



PRE **4** CLE

When our smallest students shine,
Cleveland thrives.



The PRE4CLE Plan

Revised 2016

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PRE4CLE: Delivering on the Promise of the Cleveland Plan

In 2011, Cleveland Mayor Frank Jackson charged the Cleveland Metropolitan School District (CMSD), the philanthropic sector, the business community, and representatives of the charter sector to develop a plan to fundamentally reinvent public education in Cleveland. *Cleveland's Plan for Transforming Schools* (the Cleveland Plan) is built upon growing the number of excellent district and charter schools in Cleveland so that every child attends a high-quality school and every neighborhood has a multitude of great schools from which families can choose.

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



PRE4CLE's mission is to ensure every 3- and 4-year-old in Cleveland has the opportunity to attend a high-quality preschool and enter kindergarten ready to succeed. Since PRE4CLE began in 2013, preschool enrollment in Cleveland has grown from 24 percent of preschool-aged children enrolled in high-quality preschool to 36 percent. While this is significant progress, there is still a long way to go.

PRE4CLE's mission is to ensure every 3- and 4-year-old in Cleveland has the opportunity to attend a **high-quality preschool** and enter kindergarten ready to succeed.

As the PRE4CLE Plan was implemented over the past three years, PRE4CLE's leadership played a critical role in the following areas at the local, state, and national levels:

1. Providing strategic leadership to accelerate the availability of high-quality preschool by:

- Convening early learning, K-12, government, philanthropic, and private sector partners to coordinate available resources and create new opportunities for Cleveland's preschool children;
- Utilizing research to ensure there is more adequate distribution of high-quality preschool throughout every Cleveland neighborhood;
- Partnering with high-quality providers to strengthen Cleveland's preschool system and programs; and
- Increasing awareness of preschool needs and progress through establishing and tracking system- and child-level benchmarks.

2. Increasing parent awareness of high-quality preschool and utilization of high-quality preschool seats by:

- Connecting parents to all of their high-quality options, including raising awareness about the differences between programs and how to choose the right program for their child;
- Connecting and amplifying the outreach efforts of individual providers;
- Implementing awareness campaigns about the importance of quality in preschool programs;
- Promoting the PRE4CLE brand as a mark of quality that cuts through message "clutter" about preschool choice;
- Removing barriers to preschool such as cost and access by neighborhood; and
- Increasing coordination in referrals and enrollment.



3. Building sustained political and public will to reach the vision of PRE4CLE by:

- Elevating preschool as a top priority in Cleveland and building community commitment that transcends individual institutions and leaders; and
- Providing advocacy leadership for sustained and increased support to reach PRE4CLE goals at all levels of government, creating a unified voice for Cleveland.

4. Raising resources to fulfill the goals of PRE4CLE by:

- Securing philanthropic and public resources to fund PRE4CLE goals; and
- Elevating PRE4CLE as a national model and leader for preschool to attract increased support for Cleveland's children.

The PRE4CLE Plan

Since PRE4CLE developed its original Plan, there have been both policy and funding shifts in the early childhood landscape in Cleveland and at the state and national levels. Along with those external factors, several of the initial benchmarks set for PRE4CLE expired at the end of 2016.

PRE4CLE, under the guidance of its governing body, the Cleveland Early Childhood Compact, has thoroughly reviewed the original PRE4CLE Plan and refreshed its strategies, goals, and benchmarks based on these dynamics and the work done during the past three years.

In the following pages we highlight the major changes that are reflected throughout the updated Plan, share our new benchmarks, and provide detailed goals and strategies for all of PRE4CLE's Ten Plan Elements.

Highlights of Significant Changes in the Updated PRE4CLE Plan

1. Clarifies PRE4CLE's support for partnering with Cuyahoga County to expand Universal Pre-K to all of Cleveland's children as one of PRE4CLE's core strategies to improve preschool quality and increase affordability for families.

Cuyahoga County's Universal Pre-K (UPK) program was launched in 2007 as a comprehensive approach to increase the quality of Cuyahoga County's preschools as well as increase affordability for families. During the first three years of PRE4CLE implementation, Cuyahoga County's efforts to expand the UPK model created the opportunity for PRE4CLE and our partners to examine the design, efficacy, and impact of UPK. Out of this process, a renewed community consensus emerged around the UPK model as a highly-effective and sustainable model that offers the right mix of quality support, tuition assistance, and flexibility to our community's high-quality providers.

