were also invited to attend a lunch and learn at the Coffeyville Early Learning Center in May 2014. Six members participated in the initial lunch meeting with twenty-two members indicating an interest in attending a future event at the center. SEK-CAP's Community Engagement Director continues to be in conversation with the Chamber Executive Director about the best next steps to address the concerns of the Chamber Board of Directors.

At the same time that the Coffeyville team continued its efforts to engage the Chamber of Commerce, the team discussed modifying some of its strategies. Perhaps instead of focusing private sector engagement efforts primarily on the Chamber of Commerce, targeting young, emerging business leaders or non-traditional business leaders who may be outside the usual business leadership groups might prove to be a more successful course of action.

83% believe early childhood education is important to a child's ability to succeed in school.

82% think early childhood education is important to a child's ability to become a productive adult.

**Early Childhood Education is key to a child's future success**



**Quality Early Childhood Programs are necessary for community growth and business success**

83% say that quality education is important in attracting new businesses and residents to Coffeyville.

60% believe their employees miss less work when they have reliable care for their children.

Only 23% are very satisfied with the availability of early childhood programs, and 22% with the quality of these programs in Coffeyville.

**There is a critical need in Coffeyville for more high-quality early childhood programs**

# COFFEYVILLE, KS

## Chamber of Commerce Member Survey Results

June 2014





With the help of Jonathan Freiden, a well-known business advocate for investment in early childhood, the team convened a meeting of the Coffeyville City Manager, the Chamber of Commerce Executive Director, and a local business owner. This meeting was an exciting one. Jonathan briefed the group on the Alliance for Childhood Education, the business advocacy group he helped establish in the greater Kansas City area. The discussion quickly moved to the need for additional space in Coffeyville to expand to full-day programs and also to serve children birth to three. The result of the meeting - definite interest in exploring ways to raise private funds to expand the Early Learning Center modeled after The Opportunity Project in Wichita. The next step is to invite additional business leaders, including young professionals and non-traditional business leaders, to a second meeting with Jonathan Freiden and Barry Downing to discuss the possibility of a TOP – Coffeyville.

**“Our future growth relies on competitiveness and innovation, skills and productivity... and these in turn rely on the education of our people.”**

– Harvey S. Firestone, Founder of Firestone Tire and Rubber

## Experiences from the Field COFFEYVILLE

Through structured interviews, twelve individuals who participated in the early childhood public-private partnerships expansion effort in Coffeyville shared their thoughts and opinions about the work of community engagement in support for early learning in Coffeyville.

**The purpose of the project is to expand community engagement in early learning, building on the success of the Early Learning Communities work in Coffeyville. What progress do you think we've made so far?**

Respondents are encouraged and excited about the interest shown by business leaders in expanding the Early Learning Center. They believe the community, particularly the private sector, needs a tangible outcome or focus in order to become engaged. It has been difficult in the past to stimulate business involvement in education, however, there are encouraging signs. The local John Deere plant, a major employer, has new leadership and is now partnering with the school district on a high school robotics class. The recent meeting of three business and civic leaders with Jonathan Freiden has created significant momentum, and there are now plans underway for a dinner to be co-hosted by strong business proponents for early learning, Jonathan Freiden and Barry Downing. Several respondents noted that business leaders want specifics, not an abstract request for support. There has to be an ask – a “tell me what you want.”

**We've been using the term collective impact to describe this project? What does that mean to you? Is there a better way to describe what we're doing (e.g., public-private partnership or other term)?**

Most respondents had not been familiar with the term “collective impact” prior to our project, however, they generally like it and believe it reflects the idea of synergy, or “all of us working together.” Public-private partnership is a more familiar term and requires less explanation, but some believe it creates a perception of separation. One respondent noted that, “Local businesses have viewed schools as separate. This focus on early learning provides a bridge between education and the larger community.”

**What do you think are the key OPPORTUNITIES and CHALLENGES in expanding community engagement, particularly among business leaders, in early learning?**

OPPORTUNITIES

Getting the right people (the important stakeholders) on board

External influence from a champion or small group of champions like Jonathan Freiden and Barry Downing combined with a core group of local champions— “we have to have both to be successful”

Having opportunities to tell success stories

Sharing the impact of toxic stress and Adverse Childhood Experiences to the economic story

Using an expansion of the Coffeyville Early Learning Center to revitalize that part of the community [where the center is located] and make it more attractive to potential residents [4000 people a day drive into Coffeyville from elsewhere to work]

Limited offerings in terms of cultural and recreational opportunities for young families in Coffeyville

CHALLENGES

The perception that the Coffeyville Early Learning Center is only for low-income families. It is “available, but not publicized and needs to be rebranded”

Sustainable funding to add more full-day slots and transportation services for half-day programming. Grant funding doesn’t provide the stability needed for recruitment and retention of staff and families

Communicating the need and our vision in ways the business community can understand

Community’s discouragement after the flood, heightened by the loss of some key businesses. We need hope and a catalyst for change

**What is your personal vision of early learning in your community over the next 5 to 10 years? What would you like to see in place?**

The ELC team shares a vision that “All children 0-5 have an opportunity for a full-day experience.” The major barrier to full enrollment at the ELC is perceived to be the limited availability of full-day slots (only one classroom is full-day). Many families cannot benefit from half-day programs because there is no transportation to take children to and from child care for the other half day, and parents cannot get off work to provide that transportation themselves. Business leaders are interested in exploring the development of a “TOP-like” facility in Coffeyville which could attract wider community support, as well as potential new employers. An expanded Coffeyville Early Learning Center modeled after the TOP would include space for children 0-3, as well as more full-day classrooms, an art center, and a family area.

**Given where the community is now and your vision going forward, what are the top three priorities that need to be addressed over the next two to three years?**

Respondents agree that the first priority is identifying a champion and a core group of “believers” in early learning, coupled with an outside source of hope and resources. The second is to build a strong base of business and community support. Third, is creating a new (expanded) facility that “would change community perception of early learning, help reach middle- and upper-income families, and provide a recruiting tool for businesses.”

**What will it take to address these priorities? What support will be needed to be successful?**

Respondents strongly agree there is a need to develop and implement a marketing plan, using both external and internal (local business) expertise. The plan needs to address education and communication with businesses and the larger community alike. Families who have used the Early Learning Center (including the Chief of Police, Chamber Executive, and City Manager) are excellent spokespeople. Community forums were suggested as one strategy, and another is to present to civic groups like Kiwanis (whose mission focuses on children), Rotary, Sertoma, Lions, and Leadership Coffeyville.

**How do you see your role in making this happen?**

One respondent said, **“We need both champions and cheerleaders.”** Champions would include business leaders, including those who attended the meeting. Cheerleaders would be the ELC team, parents of children who attend or have attended the Early Learning Center (and are also employees of local businesses). The incoming superintendent talked about an upcoming bond issue, which could occur in November 2015 that could provide a funding opportunity. He sees himself as an “excited facilitator,” helping to bring people together around a common vision.

**Who do you see as “champions” of early learning in your community? How do we identify and support champions? What role(s) do they play?**

The team is developing a list of invitees to the upcoming dinner. The key ingredients for attracting champions and core supporters are: offering a specific agenda or ask (What do you want them to do?), making a strong case for how early learning will benefit the community (and their business), and bringing leaders together in an informal setting with an outside catalyst who can offer success stories and a tangible outcome.

**Many of the benefits of quality early learning aren't evident until later—when children become teens and even adults. Sometimes, people want to see more immediate results. How do we address this challenge?**

The short-term benefits to employers (higher productivity, less absenteeism) are good messages, but not enough to create engagement. Communicating benefits without asking for specific support isn't sufficient. One respondent said, "The jury is still out on long-term benefits." He hasn't (yet) seen the evidence that early learning pays off over time. He was impressed that a child in the Early Learning Center learned to speak English well in only six months (a tangible outcome). This respondent also perceives early learning to mean "pre-kindergarten," including children 3 to 5. Another respondent believes we need to talk more about toxic stress and the Adverse Childhood Experiences study, and also engage local pediatricians in messaging.

**What advice would you give other communities who might be engaging in a similar project?**

Coffeyville is in its fifth year as an ELC grantee, so respondents have significant experience and advice to share...

- This is a serious commitment, and it's not easy. **Expect the unexpected.**
- Create a diverse group representing as many facets of the community as possible.
- Bring the community into the initiative from the beginning.
- Demonstrate what quality early learning looks like—invite people for a visit to show the children and staff in action.
- Invite the right, motivated people to the table.

## Charting the Path LIBERAL

For many years, the importance of early childhood education was not fully understood within the Liberal community. Historically, few, if any, efforts to increase the focus on early intervention existed. Funding for early childhood education was not included in a 2009 school bond project. Over the last several years the community has experienced an influx of high-needs families with young children that may not have access to the early childhood services necessary to prepare them for school. Approximately 100 children each year are unable to access early childhood services due to a lack of space and limited program capacity.

A shift in community thinking, however, has occurred over the past few years. The local school district, USD 480, and the Kansas Children's Services League (KCSL) began to realize that collaboration was the best answer to the growing need for services, and agreed to create an integrated classroom in 2011 through the ELC project. The collaborative effort that began with the ELC project was the foundation for the Early Childhood Advisory Council, which began in 2013 and continues to grow. The Advisory Council, comprised of representatives from most of the organizations serving young children and families in Liberal, was formed to provide community awareness and education about the importance of early learning. This Council was also instrumental in planning the facility improvements included in the bond issue.

From the very beginning of the Case Studies project in Liberal, four of the project leaders – two from the Kansas Children's Service League and two from the school district – identified two existing community groups, Bright Futures and Liberal Young Professionals, as potentially strong liaisons between the business and the early childhood communities in Liberal.

## Promising Partners

In its first year in Liberal, **Bright Futures**, pairs a business partner with each building in the school district. Partners hold company staff meetings at the schools, provide financial incentives for students, and sponsor special events.

The **Liberal (KS) Young Professionals** is composed of 15 to 20 members, mostly women, in the 25 – 35 age range. They recently sponsored an event to promote Liberal’s bond issue and identified Head Start as their “charity of choice” for the coming year.

The team agreed that targeting younger people in the community, who have children or may be planning to start a family, would be the most successful approach to engage the private sector in support for early childhood in Liberal. Encouraged that both the Bright Futures partners and the Liberal (KS) Young Professionals had already demonstrated an interest in supporting education, but not necessarily early education, the team believed the two community groups would be open to this approach and invited them to participate in an Early Childhood Advisory Council meeting.

Leaders of the two groups attended the Council’s meeting in May 2014 where information on utilizing a collective impact approach was presented. Energy at this meeting was high as a result of the recent successful bond passage in Liberal (*see below*). Building on the positive momentum from the bond passage, the group engaged in discussion of some tangible “next steps” to channel the enthusiasm linked to the bond passage into increased support for early learning. The importance of the following topics emerged as key themes throughout this discussion - using approaches that focus on the needs of families, engaging the whole community and its different cultures, learning from other successful early childhood public-private partnership models in Kansas, and messaging and visibility as a key components of increasing community knowledge and support for early childhood education.

*"I focus on supporting high quality early childhood health care and education. By betting my resources on very young children, I know I'm making an investment that pays guaranteed dividends with a high rate of return."*

*-J. B. Pritzker*

Chicago Entrepreneur and Philanthropist

The Council determined several action steps. First, like the Coffeyville team the Council felt that a measure of the Bright Futures and Liberal Young Professionals' attitudes toward early childhood education was needed. A survey to each group's membership was distributed. The Council intends to use the results to establish goals for increasing knowledge within the community moving forward. See Appendix E for Liberal survey results. Second, using some of the successful methods by which information regarding the bond issue was shared, the Council plans to "market" existing information about the positive impact of early childhood education, such as the 7:1 return on investment of early childhood education found by Economist James Heckman. An insert with the early childhood facts will be placed in the Chamber of Commerce printed advertisements and monthly mailings, as well as an on-screen slide advertisement with the local movie theatre. Third, the group will work to increase the diversity of the Council membership, including an increased private sector presence and an increased representation of individuals from different cultural heritages. To this end, members of the Bright Futures and Liberal Young Professionals groups have been invited to attend the next Council meeting scheduled for September 2014. Finally, the Council intends to coordinate a bus trip of interested public and private sector actors from Liberal to visit The Opportunity Project in Wichita. This trip will be an opportunity to see a successful early childhood public-private partnership model in action and learn more about how it works.

