

# Improving the Delivery of Early Care and Education in Oklahoma: Collaboration Among Head Start, Prekindergarten and Child Care

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## **Acknowledgements**

Oklahoma Association of Community Action Agencies

Head Start State Collaboration Office

Oklahoma State Department of Education

Smart Start Oklahoma Collaboration Action Team Members Representing Head Start, Public Schools and Child Care

## **About Smart Start Oklahoma**

Smart Start is Oklahoma's statewide early childhood initiative whose board of directors serves as the state's early childhood advisory council. Through a shared commitment, active collaboration and innovative leadership, Smart Start seeks to provide better opportunities to the children and families in our state.

There are four key strategies that guide our efforts toward achieving our goal of giving Oklahoma's children a smart start.

**Community Initiatives:** Responding to the needs of children and families by leveraging local support and resources to meet individual needs.

**Public Engagement:** Educating Oklahoma on the importance of the early years.

**Resource Development:** Committing resources at both the state and community level with increased public and private funding devoted to early childhood services.

**Public Policy:** Improving public policies to support young children and their families.

## **About The Oklahoma Association of Community Action Agencies**

The Oklahoma Association of Community Action Agencies (OKACAA) is a multifaceted private nonprofit organization, dedicated to empowering individuals and strengthening the community action network. Services offered by OKACAA include policy development and analysis, professional development training and information, program technical assistance, and advocacy.

OKACAA houses the Head Start State Collaboration Office and administers the Head Start State Collaboration grant through a contract with the Oklahoma Department of Commerce. This location integrates Head Start with other services targeted to economically disadvantaged persons and makes it possible to attract the resources required to facilitate collaboration and partnerships.

Since its founding in 1966, OKACAA has played a leadership role in securing a number of significant gains for Oklahoma's economically disadvantaged residents, including those with disabilities, in the areas of housing, education, employment, nutrition, transportation, health and early care and education.

Oklahoma's twenty Community Action Agencies are locally managed with volunteer boards of directors that include persons with low incomes, public officials, and representatives from the private sector. These agencies use a broad range of strategies to help address family and community needs.

## **Introduction**

Decades of research support the significant impact of positive early learning experiences on a child's success in school and the benefits that extend into adulthood. Evidence indicates that participation is associated with a number of positive outcomes, including a greater likelihood of future academic success (Campbell and Ramey 1995), lower unemployment rates, greater earning potential, and lower crime rates (Schweinhart 2004). The long-term effects of these programs have proven particularly beneficial to children in poverty (Barnett 1998). A recent study of universal pre-kindergarten in Oklahoma found that the program had a positive impact on school readiness among participants, improving their reading, spelling and math scores (Gormley et al. 2005).

In order to ensure that all children have an equal opportunity to succeed, we must break down artificial barriers dividing programs and services, preventing our youngest citizens from accessing all that is available to them. Given the potential return to the community in terms of safety and financial savings, families, policymakers, advocates and service providers must put forth a concerted effort to enhance collaboration and sharing of resources to achieve common goals. As both the public and private sectors focus on improving outcomes while working to guarantee that funding is used in the most efficient manner, creative and innovative approaches to moving forward as a coordinated set of systems must replace existing silos as standard operating procedure.

The need for increased collaboration certainly applies to early care and education programs. Collaboration among early care and education programs has the potential to improve both child-level outcomes (e.g., improved physical and social/emotional health, increased academic skills) as well as program level outcomes (e.g., more effectively serving children and families through more comprehensive services). Granted, various early care and education

programs separated by funding streams and oversight will most certainly have different mandates that must be met; however, the overarching mandate is the same: to provide the most effective and efficient programs and services possible in order to meet the needs of children and families. Schumacher et al. (2005) state that “community-based child care in state pre-kindergarten programs presents an important opportunity to bring together the dual goals of promoting early learning and supporting working families” (58). This dual goal is echoed in Schulman and Blank (2007).

Many children already participate in more than one program in their community, transitioning from one to another during the day. Collaboration has the potential for improving transitions and quality across early care and education programs. Furthermore, collaboration can improve access to comprehensive services by ensuring that eligible children receive them at the program site. Program outcomes are also improved through collaboration. Seldon et al. (2006) found that “interagency collaboration has a clear impact on management, program and client outcomes: Specifically, the intensity of the collaborative relationship has a positive and statistically significant impact on staff compensation, staff turnover and school readiness” (412).

A mixed-delivery model has proven effective in New Jersey. The Abbott Preschool Program’s “success has been established with respect to improved classroom quality, positive child outcomes, and increased teacher preparation and salaries (Frede et al., cited in Whitebook et al., 2008). Private child care centers participating in the program are now rated comparable in quality to school-based classrooms. For preschool systems with similar features—mixed delivery, full-day and full-year services, and increased formal education, certification and compensation for teachers—the Abbott Program demonstrates that major transformation can

occur on several fronts, raising the bar on the quality of services for children and families and the preparation and skill of practitioners” (Whitebook et al. 2008, 44).