As a result of this work, a new infusion of \$22.8 million will go toward expanding UPK in Cuyahoga County, with half of that new investment anticipated to go to preschool programs in Cleveland. The implementation of that expansion will also include an opportunity to further refine and update the UPK model based on new research, lessons learned, and the evolving needs of our high-quality providers.

Given the proven track record and strong support for UPK, the updated PRE4CLE Plan affirms our support to partner with Cuyahoga County to expand access to UPK to all of Cleveland's children as one core strategy to increase program quality and affordability for families.

The UPK model builds on high-quality programs that exist—including Head Start, child care, public preschool in CMSD and charter schools, and home-based child care—by offering quality enhancements, professional development, and technical assistance for preschool programs and tuition assistance for families at or below 400 percent of the federal poverty level. Increasing the number of high-quality seats that meet a minimum of a 3-star rating in the state's Step Up To Quality (SUTQ) early learning rating system remains a critical foundational step to expanding UPK to all of Cleveland's children, and continues to be listed as a benchmark and reflected in the various strategies throughout the PRE4CLE Plan.

Based on this rationale, there are shifts throughout the Plan to language that better defines PRE4CLE's role and calls for the expansion of UPK in the Financing, Rapid Expansion, and Quality.

In addition to UPK, the updated PRE4CLE Plan lists several goals, such as equitable preschool teacher compensation and increased state and federal support for preschool quality and access, as additional strategies to improve quality and access.

2. Calls for dedicated revenue stream to fund activities to reach PRE4CLE's goals.

The revised Plan calls for dedicated, sustainable funding sources to finance the comprehensive goals of PRE4CLE. This addition offers the opportunity for PRE4CLE to better define and advocate for the sustainable, long-term funding needed to fully implement the PRE4CLE Plan.

3. Streamlines goals to better define partnerships with other community efforts.

To reduce overlap with other community efforts, the revised Plan streamlines some of the original PRE4CLE goals, especially those not directly related to preschool expansion, such as health and wellness, connections to other community resources, and kindergarten transition. While some elements of the original Plan remain in these areas, the revised Plan defines PRE4CLE as a partner to these efforts rather than the lead role defined in the original Plan.

Given these changes, this refreshed version of the Plan includes ten elements, just like the original Plan; however, the goals under each element have been revised to align with the core goals of PRE4CLE's work. The ten elements are:

1. Rapid and Efficient Expansion and Access
2. Enrollment in High-Quality Preschool
3. Improving Quality
4. Participating Provider Requirements
5. Supporting Successful Transition
6. Leveraging Community Assets
7. Advocacy
8. Evaluation
9. Administration
10. Financing

The research and background information from the original PRE4CLE Plan are still relevant and will not be repeated in this refreshed Plan.

To view the original PRE4CLE Plan, please visit pre4cle.org.

Updated PRE4CLE Benchmarks

Measuring impact is critical for PRE4CLE to achieve the best outcomes for children, support continuous program improvement, and provide accountability for public investments. PRE4CLE measures the impact of our work at the system level through tracking the number of children enrolled in high-quality preschool and the availability of high-quality preschool in each Cleveland neighborhood. Child-level impact is also measured through examining the impact of high-quality preschool on school readiness.

In 2016, the creation of the PRE4CLE Plan update provided the opportunity for the Early Childhood Compact to take a deep look at how the original benchmarks and measurement tools chosen to inform the community about these two critical areas were functioning and if they provided the right data to move early learning forward for our city. In addition to those questions, several of the original benchmarks expired in 2016, making it a critical time to carefully choose the next set of goals for Cleveland's preschool system.