Liberal has significant momentum and an energized community of education advocates following the successful passage of the bond issue in April 2014. When the Case Studies project began, however, the bond issue had not yet been voted on. The Council recognized that their path for expanding early learning in Liberal and expanding early childhood public-private partnerships would be emergent depending on the result of the bond issue. Council members are keenly aware of the current opportunity to build upon this momentum and ensure that early education remains a critical component going forward.

## A CLOSER LOOK AT THE LIBERAL (USD 480) BOND ISSUE

Following a unanimous 7-0 vote by the USD 480 Liberal Board of Education to approve a resolution calling for \$127.8 million bond election, Liberal residents voted to approve the bond issue in April 2014. The bond election focused on student safety, all day kindergarten, campus overcrowding, reducing teacher-student ratio, reducing forced transfers, and increasing the quality of student education by providing secure, and effective classrooms throughout the district.

A prior bond election was on the ballot in 2009. The dollar amount and the scope of work for the bond issue had been adopted by the school board prior to obtaining community input, which created a difficult start to school district efforts to engage the community. For the 2014 bond election, however, the school district hired an architectural design firm to lead an impact study and engage students, staff, and the community throughout the planning process for the bond election. Components of the study included: a physical assessment of all facilities, an analysis of demographic statistics, an assessment of educational programs, consensus building with the community, an assessment of district operations, and an evaluation of financial opportunities, including Federal, State, local and private funds.

As part of the impact study conducted in 2014, a number of community focus groups were held. Using the results of the focus groups, the firm identified a number of possible solutions, and a range of options available for a pricing structure. Numerous meetings were held to educate the community and respond to questions and concerns. By the time the vote occurred the board and the community were unified with the vision and plan. The bond proposal, in the amount of \$127.8 million, passed on April 8, 2014.

According to the architectural design firm, in their extensive experience helping district's achieve community support for bond campaigns: *"Liberal had the biggest percent turnaround we've seen from failing a bond in 2009 at 60% against / 40% for; to a 76% passage of the bond and a 78% passage of a sales tax increase to help support the bond in 2014. This turnaround was accomplished utilizing a district and community engagement process which kicked off in June of 2013, just a little over 4 years after the 2009 bond failure and culminated with the bond passing April 2014."*

Currently, the school district's ten preschool classrooms are in portable units behind one of the district's elementary schools. With the passage of the bond proposal, new elementary buildings will be constructed, thus making existing buildings available to be repurposed for preschool services. Two of the existing elementary schools will be transformed into pre-kindergarten centers to house the school district's current preschool program. With more classroom space available, there will be the possibility of adding "community slots" for students who are not eligible for the State Pre-K, Migrant, Special Education or Head Start services. It will also support collaboration with other early childhood education providers to best serve students and their families under one roof. Every child will have an opportunity for quality early childhood services.

100% recognize the importance of investing in young children. Respondents believe that early childhood education is important to a child's ability to succeed in school and become a productive adult.

**Children will shape the future of the Liberal community, and must be given a solid foundation.**

**Quality Early Childhood Programs are necessary for community growth and business success**

100% say that quality education is important in attracting new businesses and residents to Coffeyville.

75% believe their employees miss less work when they have reliable care for their children.

Only 40% are *somewhat satisfied* with the availability of early childhood programs in Liberal, while 60% are *not at all satisfied*.

**There is a critical need in Liberal for more high-quality early childhood programs**

# LIBERAL, KS

## Community Organizations Survey Results

June 2014



# Experiences from the Field LIBERAL

Through structured interviews, eight individuals who participated in the early childhood public-private partnerships expansion effort in Liberal generously shared their thoughts and opinions about the work of community engagement in support for early learning in Liberal.

## **The purpose of the project is to expand community engagement in early learning, building on the success of the Early Learning Communities work in Liberal. What progress do you think we've made so far?**

Respondents shared that there has been significant progress in educating the community about the importance of early learning, especially with the community meetings held to support the recent passage of the bond issue. Pre-school was not even mentioned as a priority in 2009 when a bond election was held. The bond election held on April 8, 2014, in the amount of \$127.8 million, passed with 76 percent of the voters in favor of the plan, and 78 percent supportive of the sales tax option. One community member stated "The community conversation about the importance of early learning has increased significantly among people who are outside of the education field." Another participant stated, "Adults are beginning to understand the importance of preschool services. Finally we are getting there." Early learning providers have expanded and enhanced their efforts to communicate, collaborate, with an increased willingness to share resources and conduct joint activities.

**We have been using the term “collective impact” to describe this project. What does it mean to you? Is there a better way to describe what we’re doing (e.g., public/private partnership or other term)?**

Many of the respondents liked the term collective impact because social issues are complex and they require individuals, organizations, and other community sectors to work together to find solutions. Even though the respondents felt the term collective impact was easily understood by individuals involved in education and social services, it could be overwhelming or confusing to others. Respondents recognized that it is a term being used across the nation, and even though people may not understand immediately, it makes perfect sense.

**What is your personal vision of early learning in your community over the next 5 to 10 years? What would you like to see in place?**

Overall, respondents focused on ALL preschool children in the community having the same early childhood education experiences in a center environment with significant parent/family engagement. Ideally, the population would reflect the community’s diversity, and would include, but not be limited to, high-risk children and families. There would be a focus on the “whole” child, providing comprehensive services including education; physical, mental, and emotional health; nutrition; culture; and other issues impacting a child’s learning experience and ability to achieve school readiness. One participant indicated, “To have a preschool center like The Opportunity Project in Wichita would be amazing.”

The personal visions shared reflected the following priorities: an educated community on the importance of early learning, appropriate facilities to support the delivery of high-quality preschool services for all children, and flexible funding streams to encourage and support innovation as well as blended and braided funding among providers. Respondents want to involve all ages and sectors with community events to provide information on the value of early learning.

A more cohesive effort to identify the services needed by children, and funding streams supportive of a collaborative approach in serving their needs, is needed. The results – lack of competition for children among programs, a commitment to collaborate, and no duplication of services.

**Given where the community is now and your vision going forward, what are the top three priorities that need to be addressed over the next two to three years?**

There was agreement on the need to keep early learning on the forefront as the school district facilities are constructed and repurposed. Identified priorities include having qualified staff, appropriate early learning facilities, educated and engaged businesses and community members, access to services, necessary funding support, and coordination with other providers to address the needs of the children and families.

**What will it take to address these priorities? What support will be needed to be successful?**

**Availability of Qualified Staff:** A significant concern expressed by the respondents was the difficulty in recruiting and retaining quality early childhood education staff. The requirements for early childhood education certification and endorsement demand an additional investment of time and resources by individuals. Even though the salaries for early childhood educators may be commensurate with elementary school educators, the additional investments and requirements necessary for a quality program can discourage individuals to choose it as a career. USD 480 and other school districts do a national search for teachers when vacancies occur. In Liberal, three teachers have been recruited this school year from Pennsylvania. If the qualified teachers necessary to serve the children enrolled in the early childhood education services are not recruited and retained, fewer children will be served.

**Appropriate Preschool Facilities:** Respondents identified appropriate space for early learning as an important priority. The waiting list for early learning classrooms consistently has more than 100 children each year. Since 2009, adequate space to enroll all preschool children has been a high priority for the school district and community partners.

**An Educated and Engaged Community:** The Early Childhood Advisory Committee, formed by the Early Learning Communities partners, has played a significant role in developing a collective impact for early learning. Respondents feel it could be expanded to include additional sectors in its role to market, educate, and engage others in early childhood education.

**Other Priorities:** Respondents noted the ongoing need to support the additional time required for effective collaboration among the partners. There is also a need for flexible funding to support blended/braided funding opportunities.

### **How do you see your role in making this happen?**

Respondents believe they have an important role in keeping early childhood education in the forefront with the decision makers and the community as the new school facilities are being built. The K-5 and middle school facilities will be constructed before the existing elementary school buildings can be repurposed for preschool services. Therefore, they must continue to provide information on the value and benefits of preschool education to maintain the existing commitment demonstrated by the community.

Another critical role is providing continued support for the Early Childhood Advisory Council and its mission. There are members who provide both consistency and a historic perspective which adds value to the discussions and decisions of the committee. Respondents agree membership needs to be expanded to include other sectors, including key decision-makers. Respondents also see their role as emphasizing coordination, collaboration, and accountability with all sectors serving early childhood education. The collaborative partners currently agree to be involved in the deliverables, and they are able to report to the community on the current status of the services being provided as well as the plans for the future.

### **Who do you see as “champions” of early learning in your community? How do we identify and support champions? What role(s) do they play?**

Respondents identified several individuals as “champions.” They include active and retired school administrators, teachers, parents, and KCSL staff, as well the leaders of community groups such as Bright Futures, the Liberal Area Coalition for Families, and the Liberal Young Professionals. Other possible champions are respected community members - one with ties to the senior citizen community in Liberal, two school board members, and co-owners of a local coffee shop. Respondents identified a need to be more systematic in identifying other champions.

Through the Chamber of Commerce Breakfast Program and its After Hours opportunity these champions have opportunities to network and share leadership. Current champions and other supporters could make presentations on early childhood education with civic organizations, the Council of Governments, and other entities in the community. Testimonials are especially effective in demonstrating the value of early learning. School administrators have found it impactful to state that higher graduation rates can occur when children start their learning experiences early.

The bond issue was successful because champions went above and beyond in reaching out to all sectors of the community, in various locations, to gain their input and respond to questions. In order for the momentum to continue, it will require involving additional champions who have the passion and drive to make the vision possible.

**What messages do you think are most effective in talking with the business community about early learning?**

Communicate how early learning is an investment in the future of the community. The respondents recommend the use of language that is familiar to businesses with a focus on the outcomes and the impact on short and long-term investments. The messages need to be simple and demonstrate results. Acronyms and jargon should be avoided because they create confusion. Evidence should be provided that demonstrates the positive results and outcomes with early learning services. When possible, it is effective to use testimonials that demonstrate how early learning impacts a business and its employees personally. When it impacts people personally, they are more likely to engage. The messages must effectively reach the different cultures in the community.

**Many of the benefits of quality early learning aren't evident until later—when children become teens and even adults. Sometimes, people want to see more immediate results. How do we address this challenge?**

Respondents agreed the inability to demonstrate immediate results is a challenge. One suggestion is to determine what outcomes are expected over a period of time and share them annually with the community.

Another recommendation is to share the brain research as background with the early learning results. The Adverse Child Experiences study examined associations between childhood trauma and later-life health and well-being. It is important for the community to understand there is a significant opportunity to impact a child's well-being in the early years. If this opportunity is lost, significant dollars may be spent to reverse what may be irreversible.

Respondents agreed that existing sectors in the community may be able to help address these concepts, such as the county attorney and the juvenile justice system. Parents can also be effective in sharing their experiences. There is an understanding it takes time for the information to be received and understood.

**What advice would you give other communities who might be engaging in a similar project?**

Respondents would encourage communities to engage in a collective impact project. They would advise communities that it is not going to be easy, however, it is definitely worthwhile. Building and maintaining the trust necessary for the collaboration to be effective requires ongoing communication and a significant investment of time. One participant shared, “We have to step out of our silos.” They acknowledged funding can make individuals suspicious since it is such an important resource. Another participant stated, “When you develop good working relationships, you will always find a solution that best serves children and families.”

Respondents recommend that communities identify people who would be appropriate to serve on an early childhood advisory committee. One recommendation is to start slow and get it right. The education necessary for members to be knowledgeable and effective should be provided, followed by the development of a plan to identify the goals and strategies for what is to be accomplished. There are different ways to accomplish what a community identifies as priorities, and each community must identify the direction they will take with the available resources. When the community is engaged and committed to a plan, the right hand knows what the left hand is doing in addressing the ongoing issues that occur.

The respondents support the collective impact philosophy and understand it is important to include all sectors of the community to support and improve early childhood education. The ability to sustain preschool education services is a goal they want to achieve.

## WHAT DO THE Case Studies

### TELL US

#### **What other ideas do you have that we haven't talked about?**

Respondents encourage people to think outside the box and be innovative and creative. When the funding is provided up front, it supports innovation. A participant stated, "Good ideas take resources and the funding provided for the collective impact [case studies] with Liberal was wonderful, and it made a difference." Projects need a reasonable time frame for the deliverables to occur and thus make a significant impact with the system. They want the collective impact model to move forward, grow, and expand.

**Don't let the past dictate the future:** Participants learned early in the ELC project that they needed to understand and respect what happened in the past, but not be stymied by it. Old assumptions, perceptions, and relationships had to be acknowledged, sometimes confronted, before people could move on into a more positive future.