Research in other states has pointed to a few broad descriptions of collaborative models. A report compiled by the Illinois Department of Human Services Head Start State Collaboration Office (2007) examines models that include two or more partnering agencies, one agency with two or more funding streams and an agency partnering with family child care. Beyond these general descriptions, an examination of the variety of arrangements at the program level reveals that there is certainly no one-size-fits-all approach. The details of the collaborative arrangement will vary depending on unique needs of the partners and the available resources at a given time. This, however, allows for creativity in designing and implementing approaches that are uniquely suited for each community.

Based on the idea that collaboration among early care and education programs has the potential to make a difference in the life of a child while increasing program efficiency, various stakeholders convened an action team in May 2007, to develop an action plan for encouraging more collaboration among Head Start, pre-kindergarten and child care. As the plan was being developed, there was an opportunity to apply for a grant from the OK Association of Community Action Agencies in the fall of 2007 that fit well with the scope of work identified by the action team. Smart Start Oklahoma was awarded the grant to support exploratory research on existing collaborative arrangements among Head Start, pre-kindergarten and child care providers in Oklahoma, and to identify common benefits, challenges and strategies for successful collaboration. Findings will be used to promote strong, beneficial collaboration that is designed to better serve young children in our state, and is designed to benefit those already involved in collaboration as well as those who are preparing to collaborate.



## **Methodology**

For the purposes of this research, collaboration was defined as “a mutual agreement between a public school and a Head Start program or a child care provider to offer the public school four-year-old program which includes the employment of a bachelor degreed, early childhood certified teacher and the implementation of the public school curriculum as well as compliance with the applicable partnering program’s regulations and requirements.” Potential respondents were required to meet these criteria in order to participate, and were identified via Head Start directors and Oklahoma State Department of Education (SDE) reports.

Data collection took place from December 2007 to February 2009, with the majority taking place in 2008. Therefore, the information contained in this report reflects collaborations that existed during this time frame and may certainly change on an annual basis. Electronic surveys (Appendix A) were distributed using SurveyMonkey.Com, and were completed by Head Start directors (n=26) representing large areas of the state with multiple collaboration sites as well as Tribal programs; public school district administrators (i.e., central office staff or early childhood leader representing 39 districts); and, child care directors (n=13). Follow-up questions (Appendix B) were administered via email, phone and site visits to programs identified as examples of successful collaboration based on available stakeholder knowledge. Release forms were obtained for children included in photographs during site visits (Appendix C).

Separate survey questions in English and Spanish were distributed via Head Start site staff to parents (n=440) of children four-years-old on or before September 1, 2007 (Appendix D). Instructions provided to site staff for distribution and collection of surveys included notification of the principal at the collaboration site that parents are being surveyed prior to distribution and

that parents were to return the completed survey in a sealed envelope. Parents returning the survey were also given a voucher for a free book (Appendix E).

Among the surveys that were completed, duplicate administrator responses from the same program/district were identified. When this occurred, responses from the highest ranking administrative official were included in frequency distributions (i.e., the percentage of respondents selecting a particular answer to a particular question) while the other was printed and kept on file yet excluded from frequency distributions to prevent the same program/district from being counted more than once. One Head Start director responded twice to the survey, submitting completed surveys in February 2008 and April 2008. In this case, the April 2008 responses were used to ensure the most current information was reported, including additional Head Start/pre-kindergarten collaboration sites established since February 2008. Finally, one Head Start respondent stated they did not have a collaborative partner, while another did not meet the definition of collaboration used in this study. These surveys were also deleted.

The primary limitation of the survey data is the low response rate among public school districts. Based on district reports, it is estimated that approximately 169 public school districts in Oklahoma collaborate with Head Start, child care or both. However, only 39 districts responded to the survey resulting in a response rate of 23%.

As indicated above, each response from a Head Start director is based on large geographic regions of the state for which they are responsible, and each public school administrator response is based on the experience of a school district. This approach allows for a broad perspective on collaborative arrangements in Oklahoma. However, there will be some variation across collaboration sites within a region or district that may not be included. Child care director responses are based only on the experiences of individual facilities.

In February 2008, a stakeholder meeting was convened in Oklahoma City, OK where a summary of responses submitted at that time were presented. Attendees discussed these results as well as their own experiences related to collaboration. An agenda is provided in Appendix F. Additional data collection took place after this event, and a summary of all responses is included in this report. Finally, Head Start and public school administrator responses, Head Start State Collaboration Office documents and SDE documents were used to develop a list of collaboration sites provided in Appendix G. This list is based on information received during the time frame for this research.

## **Research Findings**

The benefits of collaboration currently extend to thousands of Oklahoma children. Rough estimates based on figures provided by Head Start directors indicate that the sites included in this study reach approximately 7,000 children. With new partnerships forming each year, there is certainly potential to increase the number of children being served in collaborative programs with expanded services and opportunities. The findings outlined below include factors that prompted respondents to collaborate, strategies for securing buy-in from potential partners, common contractual obligations among partners, benefits of collaboration and common challenges. Results are summarized for each partner to provide insight into varying perspectives.