Out of this process, the Compact chose to update and refine the PRE4CLE measurement tools and benchmarks in two ways:

1. The creation of a staged enrollment benchmark

Different from the original benchmark that laid out a single enrollment target over a two-year period, the updated enrollment benchmark reflects staged, yearly targets over a three-year span. These targets were chosen based on data used to create the updated Plan, which assessed the current programs anticipated to move up to quality and new preschool sites opening through 2020. While these numbers continue to reflect an ambitious expansion agenda for Cleveland's preschool children, they also reflect a new phase of preschool expansion in Cleveland, which is anticipated to move more slowly than the first phase for two reasons:

- The size of programs reaching high-quality between 2018-2020: Most of the larger, multi-site programs are now highly-rated, which means during the next three years PRE4CLE, through its lead agency, Starting Point, will focus on helping smaller, single-site programs reach high-quality. Often these programs need more time to reach the high-quality standards, especially teacher and administrator degree completion. PRE4CLE is working closely with higher education partners to develop strategies to accelerate degree completion to meet these goals.
- The pace of new preschool capacity development: Between 2014 and 2016, Cleveland experienced a surge of new preschool capacity due to CMSD expanding by 480 new seats as part of the Cleveland Plan implementation, PRE4CLE's Classroom Expansion Grant program in private preschool settings, and other private expansion. While new preschool development is slated to continue through 2020, the focus over the next three years is primarily on helping current programs increase their quality as the most efficient strategy to expand capacity in the short-term. After 2020, more new development is anticipated through preschool classrooms opening in CMSD's newly-constructed elementary schools, as well as increased private development as needed.

2. Redefined child-level benchmarks

When the original child-level benchmarks were created in 2013, the state was in the midst of developing a new kindergarten readiness assessment. Knowing this was under development, PRE4CLE chose two “bridge” benchmarks that could provide the community with useful information on the impact of high-quality preschool during our first two years, while anticipating that future benchmarks would be based on the state’s new assessment data and new definitions of readiness.

Knowing the state was launching the Kindergarten Readiness Assessment (KRA) in 2014, but unsure of how it would be measured, PRE4CLE chose to compare the school readiness of children who attended high-quality PRE4CLE Providers with the county mean for readiness to provide a comparison over time. While that approach provided some ability to look at the progress of kindergarten readiness among Cleveland’s children, it did not provide a complete picture of how prepared Cleveland’s children were to succeed as they entered kindergarten.

In fall 2017, the state will enter into the fourth year of KRA implementation, and has now developed definitions of readiness articulated in the KRA, which classify children as Emerging, Approaching, or Demonstrating kindergarten readiness, with demonstrating meeting full readiness. The state also defined on-track and off-track designations for literacy on the KRA, helping to ensure children are meeting that critical early benchmark.

With these definitions in place, the groundwork was set for PRE4CLE to look at the readiness of children who attended PRE4CLE settings through these more clearly defined designations rather than comparing children in Cleveland to children county-wide. The updated benchmarks below reflect this shift.

The KRA data also provide the opportunity to better understand the impact of high-quality preschool through comparison with children who attended lower-quality preschool and those who did not receive any preschool experience.

As a result of these developments, PRE4CLE chose to focus the updated

benchmarks on the KRA, and continue to examine the data sources available for future benchmarks to ensure the most valid and informative data are utilized to guide PRE4CLE’s implementation.



How PRE4CLE Measures Success

PRE4CLE has established the following near-term benchmarks related to the performance of individual children and the growth of high-quality preschool programs to serve them:

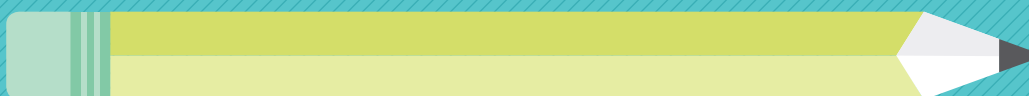
System-Level Benchmarks

1. Enroll 40% of preschool-aged children in Cleveland in high-quality preschool by June 2018, 45% by June 2019, and 50% by June 2020.
2. The number of Step Up To Quality highly-rated preschool programs (three stars or higher) will increase by 30% by June 2018.



Child-Level Benchmarks

1. 50% of children who attended a PRE4CLE Provider preschool are On-Track on the language and literacy subscale of Ohio's Kindergarten Readiness Assessment in the fall of 2018 (from the baseline of 44.7%).
2. 65% of children who attended a PRE4CLE Provider preschool are in the Demonstrating or Approaching school readiness bands of performance on Ohio's Kindergarten Readiness Assessment, with at least 25% in the Demonstrating school readiness band in the fall of 2018 (from the baseline of 60.2%).