**Both change and collaboration take a long-term commitment.** Making significant change through collaboration among multiple partners is an even greater, and longer commitment—but the results are worth it.

**Establish a clear vision and the critical moves necessary to accomplish it.** An ongoing strategic planning process ensures a common vision, measurable goals, and specific action steps, with partners accountable for making them happen.

“To create new norms, you have to understand people’s existing norms and barriers to change. You have to understand what’s getting in their way.” –Atul Gawande

**Sustain the backbone support necessary to keep the process moving and the players motivated.** Everyone has a “day job”—typically one that requires more than a 40-hour week. Despite best intentions and commitment, this work simply doesn’t get done without that backbone support.

**Cultivate a sense of identity and purpose:** Early on in the ELC, the community teams agreed on a motto, “These are OUR children”—not Head Start or school district or special needs children, but the children of our community. This belief helped bridge differences in work cultures, standards and practices, even when the going got tough.

**Understand and honor community and cultural differences but maintain core principles and practices:** Each community is unique, and the cultures (organizational, professional and ethnic) are very different; however, there must be fidelity to the model and the tenets that make it work.

**Show what quality early education looks like—give a visual:** The best response to the perception that early education is “just babysitting” is to host a tour of a high-quality center. Coffeyville is doing this with events at the Early Learning Center. Liberal is planning an Early Childhood Advisory Board trip to The Opportunity Project.

**Be specific:** Abstracts like “investing in early education” or “advocating for better programs or more funding” are not nearly as effective as specific requests. Perhaps start small, like “We’re challenging you to make three personal contacts with your legislator and ask him/her to maintain the state’s investment in early childhood initiative.”

**Don’t just ask for money**—provide more. We need space, full-day care, transportation, something business can wrap their head around, a visual, tangible legacy.

**Find a champion(s):** Convincing one person that this work is important may be all that’s necessary as a first step. It doesn’t take a large group—a few committed individuals can make all the difference. Target leaders who already have a connection to early education; i.e., their spouse teaches kindergarten; they have children (or grandchildren) in preschool; they already support the schools or other education-related causes.

**Bring businesspeople together in small, informal groups**—ideally in a social context with opportunity for conversation, not formal presentations. Inviting a business champion to this type of dialogue is an ideal way to begin building a business coalition in support of early education.

Quality early childhood development gives disadvantaged children a healthier future.

*“This tells us that adversity matters and it does affect adult health. But it also shows us that we can do something about it.”*

— James Heckman, Nobel Laureate in Economics  
on finding that quality early childhood development substantially improves long-term health outcomes for disadvantaged children

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# Appendices

APPENDIX A: Blueprint for Early Childhood.

APPENDIX B: Public-Private Partnerships – National Models

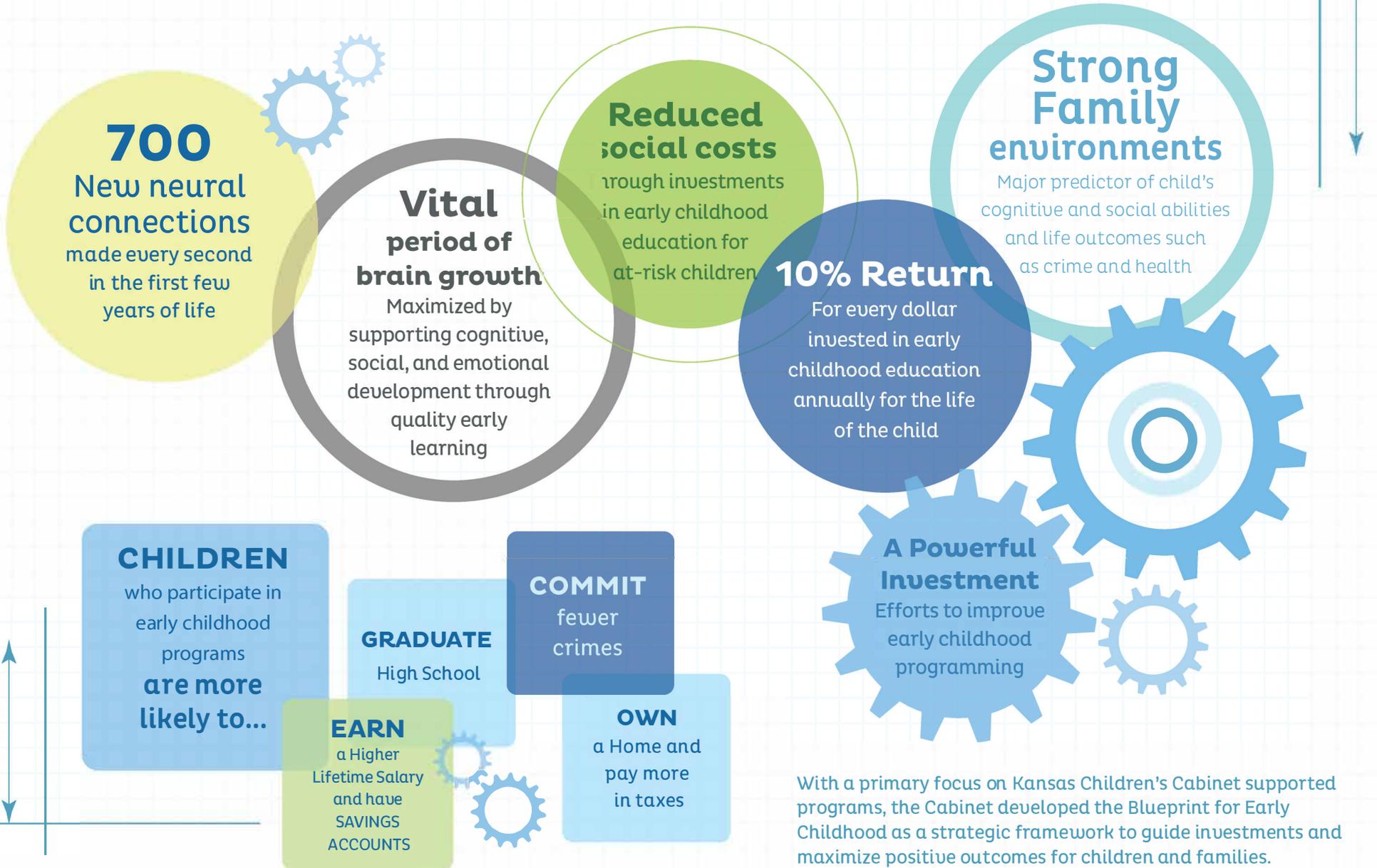
APPENDIX C: Brief Community Demographics, Coffeyville and Liberal

APPENDIX D: Coffeyville Survey Results

APPENDIX E: Liberal Survey Results

# Investing in the Future of Kansas

Healthy Development, Strong Families, Early Learning



Sources: Center on the Developing Child (Harvard University), Partnership for America's Economic Success, Pew Center on the States, The Heckman Equation, ReadyNation

# What is the Blueprint for Early Childhood?

## Building a Strong Foundation for Children and Families

An expression of the Kansas Children’s Cabinet and Trust Fund’s vision for early childhood in Kansas, the Blueprint for Early Childhood (“Blueprint”) is a strategic framework to optimize child and family well-being. The Blueprint will be used to align the Cabinet’s investment portfolio and monitor progress toward goals.

“Often the most powerful change comes from the community level and develops from the alignment of stakeholders working together in a coordinated way.”

- Amanda Adkins, Kansas Children’s Cabinet and Trust Fund Chair

### Implementation

Built on past systems’ work, the Blueprint is a forward-looking guide for expanding an effective early childhood system of services and supports for young children and their families.

### Areas of Impact

The Cabinet identified Areas of Impact within each of the Building Blocks – Healthy Development, Strong Families, and Early Learning that aim to unite past and current collaborative work products.

### What Do Healthy Development, Strong Families, and Early Learning Look Like?

While the path to achieve success may vary, the Cabinet’s vision of success is intended to serve as a guide for innovative program design, partnership development, implementation and tracking toward long-term outcomes for children and families.

### Current Measures

The Cabinet is committed to a system of shared measurement and strong accountability to tell the story of early childhood investments in Kansas. Common measures are the tools currently being used to measure short-term and intermediate outcomes in Early Childhood Block Grant (ECBG) and Community-based Child Abuse and Neglect Prevention (CBCAP) programs.

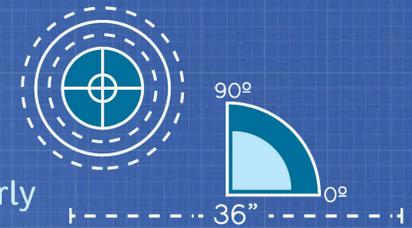
### Community Collaboration

Moving the needle on Healthy Development, Strong Families, and Early Learning will require creative community collaboration across sectors, involving multiple partners working toward a shared vision of high quality, accessible, affordable programs for young children and families.

# Blueprint for Early Childhood

## Building a Strong Foundation for Children and Families

The **Kansas Children's Cabinet and Trust Fund** recognizes early childhood as a critical period of intervention that establishes a child's foundation for school and life success. We are therefore committed to nurturing a culture of public-private partnerships in early childhood programming where diversity of thought is an asset and past work is valued.



# Goals

public-private Partnerships **Community Collaboration** shared vision

### Healthy Development

- PRIMARY CARE
- SOCIAL-EMOTIONAL DEVELOPMENT
- EARLY IDENTIFICATION



#### AREAS OF IMPACT

- Ensure outreach, education, and ongoing support for pregnant women (particularly underserved populations)
- Promote early and comprehensive prenatal care
- Increase identification, access/availability and quality of services
- Increase insurance coverage for pregnant women and children
- Support all children in having a medical home
- Promote access to oral health and vision care
- Integrate and screen universally for healthy development
- Improve access to mental health services through partnerships
- Promote inclusion of children with disabilities into natural environments
- Promote public-private partnerships

### Strong Families

- PARENT SUPPORT
- SAFE, STABLE AND NURTURING RELATIONSHIPS (SSNRs)
- COMMUNITY ENGAGEMENT



#### AREAS OF IMPACT

- Support parent involvement and leadership
- Promote safe, stable, and nurturing relationships to ensure children have strong, healthy starts
- Promote cross-sector partnerships to support comprehensive needs of families
- Engage non-traditional stakeholders
- Promote, evaluate, and enhance evidence-based family support programs
- Promote the facilitation of peer-to-peer support opportunities
- Promote opportunities for families to earn a living wage
- Promote public-private partnerships

### Early Learning

- CHILD CARE
- PRE-K
- EARLY LITERACY



#### AREAS OF IMPACT

- Promote community-based, school-based, and faith-based early learning experiences
- Support economic development of child care businesses
- Ensure high-quality care for all children by promoting adequate funding for core services
- Ensure high-quality care for all children by supporting the implementation of a statewide quality rating and improvement system
- Promote effective transitions into school for at-risk populations, including voluntary, full-day kindergarten
- Support inclusive and culturally sensitive training for early childhood professionals based on established core competencies
- Support the use of early learning standards to increase consistency and quality of services
- Promote public-private partnerships

As a baseline for this Blueprint, collaborative work products in which the Cabinet has participated, such as the Kansas Early Childhood Comprehensive System Plan, the Kansas School Readiness Framework, and the Kansas Strengthening Families Plan, have been used. Existing plans such as the Governor's Roadmap for Kansas, the Maternal and Child Health Strategic Plan (KDHE), the Child Care and Development Fund State Plan (DCF), and the Kansas Head Start State Collaboration Office Priority Areas (DCF) will also continually inform the Blueprint to support collective impact.