### *Factors Associated with Collaboration*

Though collaboration is associated with a number of benefits for both the programs involved and the children served, administrators were asked to identify those factors that served as catalysts to initiating collaboration (Table 1). Among Head Start directors (n=26), the most

common catalyst was the knowledge that such an arrangement could produce fiscal benefits for the program (89%), followed by the ability to provide a comprehensive, high quality program for children (77%), a need to serve more children (65%), convenience for families (65%) and inadequate space to serve children (39%).

**Table 1**  
**Factors Associated with Collaboration**

	<b>Head Start (n=26)</b>	<b>Pre-K (n=39)</b>	<b>Child Care (n=13)</b>
Fiscal benefits	89%	54%	23%
Comprehensive, high-quality program for children	77%	62%	69%
A need to serve more children	65%	62%	31%
Convenience for families	65%	44%	85%
Inadequate space	39%	31%	23%

The top three catalysts for public school administrators (n=39) were the same as those identified by Head Start directors, though the desire to provide a comprehensive, high-quality program (62%) and to serve more children (62%) were slightly more common than fiscal benefits (54%). By far, the most common response among child care directors (n=13) was convenience for families (85%) followed by the provision of a comprehensive, high-quality program (69%). Only 23% of child care directors indicated that fiscal benefits prompted them to collaborate. More than one-third of child care directors (39%) stated that other factors outside of those listed in the survey prompted them to collaborate. These include concerns with transporting very young children, competition for qualified teachers and previous experience with early childhood programs.

*Securing a Collaboration Partner*

Once a Head Start region, public school district or child care program decides to begin collaborating, there are several strategies utilized to secure buy-in from potential partners (Table 2). The most common strategies were informal communication, recognition of the significance of potential partner contributions and ensuring that the program itself makes a significant contribution.

**Table 2**  
**Strategies for Securing a Partner**

	<b>Head Start (n=26)</b>	<b>Pre-K (n=38)</b>	<b>Child Care (n=13)</b>
Informal communication	77%	47%	54%
Recognizing significance of partner contributions	77%	55%	39%
Providing significant contribution to partnership	73%	50%	46%
Visiting other collaboration programs with your partner	35%	13%	23%
Public Relations/Marketing	12%	21%	31%
Rigorous Application Process	4%	11%	23%

Administrators recognize the importance of communicating the resources and support each of the partners has to offer the other, thereby strengthening the program’s ability to provide effective and efficient services to children and families. Head Start and child care directors were more likely than public school administrators to visit other collaboration programs as a means of securing buy-in (35% and 23% compared to 13%), and child care directors were more likely than either Head Start or public school administrators to employ public relations and marketing strategies and a rigorous application process (23% compared to 4% and 11%).

*Partner Responsibilities*

A well-constructed contract explicitly stating requirements for each partner is necessary and provides a clear picture of how program services will be delivered, as well as an accountability mechanism. Administrators were asked to identify the most common contractual obligations for which they were responsible (Table 3). The most common responsibilities among Head Start directors include curriculum (85%), snacks/meals (85%), supplies (85%), salary for the assistant/paraprofessional teacher (81%), professional development (77%), and equipment (77%). More than half also indicated they are responsible providing the facility (62%), the salary for the lead teacher (62%) and substitute teacher pay (54%).

**Table 3  
Most Common Contractual Obligations**

	<b>Head Start (n=26)</b>	<b>Pre-K (n=39)</b>	<b>Child Care (n=13)</b>
Curriculum	85%	39%	15%
Snacks/meals	85%	31%	31%
Salary for asst/paraprofessional teacher	85%	15%	62%
Funds for supplies	81%	26%	46%
Professional development	77%	46%	8%
Equipment	77%	33%	77%
Facility	62%	49%	100%
Salary for lead teacher	62%	51%	0%
Substitute teacher	54%	28%	15%
Transportation	46%	44%	15%
Schedule	46%	31%	15%
Discipline	39%	28%	31%
Special Education	35%	64%	0%

Among public school administrators responding, the most common obligations included providing special education services (64%), salary for the lead teacher (51%), providing the facility (49%), professional development (46%) and providing transportation for the children

(44%). With the exception of providing special education services, each of these was also a responsibility of many of the Head Start directors ranging from 48% to 76% of those responding.

Child care providers collaborating with a public school and/or Head Start were responsible for providing the facility (100%). Other common obligations included providing equipment (77%), paying the salary for the assistant/paraprofessional teacher (62%), supplies (46%), snacks/meals (31%) and discipline (31%). None of the responding child care providers was responsible for the salary for the lead teacher, and very few were required to provide professional development (8%).

To ensure that each contract is well constructed to meet the unique circumstances of the partnership, one school district has “a team of early education teachers and administrators that reviews applications, schedules onsite visits and interviews, and then makes recommendations regarding contracts. Each contract is designed to meet the individual needs of that collaboration.” The administrator explains that “We have a gifted elementary administrator assigned to oversee these partnerships. Even with the additional challenges, coordination and supervision it is worth it! Our children and their families receive the benefit of our combined energy and time commitments.”