PRE4CLE Plan Goals and Strategies

Ten Plan Elements

The original PRE4CLE Plan outlined ten elements that provided a comprehensive blueprint for expanding access to high-quality preschool to all of Cleveland's children. The following section updates those ten original Plan elements with refreshed goals and strategies, building on the success of the first three years of PRE4CLE implementation.

1. Rapid and Efficient Expansion and Access

PRE4CLE will employ specific strategies to achieve rapid and efficient expansion of and access to high-quality preschool. In the near term, there are multiple opportunities to rapidly and efficiently build community capacity and access.

Goals:

1. Create new high-quality preschool seats, focused in high-need neighborhoods, defined as neighborhoods that are underserved due to lack of access to high-quality programs.
 - Create new CMSD typical and integrated preschool classrooms in existing and newly constructed school district buildings, based on capacity and neighborhood need for more high-quality preschool seats.
 - Expand high-quality preschool in private, community-based settings (including high-quality child care, Head Start, and charter school settings) by expanding seats, classrooms, and creating new sites where possible.
 - Provide Classroom Start-Up Grants to high-quality preschool providers who are able to expand quickly in high-need neighborhoods.
2. Remove barriers for families to access high-quality preschool.
 - Advocate for the expansion of Cuyahoga County's UPK program to increase tuition assistance for families.
 - Provide enrollment tools and resources to assist families with identifying and enrolling in high-quality preschool (see Enrollment section below).
 - Explore need for expanding transportation options for families to access high-quality preschool programs.
3. Increase the quality of existing preschool programs to create more high-quality options for families (see Improving Quality section).
4. Maximize current resources for access to high-quality preschool.
 - Coordinate and leverage, to the greatest extent possible, all available funding sources.
 - Maximize the use of available Head Start funds directed towards high-quality seats.
 - Prioritize filling existing high-quality preschool seats through outreach and communication to families (see Enrollment section).

2. Enrollment in High-Quality Preschool

In addition to increasing the number of available high-quality preschool seats in Cleveland, PRE4CLE will also focus on filling currently existing and new seats as expediently as possible.

Although Cleveland families want access to high-quality preschool, many do not know where to find high-quality programs or even if high-quality offerings exist in their area. Others may not realize the importance of enrolling their child in a preschool program. Dedicated outreach is essential to filling the current openings at high-quality preschool sites, and also filling the new high-quality seats.

To meet these goals, PRE4CLE will implement a research-based family recruitment initiative that combines an awareness campaign about the importance of high-quality preschool, multi-platform communication tools, centralized data for families on how to find and access high-quality preschool, and on-the-ground support through family engagement staff.

Goals:

1. Maintain an 85% utilization rate in high-quality programs, measured in March and October.
2. Maintain dedicated PRE4CLE Outreach and Engagement Specialists to implement PRE4CLE's recruitment initiatives.
3. Implement research-based strategies to recruit Cleveland's families to high-quality preschool, such as:
 - Targeted, word-of-mouth marketing strategies;
 - Community partnerships;
 - Utilization of trusted community ambassadors;
 - Fully leveraging technology;
 - Employing boots-on-the-ground strategies;
 - Building capacity for recruitment into preschool programs; and
 - Increasing system-wide coordination.
4. Implement an awareness campaign to educate and engage families about the importance of high-quality preschool and how to find, choose, and enroll in the right high-quality preschool for their child.



3. Improving Quality

PRE4CLE will employ several strategies to ensure preschool experiences for Cleveland families and children that are consistently high-quality, regardless of where a provider is located.

For preschool providers, PRE4CLE's initial goal is that every preschool program meet a minimum of a 3-star rating (out of 5) in Ohio's Step Up To Quality early learning rating system. Additionally, PRE4CLE is seeking to expand the number of programs that are receiving sustainable quality support through Cuyahoga County's Universal Pre-K (UPK) Program.



PRE4CLE, through its lead agency, Starting Point, will focus on increasing the number of 3-, 4-, and 5-star providers across the full spectrum of early childhood settings: public preschools, Head Start locations, private preschools, private childcare providers, and home-based child care.

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

Finally, PRE4CLE will work to support the social-emotional development and readiness of children in Cleveland's high-quality preschool programs. Social and emotional skills are linked to improved executive functions, such as self-regulation¹, which allow students to be successful in kindergarten, throughout school, and into adult life.