## Healthy Development

### WHAT DOES HEALTHY DEVELOPMENT LOOK LIKE?

Child

- Pregnant women have access to prenatal care
- Infants are born at adequate birthweight
- Mothers breastfeed at least 6 months
- Children are current with immunizations
- Children reach developmentally appropriate milestones
- Early childhood professionals have specialized early childhood mental health training

### COMMON MEASURES\*

- Ages and Stages Questionnaire (ASQ) - 3
- ASQ: Social-Emotional
- Devereaux Early Childhood Assessment (DECA) I, (DECA) T, (DECA) P2
- Individual Growth & Development Indicators (IGDI), myIGDI

### COMMUNITY COLLABORATION

- |                  |                       |
|------------------|-----------------------|
| Businesses       | Foundations           |
| Child Care       | Local Health Depts    |
| Community Orgs   | Medicaid              |
| Faith-Based Orgs | Mental Health Centers |
| Families         | State Agencies        |
| Family Supports  | Other                 |

## Strong Families

### WHAT DO STRONG FAMILIES LOOK LIKE?

Family

- Fewer children live in poverty
- Families can afford child care
- More children are born to mothers with a high school diploma or more
- Family support programs are able to meet the demand for services
- No children experience abuse or neglect

### COMMON MEASURES\*

- HOME Inventory - Infant/Toddler
- HOME Inventory - Early Childhood
- Keys to Interactive Parenting Scale (KIPS)
- Protective Factors Survey (PFS)

### COMMUNITY COLLABORATION

- |                  |                |
|------------------|----------------|
| Businesses       | State Agencies |
| Community Orgs   | Universities   |
| Faith-Based Orgs | Other          |
| Families         |                |
| Family Supports  |                |
| Foundations      |                |

## Early Learning

### WHAT DOES EARLY LEARNING LOOK LIKE?

Educational Environment

- Child care facilities & homes are able to meet the demand for services
- Early learning programs are able to meet the demand for services
- Programs are compliant with licensing regulations
- Early learning programs are high quality
- Early childhood professionals are competent, credentialed, and effective

### COMMON MEASURES\*

- Devereaux Early Childhood Assessment (DECA) I, (DECA) T, (DECA) P2
- Classroom Assessment Scoring System (CLASS) - Toddler
- CLASS Pre K
- Individual Growth & Development Indicators (IGDI), myIGDI

### COMMUNITY COLLABORATION

- |                  |                      |
|------------------|----------------------|
| Businesses       | Foundations          |
| Child Care       | Health Professionals |
| Community Orgs   | Libraries            |
| Faith-Based Orgs | Pre-K Programs       |
| Families         | State Agencies       |
| Family Supports  | Other                |

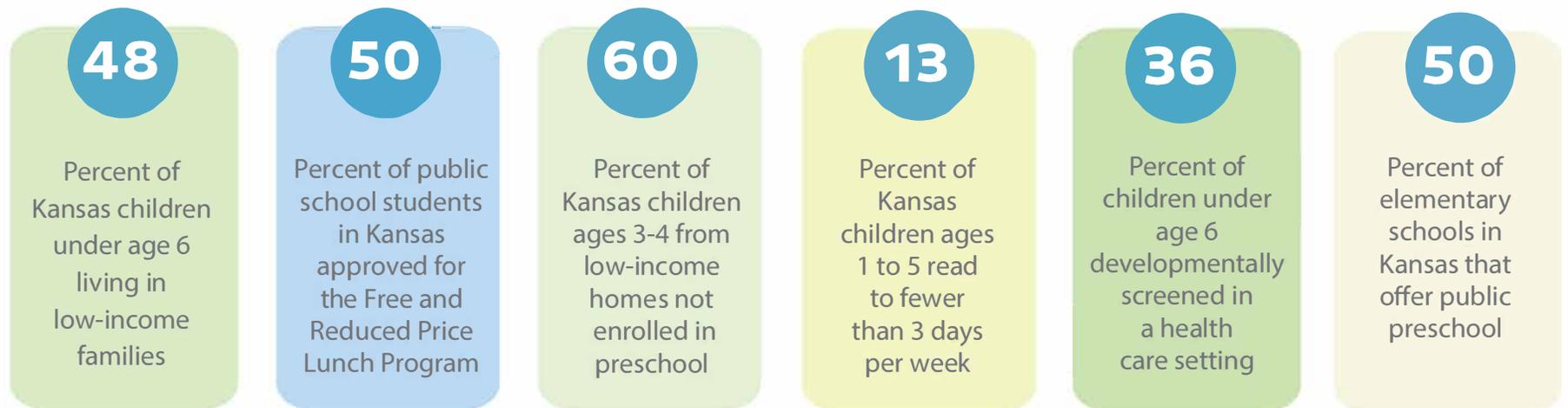
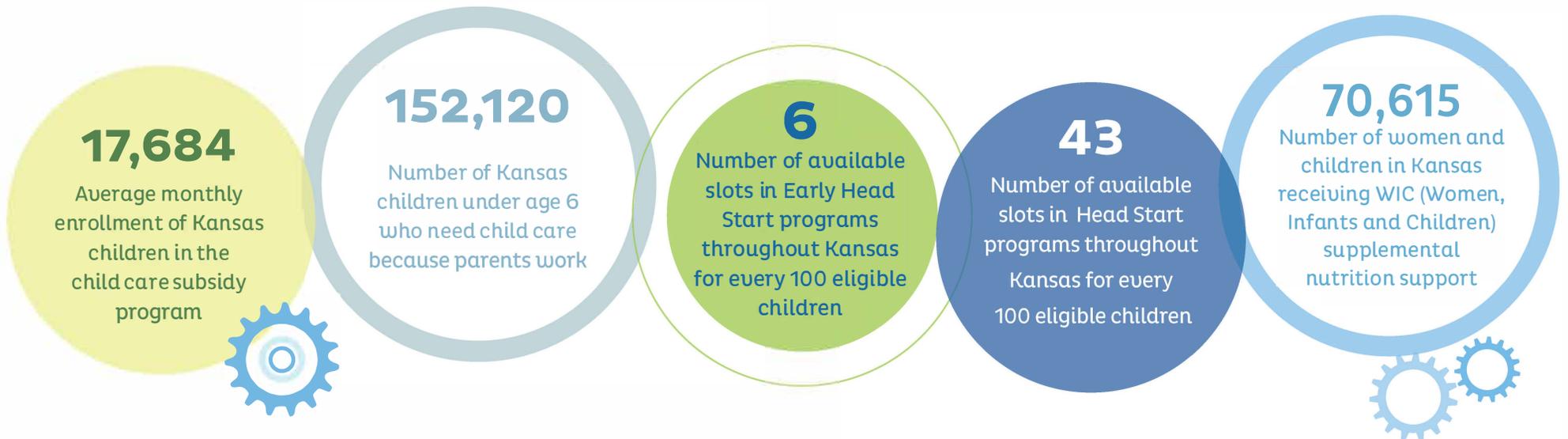
Impact



\*These common measures are currently used by Cabinet-funded ECBG and CBCAP programs. All Cabinet-funded programs are invited to use these measures.

# Why Does Kansas Need Investments in Early Childhood?

## Building a Strong Foundation for Children and Families

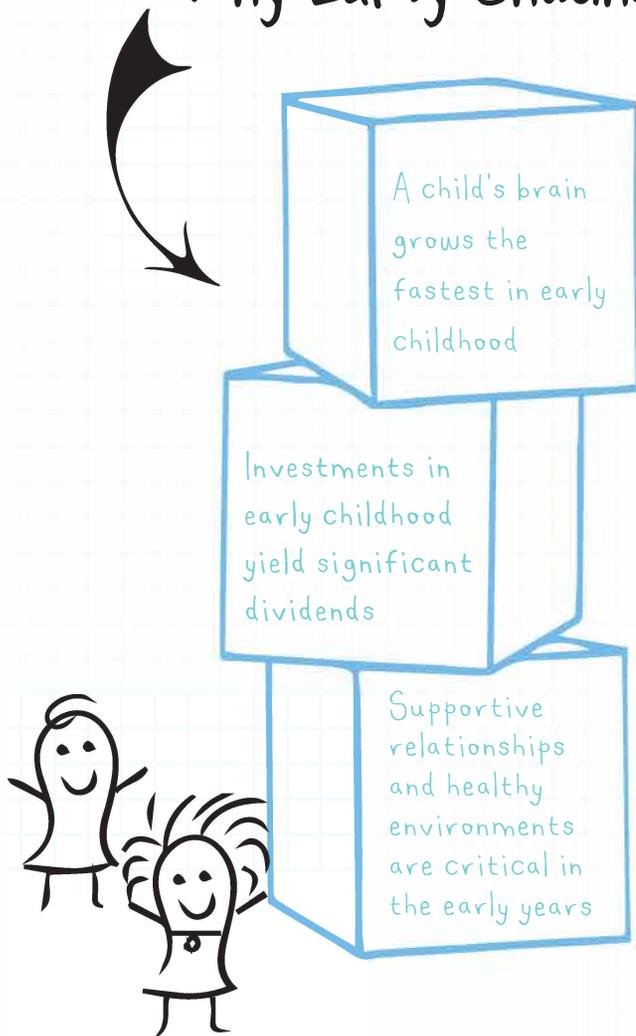


Sources: Child Care Aware of Kansas, Kids Count Data Center, The Heckman Equation, U.S. Department of Labor, U.S. Department of Agriculture

# Blueprint for Early Childhood

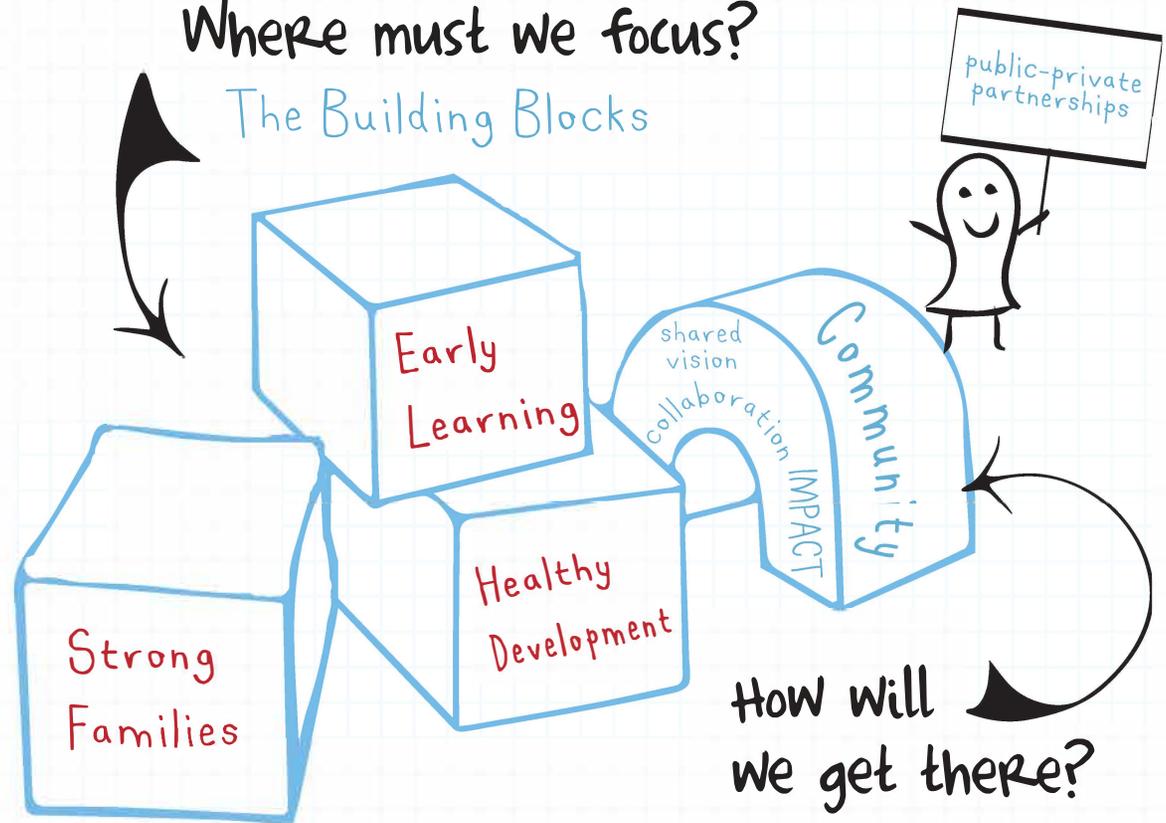
Building a Strong Foundation for Children and Families

## Why Early Childhood?



## Where must we focus?

The Building Blocks



## **APPENDIX B: WHAT DO PUBLIC-PRIVATE PARTNERSHIPS LOOK LIKE?**

### **National Public-Private Partnership Model: Shape Up Somerville**

The Shape Up Somerville initiative demonstrates collective impact and public-private partnership success. In the early 2000's, the City of Somerville, Massachusetts recognized that the city's youth obesity rate had reached epidemic proportions. Nearly half of the youth in Somerville were overweight or obese, with distribution heaviest in racial or ethnic minorities (FSG, 2013).