### *Impact of Collaboration*

Beyond the factors that prompted respondents to begin collaborating, they identified a number of benefits experienced as a result of their partnerships (Table 4). The majority of respondents in all three groups of administrators experienced benefits related to sharing of resources, fewer transitions for children, fiscal benefits, improved communication among partners, better coordinated services and improved program quality. The majority of child care

directors and public school administrators indicated that collaboration resulted in more family-friendly services (69% and 51%, respectively). Approximately one-third or more of the respondents in all three groups also benefited from coordinated professional development and improved program accountability.

A public school administrator noted that “it [allows] us to maximize resources that otherwise would not be available in individual programs”. This was echoed in personal interviews with both Head Start and public school administrators and classroom staff. A very important outcome of sharing resources and coordinating services has been the ability to offer health and dental screenings that many of the children would not otherwise get through the program. “Young children with speech problems have received help sooner in life,” states one administrator. Two public school administrators suggested that they believe children are more prepared for public school as a result of their participation in a collaborative program.

**Table 4  
Common Benefits of Collaboration**

	<b>Head Start (n=26)</b>	<b>Pre-K (n=37)</b>	<b>Child Care (n=13)</b>
Sharing of resources	92%	70%	92%
Fewer transitions for children	85%	68%	92%
Fiscal benefits	77%	54%	62%
Improved communication among partners	69%	57%	62%
Better coordinated services	65%	57%	69%
Improved program quality	62%	70%	77%
Coordinated professional development	46%	41%	39%
Improved program accountability	39%	32%	39%
More family-friendly services	31%	51%	69%

Among parents surveyed, some of the most common benefits (Table 5) include having an early childhood certified teacher (62%), services and operating hours that met the needs of their



work schedule (51%), children being able to stay in a program they attended previously (34%), a reduction in the number of transitions for the child throughout the day (31%), more services for the child and/or family (30%) and siblings were able to attend programs in the same facility (23%).

**Table 5**  
**Most Common Benefits for Parents**  
**(n=426)**

Early childhood certified teacher	62%
Provides services and operating hours that meet the needs of working schedule	51%
Keeps child in a program they had been attending previously	34%
Reduces the number of times the child moves from one facility to another	31%
More services	30%
Siblings in the same facility	23%

### *Challenges of Collaboration*

Despite the numerous advantages of collaboration and the opportunities for program improvement, administrators noted a number of challenges that were encountered (Table 6). As one respondent stated, the challenges will vary from site to site as circumstances will vary given the multitude of ways to structure a collaboration. The most common challenge for Head Start, pre-kindergarten and child care administrators alike was the difficulty in complying with more than one set of regulations and requirements. This often took the form of additional paperwork required of classroom staff. Other examples include differences related to the provision of snacks, family-style dining, home visitation, discipline and Oklahoma Department of Human Services child care licensing requirements. These activities require additional work from classroom or site staff, and may require adjustments due to the availability of time and other resources to fulfill these obligations. Furthermore, it was noted by some either via survey

feedback or personal interview that staff retention can sometimes be an issue. The additional work required of staff at a collaboration site requires a team that is flexible, open to change and has the ability to meet the increased demands.

**Table 6  
Common Challenges Associated with Collaboration**

	<b>Head Start (n=22)</b>	<b>Pre-K (n=34)</b>	<b>Child Care (n=10)</b>
Compliance with more than one set of regulations	82%	56%	30%
Recruitment and eligibility	59%	18%	20%
Discipline	50%	29%	10%
Curriculum/Instruction	50%	35%	0%
Transportation	36%	9%	0%
Communication among partners	36%	29%	0%
Oversight	27%	18%	0%
Coordination of multiple funding streams	18%	15%	0%
Scheduling	18%	27%	0%

More than half of Head Start directors responding to this question (n=22) also experienced challenges associated with recruitment and eligibility (59%), discipline (50%) and curriculum/instruction (50%). Among public school administrators, more than a third encountered issues related to curriculum/instruction (35%), while more than one-quarter had to work through obstacles associated with discipline (29%), communication among partners (29%) and scheduling (27%).

The majority of parents responding did not experience any challenges associated with their child’s participation in a collaboration program (Table 7).

**Table 7**  
**Most Common Challenges for Parents**  
**(n=396)**

No Challenges	65%
Transportation	12%
Communication	12%
Schedule	9%
Staffing changes	8%
More difficult to get involved with parent/teacher organizations	5%

Those identified include transportation (12%), communication (12%), schedule (9%), staffing changes (8%) and difficulty in becoming involved in parent/teacher organizations.

*Overcoming the Obstacles*

Despite the challenges that exist, many administrators and classroom staff stated that the benefits made the process worthwhile. Challenges were commonly viewed as something that could be resolved through team work, communication and innovative thinking. Respondents often stated that the purpose was to more effectively and efficiently serve children and families, thereby making it necessary to work out any issues that were encountered rather than go back to the old way of conducting business.