Goals:

1. Partner with a range of high-quality settings (CMSD preschool, Head Start, child care centers, and home-based child care) to support all preschool programs to become 3-, 4- or 5-star rated in Step Up To Quality.
 - Identify existing unrated programs and programs with a 1- or 2-Star SUTQ rating and assess what would be needed to bring them up to a 3-star level.
 - Leverage funding and leadership from ODJFS and Starting Point to connect programs to professional development, technical assistance, resources, and other tools they need to increase quality.

¹ Boyd, J., Barnett, W.S., Bodrova, E., Leong, D.J., & Gomby, D. (2005). Promoting children's social and emotional development through preschool education (NIEER Preschool Policy Brief). Retrieved from <http://nieer.org/resources/policyreports/report7.pdf>

- Develop strategies to increase the number of high-quality preschool seats in neighborhoods identified as underserved.
 - Regularly track PRE4CLE Provider program quality, monitor existing 3-star providers to achieve 4- and 5-star SUTQ ratings, and support existing high-quality providers to maintain their status over time.
2. Increase and coordinate the professional development resources available to teachers and administrators in high-quality preschool programs.
 - Strengthen the Professional Development system for preschool educators by advocating for and securing additional funding for the Teacher Education and Compensation Helps Ohio (T.E.A.C.H. Ohio) program to support college scholarships for administrators and teachers.
 - Leverage funding from ODJFS and Starting Point, to work with programs to develop professional development plans and refer programs to existing resources (e.g. training, T.E.A.C.H.) and develop a community-wide menu of professional development options.
 3. Increase resources for equitable compensation for preschool teachers in high-quality programs.
 - Explore fair and equitable compensation plans, including benefits packages, to recruit and retain new teachers with bachelor's degrees and explore funding sources to implement a plan.
 - Advocate for increased resources for equitable compensation.
 4. Promote healthy social and emotional learning (SEL) through evidence-based programs and work with partners to provide support staff at all participating preschool sites.
 - Preschool sites will promote SEL through existing programs, such as PATHS or DECA, and early childhood mental health consultation.
 - PRE4CLE will monitor advances in the field to ensure providers have access to the most up-dated and relevant resources.
 5. Increase the number of preschool programs in Cleveland participating in Cuyahoga County's UPK Program.
 - Increase the number of high-quality preschool programs that receive sustainable support for continuous quality improvement, coaching, technical assistance, and professional development through the UPK Program.



4. Participating Provider Requirements

High-quality preschool depends on high-quality providers. PRE4CLE partners with high-quality preschool providers to implement the goals of the PRE4CLE Plan and raise awareness of high-quality programs. Providers who wish to participate in PRE4CLE must submit an application and be accepted as a high-quality PRE4CLE Provider.

Quality standards for PRE4CLE Providers are rigorous. A Step Up To Quality (SUTQ) 3-star rating is the minimum requirement for all providers fully participating in PRE4CLE with several additional requirements, outlined below.

Goals:

1. Maintain a threshold quality standard for eligible programs as the Step Up To Quality 3-star rating.
 - Use the 3-Star Level on SUTQ, Ohio's Tiered Quality Rating Improvement System, as the threshold standard for provider quality. Additional information on the requirements of Step Up To Quality can be found at <http://www.earlychildhoodohio.org/sutq.php>
2. Require threshold staff qualifications that correspond with Step Up To Quality 3-star rating level and increase over time, with the following additional requirements above a 3-star level:
 - The Site Administrator must have a minimum of an Associate's Degree and ACL 3 (Administrator Credential Level) or be working towards an ACL 3 and be working toward a Bachelor's Degree, and a minimum of 2 years classroom experience;
 - 50% of teachers must have a Bachelor's Degree and the remaining 50% must have a minimum of an Associate's Degree and be working toward a Bachelor's Degree; and
 - Assistant teachers, teacher aides and substitute teachers must have a minimum of a high school diploma/GED and a Child Development Associate Credential (CDA) within eighteen months of becoming a PRE4CLE Provider.
3. Require providers to meet the following standards in addition to SUTQ Rating, unless they have a designated exception:
 - Maintain a staff to child ratio of 1:10.
 - Maintain a maximum group size of 20.
 - Complete a family engagement plan.
 - Participate in the PRE4CLE evaluation.
 - Provide periodic reports on child capacity, enrollment and vacancy, staff education, salaries, etc.