Shape Up Somerville began in 2002 as a three year research trial funded by the CDC and conducted by the Friedman School of Nutrition at Tufts University. The goal of the pilot study was to, "create a multi-sector effort focused on making coordinated interventions in before-, during-, and after-school environments" (FSG, 2013). Through coordinated efforts between the city, the school system, businesses, and community members, the City of Somerville provided youth with greater access to healthy foods and increased opportunities for physical activity.

The first three years brought many community changes, including training and tools for teachers to provide nutrition education and physical health evaluation to students. (Chomitz et. al., 2013). The city invested in a new and improved park to encourage physical activity during out of school time. While surrounding communities saw their children's weight increase by roughly a pound a year, Somerville saw a decrease in weight and body mass index in their young children (FSG, 2013).

The success of the project during the initial phase can be attributed to the structured and collective approach that was taken by the city to address the complexity of the problem on multiple levels. A team operating within the city government acted as the backbone to the project. This backbone group established partnerships with organizations to address the common goal of youth obesity prevention. Partnerships with 15 public and private organizations including city departments, the school system, community-based organizations, and state-wide organizations offered support in the form of funding, education, and grant opportunities. The initiative operated under the oversight of a steering committee consisting of a 25 member stakeholder group that included representatives of the partner organizations. Support for Shape Up Somerville has continued in many forms since the completion of the pilot phase in 2005.

Shape Up Somerville put the City of Somerville on the map as an innovator in community-based systems change. This structure can be applied to other community-based systems like early childhood education. When analyzing the potential for successful public-private partnerships in early childhood education in the state of Kansas, it is important to consider existing models. Around the nation, partnerships have developed between early education providers and businesses, community providers, and national organizations. The successful models have used their partnerships to work collectively to impact a common goal.

### **National Models: Early Childhood Public-Private Partnerships**

#### **Educare**

Eradication of the negative and life-long effects of the childhood achievement gap is the motivation behind the Educare Learning Network, a partnership between the Ounce of Prevention Fund, the Buffet Early Childhood Fund, and other philanthropies and public-private partners in more than a dozen states across America. This network consists of a system of Educare schools and an Educare team that fosters partnerships, "among like-minded individuals that want to create Educare schools in their community" (Educare 2014). The partnerships within the Network are diverse and include other large funders like the Bill and Melinda Gates Foundation, the George Kaiser Family Foundation, and the W.K. Kellogg

Foundation. These large funders contribute to a pool that the Network uses to promote early education, enlist new private-sector champions, and leverage local funds.

Educare schools are located nation-wide and provide full-day and year-round schooling for at-risk children ages birth to five years. Through partnerships with Head Start and Early Head Start providers and school officials, the Educare program aims to achieve school readiness while promoting and raising awareness of the importance of early learning (Educare 2014). The schools also benefit from the opportunity for funding through grant challenges, technical assistance, access to professionals in the field, advocacy, and data. Since 2005, researchers at the Frank Porter Graham Child Development Institute have been tracking the results of Educare attendees. In 2012, the study showed that Educare students score higher in language and school readiness than other children in low-income households (Educare 2012).

### **Success by 6**

The United Way Worldwide is invested in the education of children around the nation from birth through college by way of forging new education partnerships (United Way, 2010). The United Way facilitates partnerships between early childhood education providers around the country and local or national organizations. The private partners provide resources to child care centers that support cognitive, social and emotional development (United Way Worldwide, 2012). For example, the Success by 6 programs in Atlantic County, New Jersey have had success implementing early reader programs supported by the Women's Leadership Initiative. Through this collaboration, the child care providers receive training on providing consistent shared reading time, and are able to ensure access to appropriate reading materials (United Way, 2012).

The goals presented by all Success by 6 partnerships are to address the complex nature of early childhood needs and to eliminate barriers in the areas of health, safety, child care, and education. A case study published by the Texas State University-San Marcos, analyzed the effectiveness of the public-private partnerships facilitated by Success by 6 in Central Texas (Carson, 2011). Success was based on three key elements: partnership purpose (a common goal), partnership accountability (common measures) and partnership communication. While the case study recommended formal documentation of common goals and measures (the study found that many partnerships operated under an informal understanding of what the common goals were), it did find that they met or exceeded their expectations in achieving those goals.

### **Thrive by Five Washington**

Successful state level public-private partnerships have the capacity to attract the attention of large funders. An official merger between Thrive by Five Washington and the Foundation for Early Learning in January of 2014 resulted in a public-private partnership in early education with an annual budget of more than \$16 million. These funds will be directed towards implementation of the state's Early Learning Plan (Ponder, 2010), strengthening and expanding partnerships with communities and state-level organizations, and creating more high-quality services for at-risk children, families and communities.

Together the partnership intends to create a sustainable state-wide organization with a unified vision to advance racial equity, make grants, provide home visiting services, establish policy and community partnerships, and increase parent engagement. The Thrive by Five Washington program exemplifies the potential for state-level public-private partnerships to provide a child, family and community approach to early childhood education.

## APPENDIX C: BRIEF COMMUNITY DEMOGRAPHICS, COFFEYVILLE AND LIBERAL

Coffeyville and Liberal were identified as ready communities to target a coordinated effort to expand public-private partnerships. These communities are two of the original ELC, initially known as Demonstration Learning Communities, and as a result, have strong existing collaboration among the ELC partners. The presence of these existing well-developed relationships, primarily between public institutions, provides a strong foundation for a public-private partnership expansion effort and the greatest potential for impact and sustainability.

### Coffeyville

Coffeyville (pop. 9,993), located in Montgomery County, has many unique community characteristics, including a significant population that commutes to and from Coffeyville for employment purposes on a daily basis while according to U.S. Census Bureau data, approximately ten percent of the Coffeyville population over age sixteen is unemployed<sup>1</sup>. In addition, approximately twenty-one (21) percent of children in Coffeyville under the age of eighteen live in poverty<sup>2</sup> and approximately twenty-five (25) per 1000 pregnancies in Montgomery County are to teenaged mothers (ages 10-19)<sup>3</sup>. Manufacturing and retail trade are the two primary industries in Coffeyville.<sup>4</sup>

The Coffeyville School District (USD #445) is a Title I school district with seventy-three (73) percent of the total district comprised of economically disadvantaged students.<sup>5</sup> The statewide percentage for economically disadvantaged students is fifty (50) percent.<sup>6</sup> Forty-nine (49) percent of students in the Coffeyville School District are female and fifty-one (51) percent are male.<sup>7</sup>

In 2013, eighty-six (86) percent of all 4th graders in Coffeyville met standard, exceeded standard or scored exemplary on all administered reading achievement assessments.<sup>8</sup> The statewide percentage of the same measure for reading achievement in 2013 was eighty-five (85) percent.<sup>9</sup> Eighty-two (82) percent of all 4<sup>th</sup> graders met standard, exceeded standard, or scored exemplary on all administered math achievement assessments. The statewide percentage of the same measure for math achievement in 2013 was 81.7 percent.<sup>10</sup>

The ELC in Coffeyville is led by the Southeastern Kansas Community Action Program (SEK-CAP) and the Coffeyville School District. Both organizations are managed by community leaders who recognize the connection between the early childhood services and economic prosperity.

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<sup>1</sup> U.S. Census Bureau, 2008-2012 American Community Survey (<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>)

<sup>2</sup> Id.

<sup>3</sup> Kansas Department of Health and Environment (KDHE) Bureau of Epidemiology and Public Health Informatics 2011 ([http://www.kdheks.gov/hci/adol\\_teen\\_preg/Adolescent\\_Teenage\\_Pregnancy\\_11.pdf](http://www.kdheks.gov/hci/adol_teen_preg/Adolescent_Teenage_Pregnancy_11.pdf))

<sup>4</sup> <http://www.city-data.com/city/Coffeyville-Kansas.html>

<sup>5</sup> Kansas State Department of Education, K-12 Report, Assessment Results (<http://www.ksde.org/DataReports.aspx>)

<sup>6</sup> Id.

<sup>7</sup> Id.

<sup>8</sup> Id.

<sup>9</sup> Id.

<sup>10</sup> Id.

Current collaborative community efforts include an early childhood advisory committee, a coordinated intake system, and the development of a community collaboration measure.

Coffeyville experienced a devastating flood in 2007 that brought together many community partners in post-flood recovery efforts. While many partnerships among public institutions were developed or strengthened as a result of the flood recovery efforts, the community has struggled to successfully involve business leaders in a meaningful way.

## Liberal

Liberal (pop. 21,084), located in Seward County, has a very diverse community population with many ethnicities and languages represented. The community has a poverty rate of 17.3 percent<sup>11</sup> and approximately fifty (50) per 1000 pregnancies in Seward County are to teenaged mothers (ages 10-19).<sup>12</sup> Like Coffeyville, manufacturing and retail trade are the two primary industries in Liberal.<sup>13</sup>

The Liberal School District (USD #480) is a Title 1 school district with seventy-eight (78) percent of the total district comprised of economically disadvantaged students.<sup>14</sup> Fifty (50) percent of Liberal school district's students are female and fifty (50) percent are male.<sup>15</sup>

In 2013, seventy-two (72) percent of all 4th graders in Liberal met standard, exceeded standard or scored exemplary on all administered reading achievement assessments.<sup>16</sup> The statewide percentage of the same measure for reading achievement in 2013 was eighty-five (85) percent.<sup>17</sup> On all administered math achievement assessments, 69.8 percent of all 4<sup>th</sup> graders met standard, exceeded standard, or scored exemplary.<sup>18</sup> The statewide percentage of the same measure for math achievement in 2013 was 81.7 percent.<sup>19</sup>

Currently, there is one integrated preschool classroom, ten traditional preschool classrooms, and over 100 children are on the preschool waiting list. The preschool classrooms are housed in modular classroom structures independent from the main school buildings.

The ELC in Coffeyville is led by the Kansas Children's Service League (KCSL) and the Liberal School District. An early childhood advisory committee currently exists in Liberal with representation from KCSL, the school district, the local hospital, community college, and major area employers. This committee meets quarterly and plays an integral role in community engagement.

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<sup>11</sup> <http://www.city-data.com/city/Liberal-Kansas.html>

<sup>12</sup> Kansas Department of Health and Environment (KDHE) Bureau of Epidemiology and Public Health Informatics 2011 ([http://www.kdheks.gov/hci/adol\\_teen\\_preg/Adolescent\\_Teenage\\_Pregnancy\\_11.pdf](http://www.kdheks.gov/hci/adol_teen_preg/Adolescent_Teenage_Pregnancy_11.pdf))

<sup>13</sup> <http://www.city-data.com/city/Liberal-Kansas.html>

<sup>14</sup> Kansas State Department of Education, K-12 Report, Assessment Results (<http://www.ksde.org/DataReports.aspx>)

<sup>15</sup> Id.

<sup>16</sup> Id.

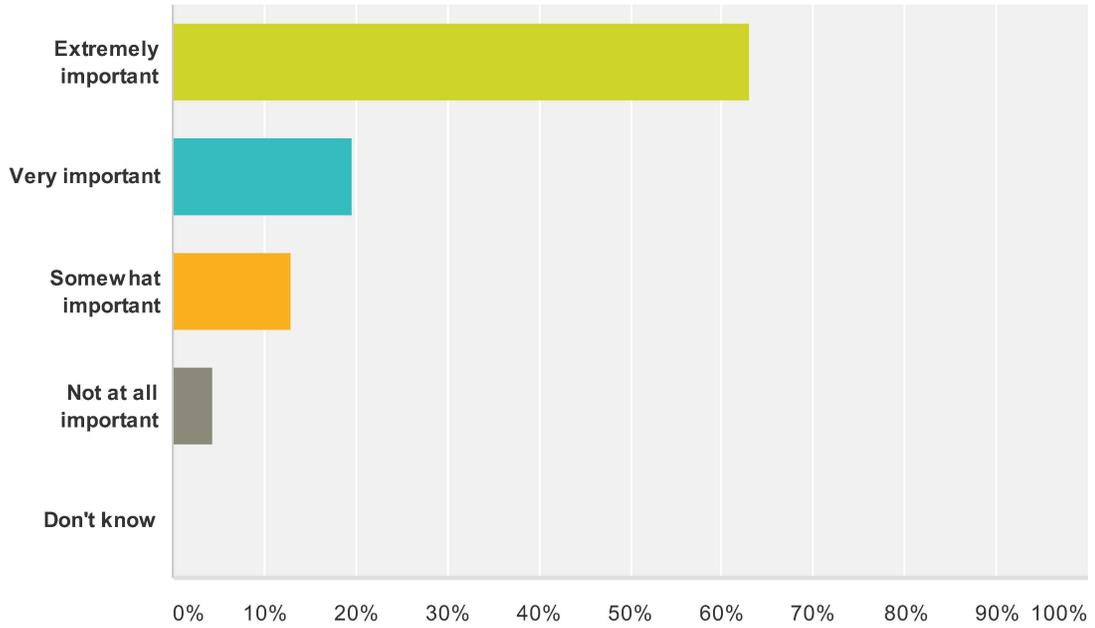
<sup>17</sup> Id.