There are a number of common strategies or approaches used by collaborative partners to ensure a strong sense of cooperation and inclusion among staff, as well as effectively moving forward as a team to meet requirements and provide the best program possible to children and their families. The most common theme from all partners was the need for open, honest and ongoing communication. This applies both to administrators in the partnership as well as to classroom staff who may be at a location outside of the public school and must be connected to both the collaboration site and the associated public school site.

A number of administrators involved all staff (i.e., Head Start, public school, child care) in regularly scheduled staff meetings as well as trainings and professional development opportunities. Another approach to improving communication that was effective for one site was to share office space and house the Head Start coordinator and assistant in the same facility as the four-year-old program. Communication was also enhanced by connecting the collaboration teacher to other teachers in the district. One public school administrator stated that “an advisory committee [was formed to] ...make sure the collaboration teachers meet with other district pre-k teachers one time a month and have planning meetings two times a month.” Finally, one Head Start director noted the importance of communicating and building rapport with public school personnel through regular face-to-face meetings rather than only meeting with them when there was a problem or concern. Partners should meet often and maintain an ongoing dialogue regarding the strategies that are working well and where there may be room for improvement.

Another strategy for strengthening collaboration was to have supervisors visit collaboration classrooms on a regular basis to provide support. One district appointed a “collaboration principal that visits the sites daily and partners with the site directors on every single issue. [They] meet with the collaboration partners every other month to discuss issues and concerns and share ideas.”

Staff must also take the time to learn about the requirements of their partners and implement creative strategies for working together and assisting in meeting those requirements. Head Start directors noted that it was important for them to offer assistance such as asking family advocates at the site to assist teachers with the additional paperwork, or assisting with meeting playground standards and licensing requirements.

Collaboration does not end with the initial contract structure agreed upon by partners. Rather it is an ongoing, evolving relationship in which partners learn as they go forward and continue to use data and stakeholder input to reshape both structure and process. It requires commitment to the end goal, which often means compromise and negotiation. According to one respondent, it is necessary to “compromise on the things we can [and negotiate] on things that we can’t.”

Though these are some of the common strategies discussed by survey respondents, there are a number of other ideas presented in the next section. Administrators and site staff have identified creative ways to address the unique challenges encountered along they way. Through team work and innovative thinking, each has experienced success that has translated into benefits for the children, families and communities they serve.

### *Collaboration Success Stories*

The success stories provided in this section are based on email communication, phone interviews, personal interviews and site visits conducted with collaboration administrators and classroom staff primarily from January 2008 to July 2008, with some additional information provided in February 2009. Key informant responses are summarized and provided below.

#### Lawton, Oklahoma

Beginnings Academy in Lawton, Oklahoma is a collaboration involving Crossroads Youth and Family Services, Inc. Head Start and Early Head Start, child care and the Lawton Public Schools (LPS). The site serves 180 children all of whom are Head Start eligible. The center is open from 9:00 a.m. to 3:30 p.m. providing before and after care. The staff includes

nine teachers, nine assistants, a collaboration principal, two cooks, a site director/area supervisor, two family advocates, a secretary, a rover teacher and a special needs assistant. A dual supervision approach is utilized for teachers with supervision provided by the area supervisor employed by Head Start who handles day-to-day operations as well as the collaboration principal employed by LPS who visits the site daily. The collaboration principal also conducts the teacher evaluation. Monthly staff meetings and school planning meetings include both Head Start and LPS staff.



The need to serve more children in Lawton served as a catalyst for collaboration, taking approximately two months from the initial discussion to move to the implementation stage. Funding sources for Beginnings includes Lawton Public Schools collaboration funds, grants, child care subsidy for before and after care, in-kind (e.g., school facility, janitorial services), and Head Start funds. In addition to the four-year-old program, the site provides a comprehensive

array of services, including family advocates, meals, extended day care, transportation for most families, nutrition, library access, health screenings, hearing and vision screenings, a visiting counselor, an intervention specialist and a foster grandparent program.

Cooperation and collaboration among staff are developed through team meetings with the principal, combined pre-service and in-service trainings, ongoing discussion of challenges and solutions as a team, and consistent reminders of the resources provided by each of the partners and that their successes would not be possible without collaboration.

Interviewees revealed a number of benefits derived from the collaboration, such as the ability to serve more four-year-olds, implementation of the Head Start model and philosophy, provision of classroom supplies, upgraded equipment and facilities, transportation, wrap-around services, full-day programs, before and after care.

Collaboration has not been without challenges, however, including differences in curriculum; different requirements (e.g., paperwork requirements); territorialism; retention of collaboration teachers; and, dual supervision resulting in two bosses for classroom teachers. These challenges have been addressed over time and innovative strategies have been utilized to prevent them from become barriers. Beginnings has worked to align curriculum with Oklahoma's Priority Academic Student Skills (PASS) and to ensure adherence to the most stringent rules when there are differences between programs. Teacher retention related to extra paperwork and requirements has been addressed by offering incentive pay of \$1,000 for the first year of teaching at the collaboration site, \$2,000 for the second year and \$3,000 for the third year. Administrators have also worked to streamline paperwork where possible by eliminating duplication among programs. There is also a concerted effort to show teachers they are valued and appreciated. With regard to dual supervision, administrators note that ensuring the right

people are hired for each position helps to overcome challenges that may be encountered.