5. Supporting Successful Transition

The transition from preschool to kindergarten is an important step for children, their families, their new teachers, and schools. As a part of its implementation, PRE4CLE will work with March into Kindergarten to ensure that all children are able to ease into their new settings with success, and that educators have the information they need to facilitate that transition successfully.

Goals:

1. Coordinate a collaborative process between all high-quality preschool providers and CMSD schools and district partner schools to facilitate successful transition to kindergarten using the Ready Schools Framework.
 - Appoint a Transition Coordinator within CMSD to coordinate transition planning, training, and engagement.
 - Partner with March into Kindergarten to promote a uniform citywide message on the importance of transitions for students entering kindergarten.
 - With CMSD, establish site visits between preschool and kindergarten classrooms to acquaint students to new environments and allow teachers an introduction to prospective students.
 - With CMSD, conduct a series of Kindergarten Information Nights across the city.
 - Promote a process for sending and receiving teachers to share information on students to promote a smooth transition process.
 - Partner with the Cleveland Transformation Alliance (CTA) to promote families of preschool students choosing high-performing schools as they transition to kindergarten.

6. Leveraging Community Assets

Cleveland is rich in resources that support the healthy development of the whole child. Rather than duplicate the services of these providers, PRE4CLE will look for ways to partner with them. PRE4CLE will leverage existing resources and build strategic partnerships to ensure that parents maximize the unique opportunity the preschool experience provides to empower their families to positively influence all aspects of their child's development, both inside and outside of the preschool classroom.

Goals:

1. Regularly seek out and build partnerships with and promote community organizations that support PRE4CLE's vision of the healthy development of the whole child.
 - Examples of PRE4CLE's community partnerships include but will not be limited to:
 - Partnering with Cuyahoga County's Office of Early Childhood/Invest in Children on the development of a mobile app for early childhood resources;
 - Partnering with the Cleveland Transformation Alliance to promote family awareness of quality school choice;
 - Partnering with Cleveland Public Library to promote early childhood literacy and library engagement; and
 - Partnering with neighborhood-level initiatives, such as Cleveland Central Promise and Broadway P-16, to integrate preschool outreach into broader whole child initiatives.

7. Advocacy

PRE4CLE will utilize strategic advocacy, communication, and engagement to support all of the goals of the PRE4CLE Plan. PRE4CLE will utilize research-based approaches to engage families, partners, community leaders, and policymakers regarding the preschool goals of the Cleveland community, and advocate for the necessary policy and resources to implement the PRE4CLE Plan.

Goals:

1. Implement a strategic communication plan

- The communication plan will utilize research-based strategies to communicate about quality, the importance of preschool, and the goals of PRE4CLE.
- Target audiences for the communication plan include families; providers; community partners; local, state, and federal policymakers; and public and private funders.
- The communication plan:
 - Establishes a strong communication infrastructure that allows PRE4CLE to engage in cohesive, consistent, and targeted communication that increases understanding of quality preschool, the benefits of quality preschool to families and the City of Cleveland, and the role of PRE4CLE.
 - Increases media relations and outreach by leveraging traditional, social, and earned media to meet PRE4CLE's goals.
 - Expands community outreach through the deployment of a community outreach strategy that builds and drives support for high-quality preschool and aligns communication and outreach activities with the PRE4CLE recruitment plan.
 - Supports advocacy efforts to ensure PRE4CLE's communication activities provide the foundation necessary to support the engagement of policymakers.



2. Provide advocacy leadership to advance the preschool goals of the Cleveland community at the local, state, and federal levels.

- The goals of the PRE4CLE's advocacy initiative will be to:
 - Increase local, state, and federal funding sources and strengthen preschool policies, while maximizing existing funding streams, to fully implement the goals of the PRE4CLE Plan;
 - Establish PRE4CLE as a resource and model for preschool expansion to policymakers and leaders at the local, state, and national levels; and
 - Create a unified voice for early learning advocacy leadership in Cleveland.

8. Evaluation

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

PRE4CLE's evaluation will look at performance on two levels: the impact on individual children within high-quality preschool classrooms and the impact on the city's entire preschool network, in terms of high-quality preschool availability and enrollment.