<sup>18</sup> Id.

<sup>19</sup> Id.

### Q1 How important is early childhood education (before kindergarten) to a child's ability to succeed in school?

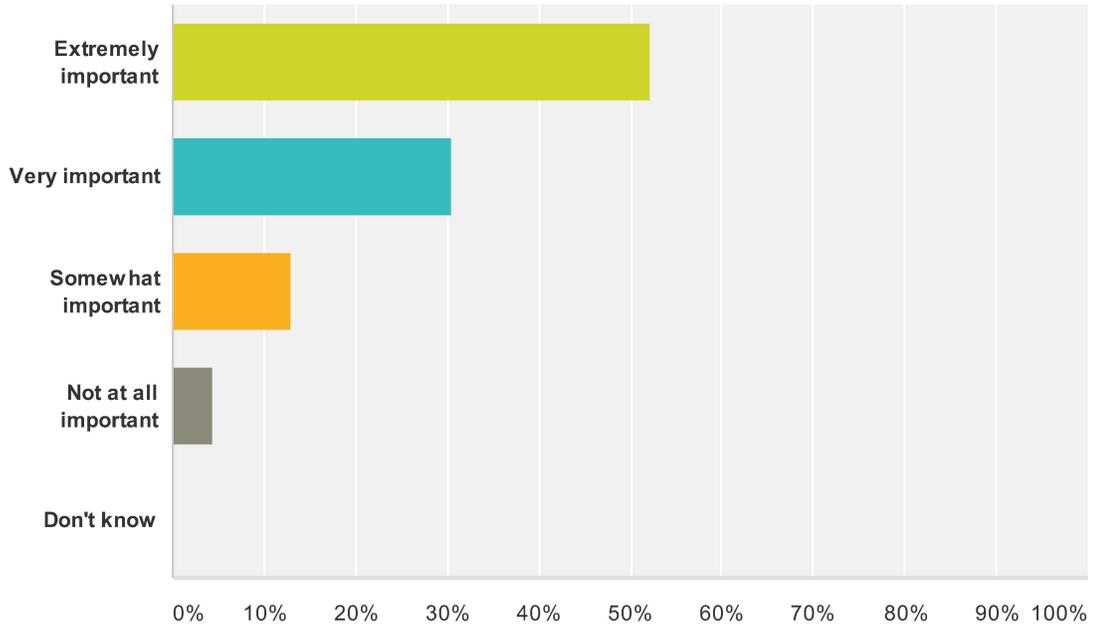
Answered: 46 Skipped: 1



Answer Choices	Responses	Count
Extremely important	63.04%	29
Very important	19.57%	9
Somewhat important	13.04%	6
Not at all important	4.35%	2
Don't know	0.00%	0
<b>Total</b>		<b>46</b>

## Q2 How important is early childhood education (before kindergarten) to a child's ability to be a productive adult?

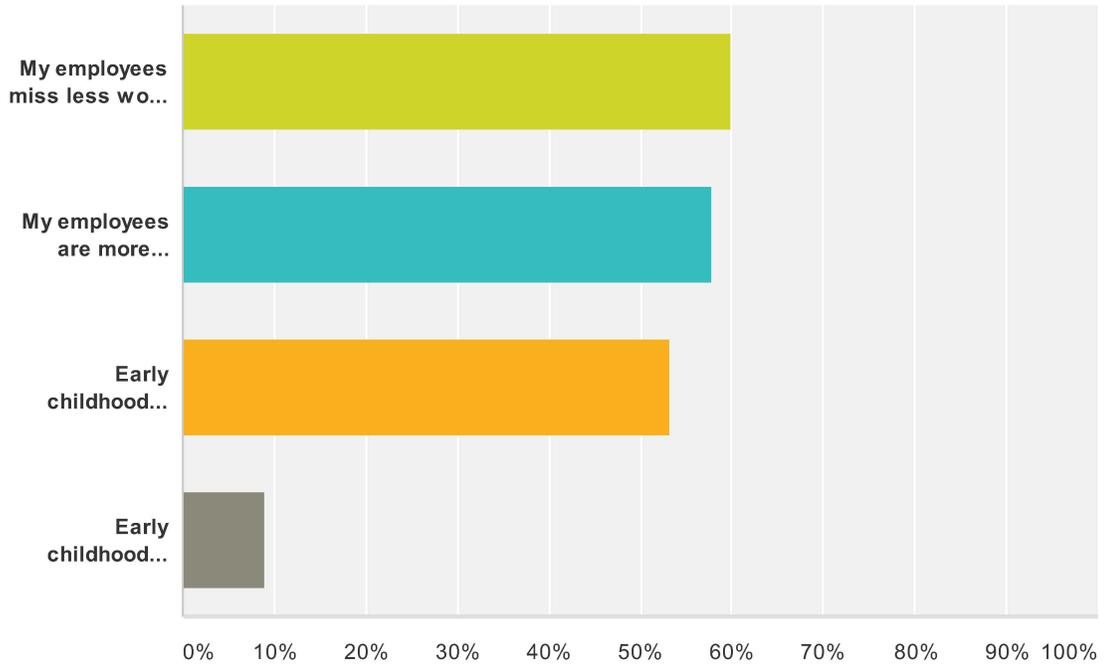
Answered: 46 Skipped: 1



Answer Choices	Responses	Count
Extremely important	52.17%	24
Very important	30.43%	14
Somewhat important	13.04%	6
Not at all important	4.35%	2
Don't know	0.00%	0
<b>Total</b>		<b>46</b>

**Q3 How does the availability of early childhood programs (such as preschool and child care) affect your business? (Check all that apply)**

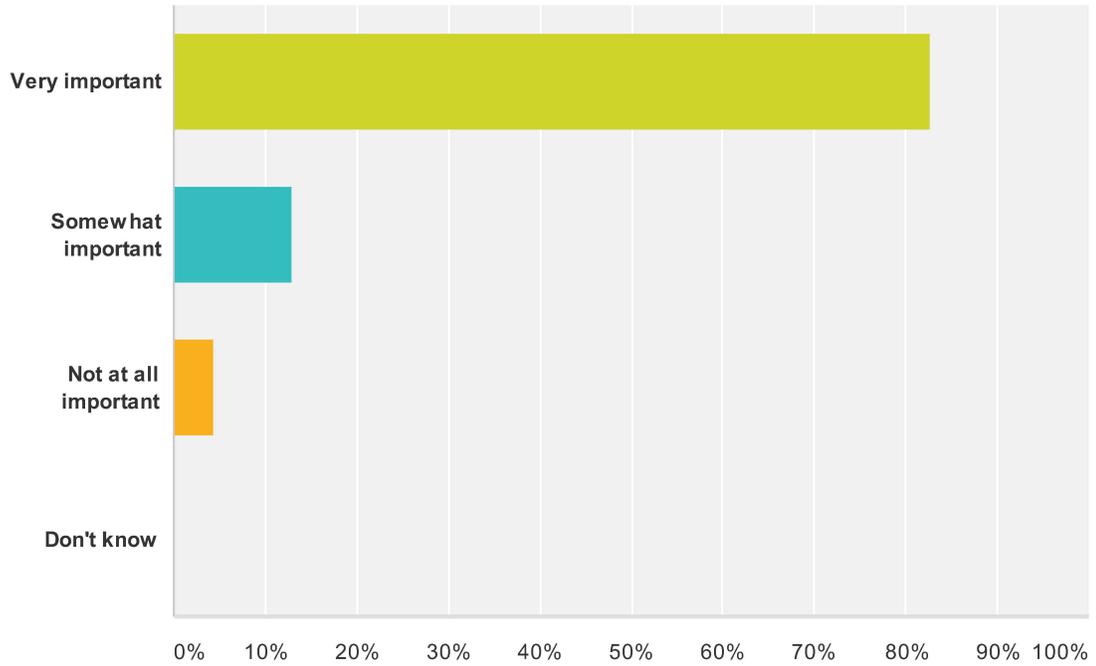
Answered: 45 Skipped: 2



Answer Choices	Responses
My employees miss less work when they have reliable care for their children	60.00% 27
My employees are more productive when they're not worried about their children	57.78% 26
Early childhood programs help develop good employees for the future	53.33% 24
Early childhood programs have little or no effect	8.89% 4
<b>Total Respondents: 45</b>	

**Q4 How important is the quality of our education programs (from preschool through post-secondary) in attracting new businesses and residents to Coffeyville?**

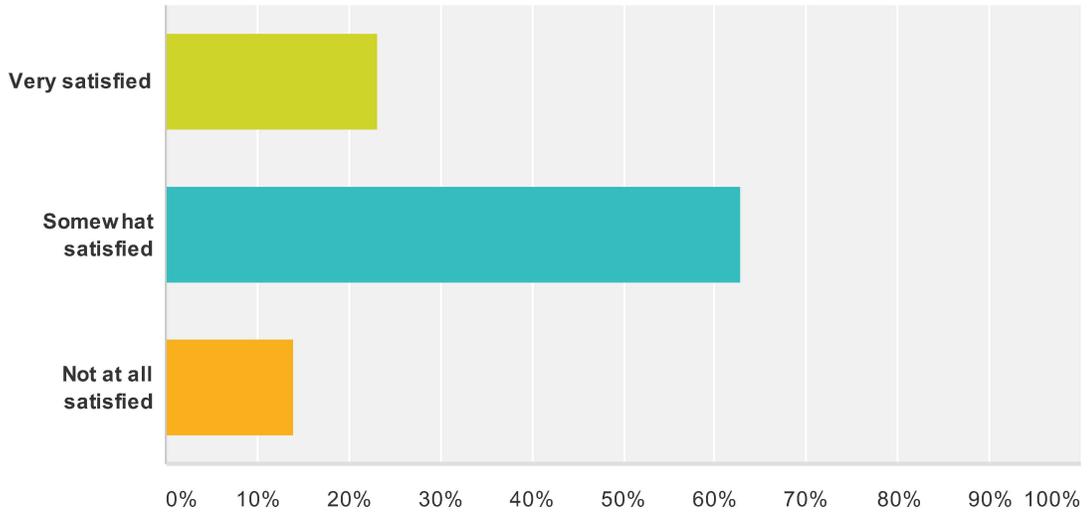
Answered: 46 Skipped: 1



Answer Choices	Responses	
Very important	82.61%	38
Somewhat important	13.04%	6
Not at all important	4.35%	2
Don't know	0.00%	0
<b>Total</b>		<b>46</b>

**Q5 How satisfied are you with the availability of early childhood programs (such as preschool and child care) in Coffeyville?**

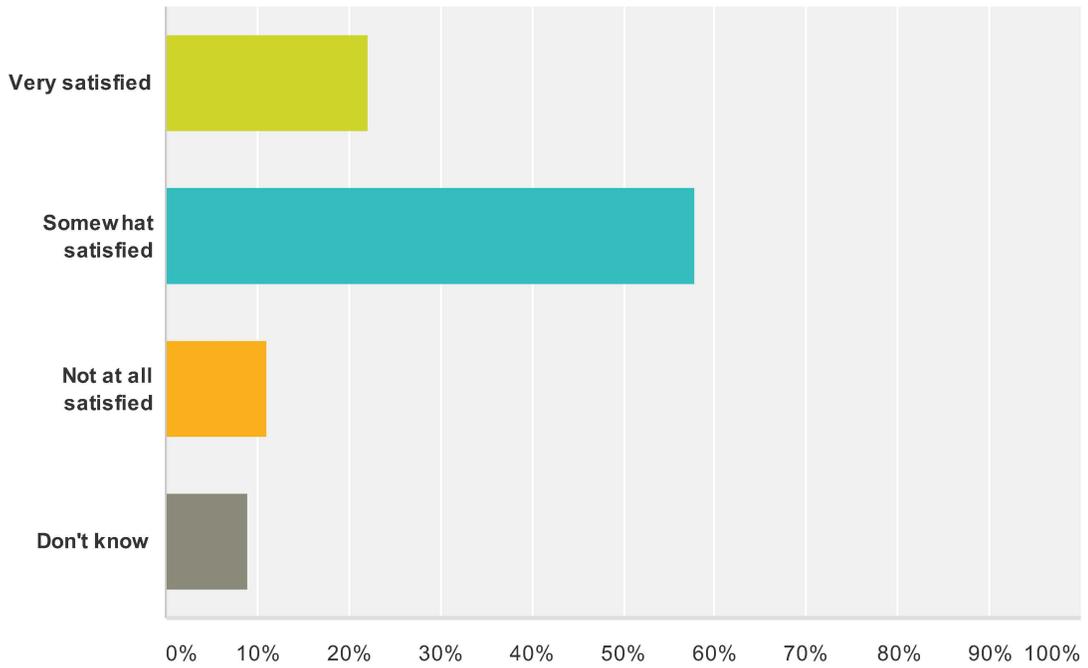
Answered: 43 Skipped: 4



Answer Choices	Responses
Very satisfied	23.26% 10
Somewhat satisfied	62.79% 27
Not at all satisfied	13.95% 6
<b>Total</b>	<b>43</b>

### Q6 How satisfied are you with the quality of early childhood programs (such as preschool and child care) in Coffeyville?