Furthermore, quarterly facility/administration meetings are held at the site, ensuring a consistent message from both Head Start and LPS.

When asked what words of advice they would give to those considering a collaborative program, administrators offered the following: inclusion of key stakeholders throughout the process, careful planning, a detailed contract, a team approach to interviewing, hiring and evaluating the teacher, an end of the year meeting with partners to discuss what works well and what can be improved and learning from the experiences of other collaboration sites.





implementation of the collaboration with an agreement in place, with the original agreement remaining in tact with only minor changes in the last ten years.

Rockwood Elementary School in Oklahoma City is a collaboration site that has experienced a good deal of success. Sixty children are served at Rockwood where there are three OKCPS teachers, three co-teachers employed by Head Start, and one family advocate also employed by Head Start. In addition to the teacher, the school district also provides the building. Head Start pays for the other four staff, supplies, activities/toys, field trips and snacks. At Rockwood, children benefit from health screenings and services, while the family benefits from the family advocate and access to English as a Second Language and GED classes. The Community Action Agency offers additional services to families, including weatherization for their homes, a prescription drug program, free tax services, a home buying program and a savings program.

Parents are engaged in the program as volunteers in the classroom. They read to children, participate in center time, field trips and parties. Parent involvement has been an effective means of helping them feel more comfortable. This is especially important given that four-year-olds are in the classroom five full days a week.

Cooperation and collaboration among staff are promoted through ongoing communication and combined meetings and trainings. In addition to comprehensive services for the children and family support, administrators and classroom staff noted other benefits to collaboration. For example, children are in the same facility all day and develop a relationship with the teacher, as well as other school staff such as the librarian and cook. Four-year-olds run errands or take notes to the principal's office and over the course of the school year get to know the principal even before they enter kindergarten thereby easing the transition process. The

longer day (7 hours) is also beneficial in that it fits with the parents' work schedule. Finally, enrollment has been steadier as a result of the collaboration program.

The challenges encountered by partners at Rockwood include a common theme from discussions with other sites—paperwork requirements. This has been addressed by having co-teachers assist in completing these requirements as well as working to reduce duplication where possible. There have also been concerns about double testing children, but partners have worked to ensure that assessments are utilized efficiently and there is no duplication. A third challenge is that of scheduling conflicts. Public school teachers receive 200 minutes per week of planning time. Securing this time can be challenging with all of mandated requirements that must be met. Some planning is now done during nap time as a compromise. Availability of time is also an issue when it comes to making home visits and writing student education plans. Partners have worked hard, however, to overcome these challenges by being flexible and going the extra mile.

Words of advice from administrators and classroom staff include the importance of having an identified representative of each partner who will deal with issues and problems as they arise; pre-planning in which expectations of partners are clearly articulated; education of all parties involved so they feel secure and understand that they are not losing anything in the process of collaborating; flexibility, open-minds and a willingness to address problems and work them out together; regular meetings to ensure ongoing communication; and, development of one another's strengths to improve the program. One administrator recommended that those interested in collaboration begin the process and start looking for different ways collaboration might be possible. Visiting other collaboration sites allows one to learn from their experiences, with the understanding that cookie cutter models are not necessarily the answer. Rather, one

must piece together what has worked for others and determine if they are appropriate for a given context.

Putnam City School District, Oklahoma City, OK

The Putnam City School district in Oklahoma City collaborates with a number of child care facilities to provide the four-year-old-program. District and child care administrators identified collaboration as an opportunity to serve more children and to offer wrap-around services and transportation to more effectively meet the needs of families. The process is initiated with partners in a variety of ways, including phone calls from interested parties and responses to applications distributed by the district to potential partners. Initial stakeholder meetings are convened to discuss partner expectations which are then outlined in a contract presented to the Putnam City School Board for approval.



The process of moving from initial discussion to implementation can be approximately two months or sometimes longer if it is a corporate-owned site. Most of the original agreements have remained in tact with minor changes over time. The public school and child care staff both interview teacher candidates. Administrators note that it is important to hire self-directed individuals and allow for flexibility given that a collaboration program can be a unique situation for the teacher. The school district pays for the teacher, administrative costs and curriculum, while the child care program is responsible for the teacher assistant, furniture, internet access, supplies and books. Collaboration site staff participate in staff meetings and professional development activities with staff from the host elementary school staff, and attend weekly meetings with pre-kindergarten teachers in the district.



Discussions with administrators and site staff at two collaboration sites, Francis Tuttle Child Development Center and Child Time, provided insight regarding experiences in the Putnam City district. Families benefit in a number of way. First, they are able to transport the child to one facility where they remain for the entire day rather than moving from site to site.