Goals:

1. Track the overall availability of and enrollment in documented high-quality seats (3- star or above) in Cleveland; also track this at the neighborhood level.
2. Track the kindergarten readiness of children attending preschool at all levels of quality.

9. Administration

PRE4CLE Administration Elements:

1. **The Cleveland Early Childhood Compact:** The Cleveland Early Childhood Compact (Compact) was formed in the spring of 2014 to monitor and oversee the implementation of PRE4CLE. Membership includes a diverse public-private partnership consisting of education, early childhood development, civic, philanthropy, business, religious, labor, and community organizations. The purpose and structure of the Compact will be re-evaluated in 2018.

The Compact will ensure timely implementation of the PRE4CLE Plan. This includes:

- Meeting child-level and system-level benchmarks;
- Prioritizing, designing and implementing all 10 PRE4CLE Plan elements;
- Selecting and overseeing an administrative entity to manage the fiscal and program implementation of PRE4CLE;
- Overseeing multiple phases of provider invitation and application processes;
- Identifying PRE4CLE expansion priorities and timing;
- Overseeing development of essential communication, outreach, and advocacy strategies;
- Promoting families' understanding and selection of high-quality preschool options for their children; and
- Working to secure funding necessary to implement the Plan.

2. **The Administrative Entities**

The Compact conducted an RFP process, and chose The Educational Service Center of Cuyahoga County and Starting Point as the two administrative entities charged with the implementation of the PRE4CLE Plan, raising funds from public and private sources to support the Plan, and reporting the Plan's success. They report to the Cleveland Early Childhood Compact.

3. PRE4CLE Providers

High-quality providers will be encouraged to partner with PRE4CLE for the benefits they can realize through the branding, networking, and professional development of PRE4CLE. Additionally, providers may be eligible for additional funding streams through their involvement. “High-quality” is defined as having a minimum 3-star Step Up To Quality rating, plus additional quality elements listed in the Participating Provider Requirements section of this Plan¹. Providers will be invited using an RFP process on a rolling basis.

- PRE4CLE Providers serve as partners in expanding high-quality preschool in Cleveland, and form PRE4CLE’s Provider Advisory Committee to inform PRE4CLE’s implementation.
- As available, additional allocation will be awarded through an application/invitation process to high-quality providers to increase seats and access prioritized on neighborhood need.
- All CMSD preschools have been grandfathered into PRE4CLE as high-quality providers.

10. Financing

PRE4CLE will maximize existing public funds, advocate for further investment of public dollars from local, state, and federal sources, and will pursue private (corporate, philanthropic, individual, etc.) resources to meet the goals of the PRE4CLE Plan, including increasing access to high-quality preschool, increasing the quality of preschool programs, and removing barriers for families such as cost and transportation. PRE4CLE will prioritize increasing access to full-day, full-year seats, while advocating to make high-quality part-day, school-day, and school-year seats available to families that want and need them.

Goals:

1. Maximize existing public and private funding to meet the current goals of the PRE4CLE Plan.
 - Secure philanthropic support for the PRE4CLE Plan, including support for operations as well as implementation of the recruitment, communication, advocacy, and evaluation goals of the PRE4CLE Plan.
 - Identify the amount of CMSD levy funds that can be dedicated to preschool operations and expansion through 2018.
 - Utilize local dollars as a “last dollar in” approach to build on state and federal preschool funding.
2. Identify and advocate for a dedicated, sustainable revenue source or sources to meet the comprehensive, long-term goals of the PRE4CLE Plan.
 - Lead advocacy to secure additional public resources from local, state, and federal sources to fully implement the PRE4CLE Plan at scale, including expanding access to Universal Pre-K to every preschool-aged child in Cleveland, in partnership with Cuyahoga County.

¹ PRE4CLE also works with unrated, 1- and 2-Star rated preschools to help bring them up to quality, though they are not designated as PRE4CLE Providers, nor are they part of the Provider Advisory Committee until they achieve at least a 3-Star rating.

Aknowledgments

PRE4CLE would like to thank The Cleveland Early Childhood Compact and our many partners who contributed time, data, and thoughtful insight into the creation of this Plan update. PRE4CLE also thanks the Cleveland community for your unwavering support for preparing our youngest children to enter school ready to succeed.

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Email us at info@PRE4CLE.org or call **216.901.4214**

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