TA Session:
Building Local Partnerships

OPPORTUNITIES AHEAD
Strengthening early childhood systems

ACCESS • QUALITY • FAMILY ENGAGEMENT • COLLABORATION

PDG B-5 AND MIXED DELIVERY
Building Partnerships

Virginia’s early childhood opportunities depend on strong local partnerships.

– VPI expansion and enhancements
– Preschool Development Grant Birth to Five (PDG)
– Mixed Delivery Grants (MDG)
Who should be present for community discussions?

- The local Smart Beginnings;
- School superintendent;
- Head Start;
- Local or regional health department representative;
- Child care providers;
- Local social services agency;
- Early intervention and special education representatives;
- Child care resource and referral agencies;
- Early childhood technical assistance providers, including Virginia Quality coordinators or regional hubs;
- Providers of professional development for early childhood practitioners;
- Two- and four-year colleges and universities that offer courses in relevant fields, including early childhood and special education, or that have on-campus child care centers;
- United Ways;
- Libraries;
- Family literacy providers;
- Parents;
- Agencies serving homeless families;
- Home visiting programs;
- Local immigrant or refugee associations or services;
- Military family services;
- Community and business leaders
Preschool Puzzle: Tool for Community Discussion

*Getting started and using data to describe need*

- Establish shared principles and goals for what stakeholders want for preschoolers and families in your community.

- Gather data on your community, for example:
  - demographics, needs, services, and service gaps for at-risk children and their families;
  - where at-risk children live in the community and where existing programs and services are located;
  - family beliefs, expectations, and needs for preschool and child care services through focus groups or surveys, and/or participation in community convening.

- Explore the data among partners, determine your local definition of “at-risk,” discerning the risk criteria list for eligibility for enrollment in early childhood care and education (ECCE) programs, based on the information gathered above.
Preschool Puzzle: Tool for Community Discussion

Describing resources available to children and families

• Share basic information about the programs that stakeholders represent, including eligibility requirements, program and practitioner standards, required components, and areas of flexibility under rules and regulations. **Acknowledge the value and strengths that each program type brings to the table.**

• Identify relevant funding streams that are currently available and/or being used in the community and potential opportunities to draw down new or additional funding and/or to more effectively braid existing funds to finance the required components of ECCE programs.
Preschool Puzzle: Tool for Community Discussion

Developing a plan for ensuring greater access to high quality ECCE programs

Consider questions such as:

• How will families learn about ECCE programs in the community? What will they be called?

• How will families enter ECCE programs and establish eligibility? Who will determine eligibility, and how can that process be made easy for families? Are there ways to streamline intake and eligibility processes across programs? Is a single-point-of-entry or other coordinated entry process possible among partners at the table?

• Where will ECCE services be located? Are there existing child care programs that can serve as partners in ECCE delivery? Who will hire and pay teachers? How can you work together to support the highest level of competency for adults in early learning settings?
Preschool Puzzle: Tool for Community Discussion

Developing a plan for ensuring greater access to high quality preschool, cont.

• How will the various screening, health, and social service components be delivered, including family support workers? What partner organizations may be a part of these components? What funding sources can be tapped to pay for the various components?

• What program standards will govern delivery of services and how will quality and fidelity to standards be monitored and measured?

• What facilitates smooth transitions from preschool to kindergarten?