Second, families are invited to participate in the district's READY! for Kindergarten program and Oklahoma Parents as Teachers. Third, participation in a collaboration program allows families the opportunity to develop a relationship with program staff early on prior to the child's enrollment in prekindergarten. The transition for the child is also made easier. Other benefits for the child include program support for different styles of learning, vision and hearing screenings, earlier identification of language delays and referral for services.

Administrators identified several challenges associated with the collaboration. Turnover among center staff can present challenges, as can turnover among students. Among those children enrolled only in the prekindergarten program and not attending child care, there are instances where a child may move to their home school when there is an open slot. Other issues encountered include lack of Internet access, utilization of space by various programs throughout the day and the challenge of supervising multiple sites versus being on-site daily. These challenges have been addressed through meetings, weekly visits and ongoing communication among teachers, center staff and supervisors working over time to find solutions. As needed additions have been made to the contract to address issues.

Administrators and classrooms staff encourage those interested in collaboration to visit with others currently engaged in the process. They suggest jumping in and getting started with the understanding that one must be flexible and that changes in structure and process can be made as the collaboration progresses.

Bristow, OK

United Community Action Program/Head Start, Bristow Public Schools and TenderCare Learning Center work together to serve approximately eighty four-year-olds. Public school and Head Start funds are used for teacher and teacher assistant salaries. The funding source, however, is the same for a teacher and an assistant sharing a classroom. Collaboration is viewed as an effective alternative to competing with other programs. Administrators and classroom staff describe their relationship with one another as being like a family and everyone working as a team regardless of funding stream or title. The benefits and resources of each program are brought under one roof to more effectively and efficiently serve children. As one administrator explained, “It extends or maximizes the benefit of [state and federal] ...dollars...[and]... ensure[s] all children receive the same quality program regardless of their family's income status. ”





In addition to prekindergarten, children benefit from comprehensive services provided by Head Start as well as before and after care. Families are engaged in the program, and teachers conduct home visits and host parent/teacher conferences to ensure effective communication. A Family Service Assistant is also made available. Finally, transitions from this site to the elementary school site are made easier with family visits prior to the child's entering kindergarten.

The only challenge administrators noted related to collaboration is the amount of paperwork that is required. However, it is accepted as something that must be done in order to provide the program and all of the associated services available to children and families. One strategy has been for the Family Service Assistant and Assistant Center Director to help in completing the paperwork. Conversations with administrators and classroom staff in Bristow reveal many more benefits than challenges. Each of these partners comes together to enhance one another's ability to effectively meet the needs of children and families and better serve their community.



### El Reno, OK

Opportunities, Inc. collaborates with a number of child care centers and public school districts, including sixteen prekindergarten programs. Though in some cases the district pays or supplements the salary of the teacher who works in the Head Start center, in most cases the model has been for Head Start children to attend prekindergarten at the public school site. Head Start does, however, provide a family advocate to ensure that all social and health services are made available to families. Head Start administrators typically initiate conversations with school districts as potential partners in the spring in order to have formal agreements and collaboration programs in place by fall, and to allow time for staff training related to Head Start requirements. Administrators use questionnaires to gather input from staff regarding collaboration benefits and challenges, and the information is used to inform changes.

There are four Head Start/Public School collaboration sites in El Reno. In addition to the public school teacher, each has a teacher assistant, a family advocate, a health specialist and a classroom aide for children with a disability. Funding sources include the Oklahoma State Department of Education (SDE), Head Start and the Child and Adult Care Food Program (CACFP). SDE funds pay for the teacher and teacher assistant, while Head Start pays for the family advocate, aides and some classroom supplies. Public school and Head Start staff participate together in training and professional development activities.



Along with administrators, classroom staff from two of the four sites, Rose Witcher Elementary and Webster Elementary, contributed to the discussion of benefits and challenges related to collaboration. First, children receive comprehensive services, including vision, hearing and dental screenings. If follow-up services are required (e.g., speech pathology, dental), those are provided either by the school or by Head Start. Second, Head Start can serve children in communities where they may not have an existing classroom. In rural communities

where the number of Head Start eligible children may be small, those children can be served in existing public school classrooms. Finally, collaboration allows partners to purchase more supplies and books than would be possible otherwise.

The primary challenge has been the differences in public school and Head Start requirements, including home visits, family style dining, additional paperwork and recording contacts. The key to successfully addressing these issues has been to provide training to site staff in an effort to increase understanding of the requirements and the rationale behind them. Also, family advocates have helped with making some home visits.

Partners suggest that those beginning a collaboration must clearly articulate expectations from the beginning. There may be temptation for some to enter into an agreement without stipulating all that they would prefer to require of the partner in an effort to ensure the collaboration is established. However, as one administrator noted, “It is hard to go back and add duties and requirements after the initial agreement is done.”

## **Conclusion**

Despite the challenges encountered by collaboration partners, the common response was that they are far outweighed by the benefits for families, children and the program itself. Collaboration is a win-win approach that has potential for improving outcomes. There is certainly no one-size-fits-all model or approach to collaboration. Rather, structure, process and strategy will vary depending on the unique circumstances of the partners and the community. This, however, allows for creativity in designing and implementing approaches that are uniquely suited for each community.