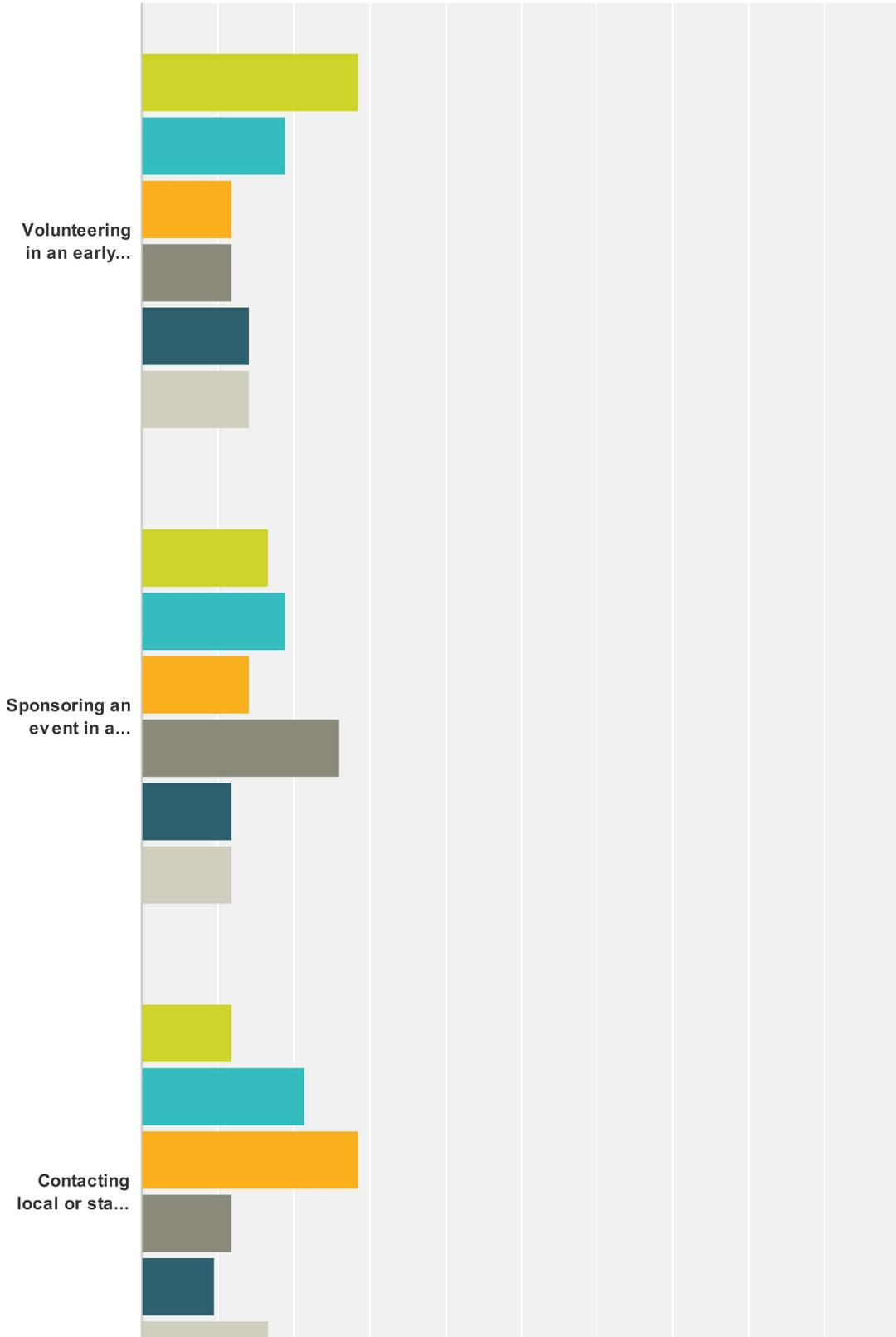
Answered: 45 Skipped: 2



Answer Choices	Responses	Count
Very satisfied	22.22%	10
Somewhat satisfied	57.78%	26
Not at all satisfied	11.11%	5
Don't know	8.89%	4
<b>Total</b>		<b>45</b>

**Q7 Please rank your interest in the following six options (1 is your highest level of interest and 6 the lowest and note that the statement moves as you select the number/ranking you want it to be)**

Answered: 42 Skipped: 5

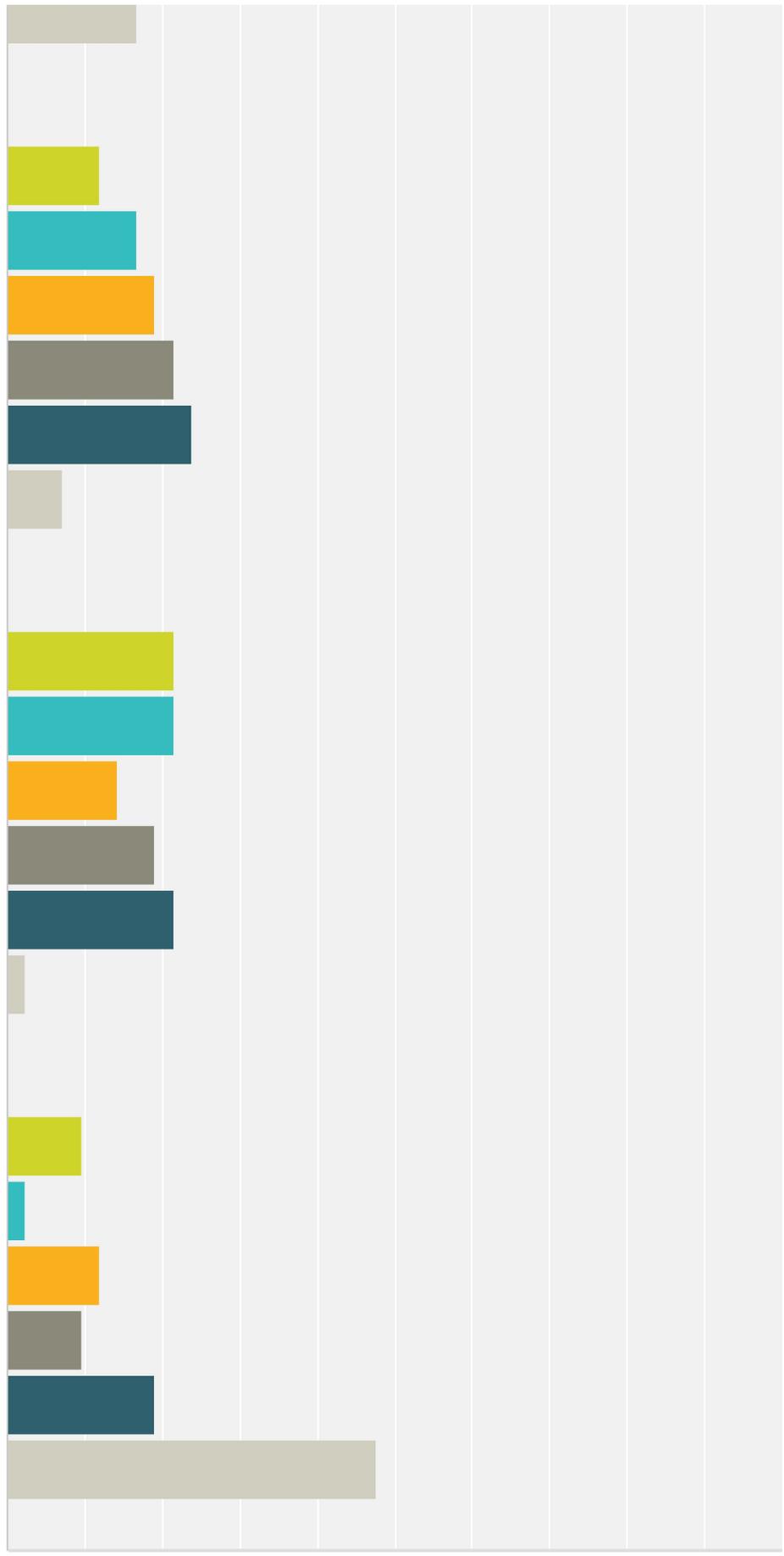


# Coffeyville Public Private Partnership

Speaking to a community gr...

Serving on an advisory...

Making a financial...



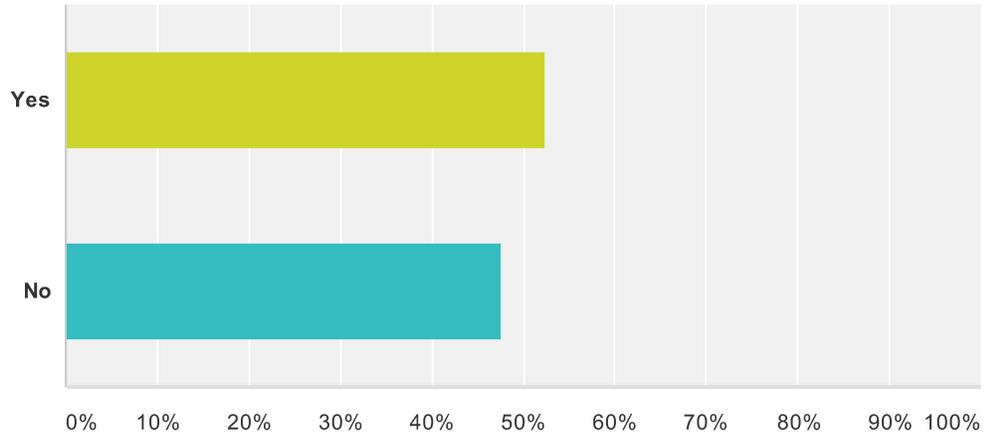
# Coffeyville Public Private Partnership



	1	2	3	4	5	6	Total	Average Ranking
Volunteering in an early childhood education program	28.57% 12	19.05% 8	11.90% 5	11.90% 5	14.29% 6	14.29% 6	42	3.93
Sponsoring an event in a local early childhood program	16.67% 7	19.05% 8	14.29% 6	26.19% 11	11.90% 5	11.90% 5	42	3.67
Contacting local or state officials about the importance of early childhood education	11.90% 5	21.43% 9	28.57% 12	11.90% 5	9.52% 4	16.67% 7	42	3.64
Speaking to a community group about early childhood education	11.90% 5	16.67% 7	19.05% 8	21.43% 9	23.81% 10	7.14% 3	42	3.50
Serving on an advisory committee about early childhood education	21.43% 9	21.43% 9	14.29% 6	19.05% 8	21.43% 9	2.38% 1	42	3.95
Making a financial contribution to the Coffeyville Early Learning Center	9.52% 4	2.38% 1	11.90% 5	9.52% 4	19.05% 8	47.62% 20	42	2.31

### Q8 Would you attend a lunch and learn (60 minutes) at the Early Childhood Learning Center located at 200 S. Walnut on May 14?

Answered: 42 Skipped: 5

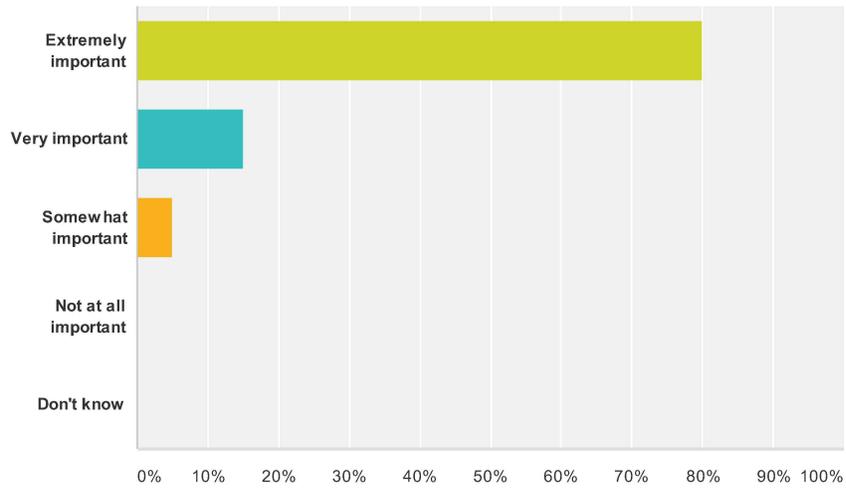


Answer Choices	Responses	
Yes	52.38%	22
No	47.62%	20
<b>Total Respondents: 42</b>		

# Liberal Early Learning Community Survey

## Q1 How important is early childhood education (before kindergarten) to a child's ability to succeed in school?

Answered: 20 Skipped: 0

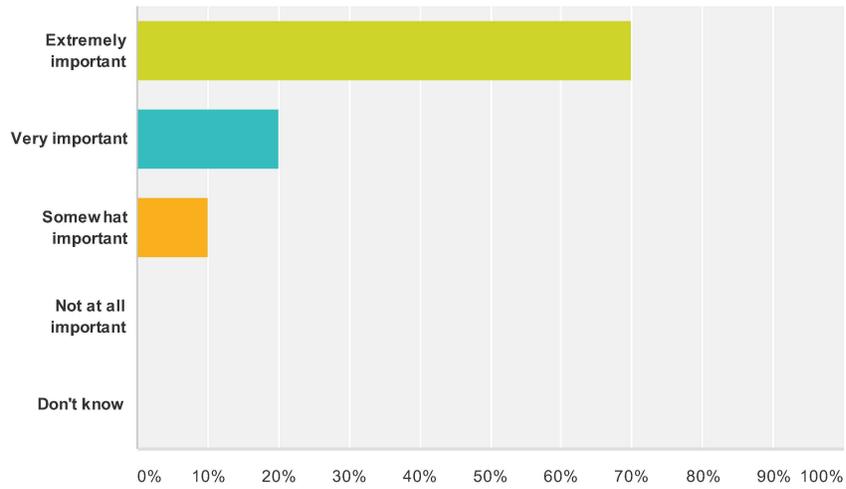


Answer Choices	Responses	
Extremely important	80.00%	16
Very important	15.00%	3
Somewhat important	5.00%	1
Not at all important	0.00%	0
Don't know	0.00%	0
<b>Total</b>		<b>20</b>

# Liberal Early Learning Community Survey

## Q2 How important is early childhood education (before kindergarten) to a child's ability to be a productive adult?

Answered: 20 Skipped: 0

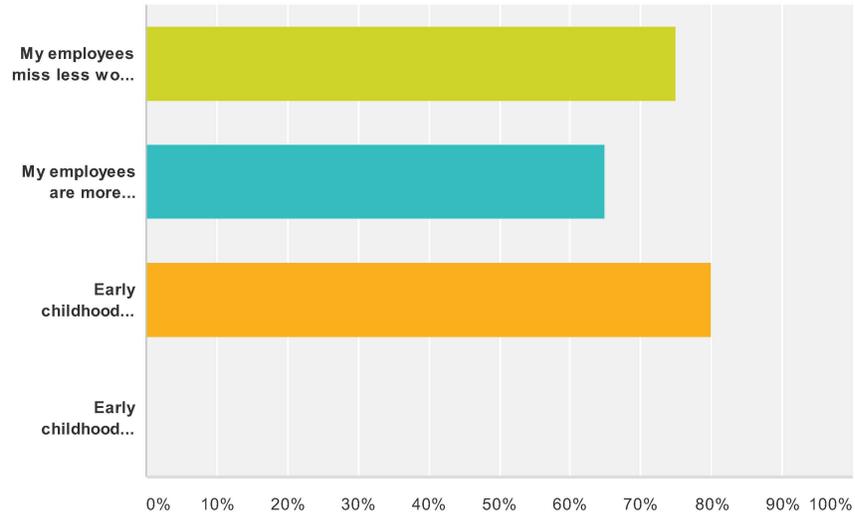


Answer Choices	Responses	Count
Extremely important	70.00%	14
Very important	20.00%	4
Somewhat important	10.00%	2
Not at all important	0.00%	0
Don't know	0.00%	0
<b>Total</b>		<b>20</b>

# Liberal Early Learning Community Survey

## Q3 How does the availability of early childhood programs (such as preschool and child care) affect your business? (Check all that apply)

Answered: 20 Skipped: 0

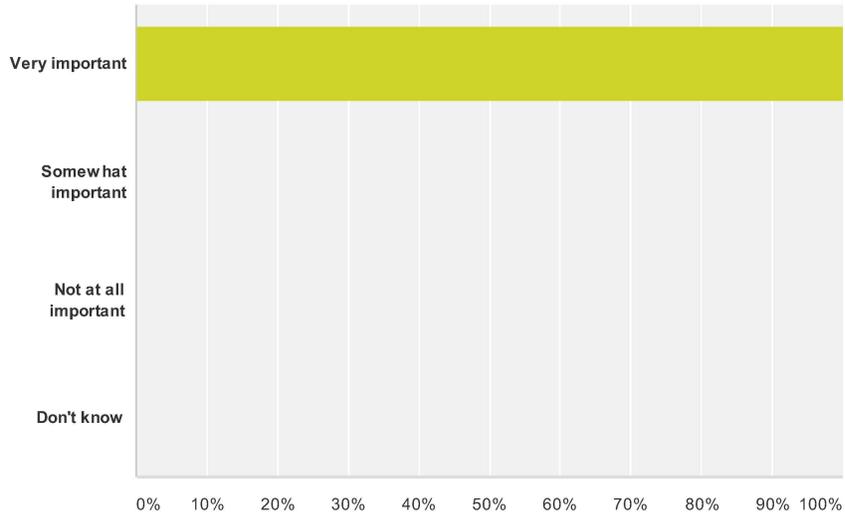


Answer Choices	Responses
My employees miss less work when they have reliable care for their children.	75.00% 15
My employees are more productive when they're not worried about their children.	65.00% 13
Early childhood programs help develop good employees for the future.	80.00% 16
Early childhood programs have little or no effect.	0.00% 0
<b>Total Respondents: 20</b>	

# Liberal Early Learning Community Survey

## Q4 How important is the quality of our education programs (from preschool through post-secondary) in attracting new businesses and residents to Liberal?

Answered: 20 Skipped: 0

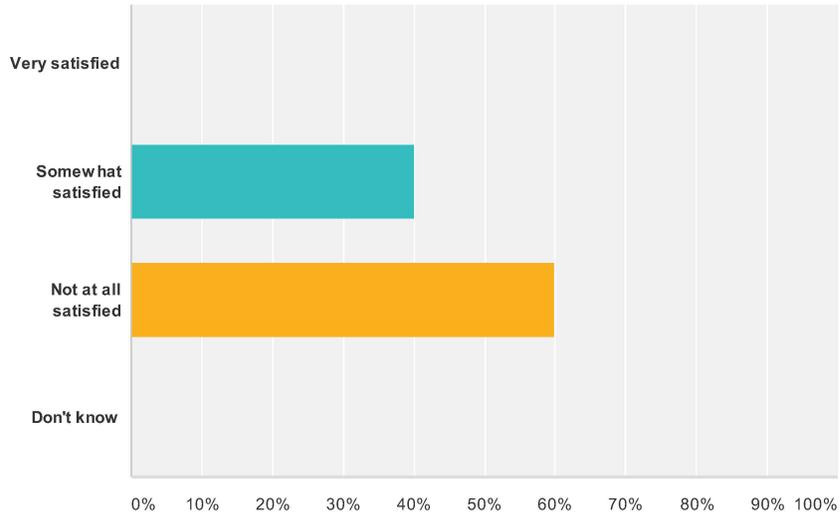


Answer Choices	Responses	
Very important	100.00%	20
Somewhat important	0.00%	0
Not at all important	0.00%	0
Don't know	0.00%	0
<b>Total</b>		<b>20</b>

# Liberal Early Learning Community Survey

## Q5 How satisfied are you with the availability of early childhood programs (such as preschool and child care) in Liberal?

Answered: 20 Skipped: 0

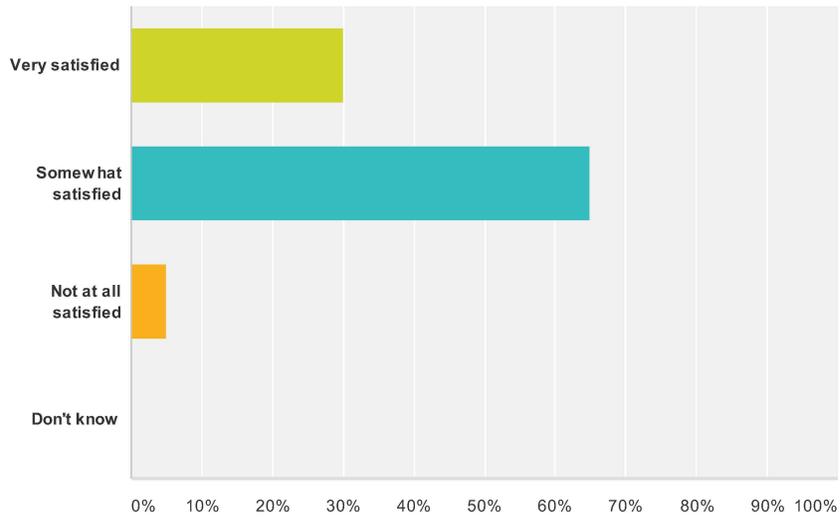


Answer Choices	Responses	Count
Very satisfied	0.00%	0
Somewhat satisfied	40.00%	8
Not at all satisfied	60.00%	12
Don't know	0.00%	0
<b>Total</b>		<b>20</b>

# Liberal Early Learning Community Survey

## Q6 How satisfied are you with the quality of early childhood programs (such as preschool and child care) in Liberal?

Answered: 20 Skipped: 0

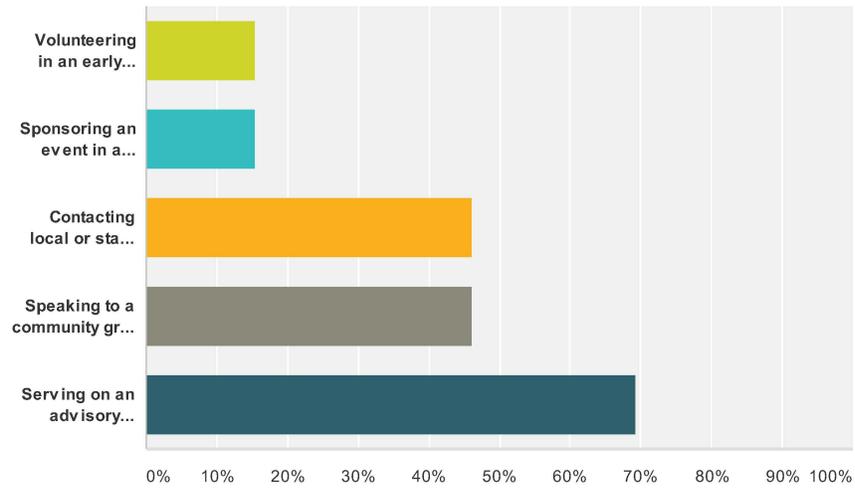


Answer Choices	Responses
Very satisfied	30.00% 6
Somewhat satisfied	65.00% 13
Not at all satisfied	5.00% 1
Don't know	0.00% 0
<b>Total</b>	<b>20</b>

# Liberal Early Learning Community Survey

## Q7 How interested would you be in participating in the following activities? (Check all that apply)

Answered: 13 Skipped: 7



Answer Choices	Responses
Volunteering in an early childhood education program	15.38% 2
Sponsoring an event in a local early childhood program	15.38% 2
Contacting local or state officials about the importance of early childhood education	46.15% 6
Speaking to a community group about early childhood education	46.15% 6
Serving on an advisory committee about early childhood education	69.23% 9
<b>Total Respondents: 13</b>	

#	Other (please specify)	Date
	There are no responses.	