Those interested in beginning a collaboration program or improving an existing program should pay close attention to the lessons learned and success stories of others involved in the process. The insight gained can be used to piece together a strong and successful partnership that will benefit all. In a time of serious budget constraints, it is increasingly important to identify and implement innovative ways to “braid” diverse funding streams and provide services in a more efficient manner. Though there is a need for further research on effective models and strategies for overcoming challenges and barriers, this report is the first step toward greater understanding and better planning. There must be continued dialogue and sharing of experiences and ideas among those who are involved in collaboration as well as those who have yet to embark on the journey.

If there is any doubt of the impact of collaboration, that is put to rest with the following quotes from parents of children being served at these sites:

“[My child] is learning at a very early age and he’s writing his name and learning lots of new things.”

“The teacher involvement with the children is so awesome. I do appreciate all that the teachers do for the children.”

“Helps provide children with ability to know all the teachers like a close family. They have a caring environment, the children feel safe and there is less chance of problems occurring with them being able to stay at the same facility.”

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## APPENDIX A Electronic Surveys

### Head Start Administrator Survey

The Oklahoma Association of Community Action Agencies and Smart Start Oklahoma are working with our partners to identify best practices and effective strategies for ensuring strong, beneficial collaboration among public school pre-kindergarten, Head Start and child care providers to better serve young children in our state. Based on your input, we will produce a toolkit designed to benefit those already involved in collaboration as well as those in the planning stage. We ask that you please respond to the following questions. Your participation is voluntary, and the results will be summarized in a report that will be distributed broadly. When quotations are used in the report, the respondent will not be identified. A list of collaboration sites and addresses will also be made available. This survey should take no longer than five minutes to complete, and your assistance will benefit early education in our state. If you have any questions, please contact Ed Long at 405-278-6978, or via email at [ed.long@smartstartok.org](mailto:ed.long@smartstartok.org).

*Please note that a collaboration is defined as a mutual agreement between a public school and a Head Start program or a child care provider to offer the public school four-year-old program which includes the employment of a bachelor degreed, early childhood certified teacher and the implementation of the public school curriculum as well as compliance with the applicable partnering program's regulations and requirements. If you do not participate in a collaboration based on this definition, please disregard this survey.*

**Program/District Name:**

---

**Job Title of Respondent:**

---

1. Please list the **NAME(S)** of your collaborating partner(s) and the **LENGTH OF TIME (years/months)** you have been collaborating with each:
  
2. Please provide the **number** of children served by **each** of these collaborations in the order they are listed above:
  
3. What factors led you to collaborate? (Please select all that apply.)
  - a. Inadequate space
  - b. Need to serve more children
  - c. Fiscal benefits
  - d. Convenience for families
  - e. Comprehensive, high quality program for children
  - f. Other \_\_\_\_\_



4. How did you secure buy-in from your collaboration partner(s)? (Please select all that apply.)
  - a. Informal communication
  - b. Public relations/marketing
  - c. Rigorous application process
  - d. Visiting other collaboration programs with your collaboration partner(s)
  - e. Providing significant contribution to partnership
  - f. Recognizing significance of partner contributions
  - g. Other \_\_\_\_\_
  
5. What are your obligations as articulated in the contract? (Please select all that apply.)
  - a. Salary for lead teacher
  - b. Salary for assistant/paraprofessional teacher
  - c. Facility
  - d. Transportation
  - e. Funds for supplies
  - f. Discipline
  - g. Special education
  - h. Snacks/meals
  - i. Curriculum
  - j. Equipment
  - k. Professional development
  - l. Substitute teacher
  - m. Schedule
  - n. Other \_\_\_\_\_
  
6. Would you be willing to provide a copy of the contract?
  - a. Yes
  - b. No

If yes, please black out any information you wish not to be shared with others or that you consider to be confidential and submit a copy **no later than January 16**. You may fax it to (405) 949-0955, or mail a hard copy to:

Kay C. Floyd, Director  
 Head Start State Collaboration Office  
 Oklahoma Association of Community Action  
 Agencies  
 2800 NW 36th Street, Suite 221  
 Oklahoma City, OK 73112

If you would like to email a copy, please send it to [kfloyd@okacaa.org](mailto:kfloyd@okacaa.org).

7. What benefits have you experienced related to collaboration? (Please select all that apply.)
  - a. Fiscal
  - b. Improved program quality
  - c. Sharing of resources

- d. Better coordinated services
- e. Coordinated professional development
- f. Fewer transitions for children
- g. More family-friendly
- h. Improved communication among partners
- i. Improved program accountability
- j. Other \_\_\_\_\_

Please explain:

8. What challenges have you encountered related to collaboration? (Please select all that apply.)
- a. Scheduling
  - b. Coordination of multiple funding streams
  - c. Curriculum/Instruction
  - d. Communication among partners
  - e. Compliance with more than one set of regulations or requirements
  - f. Recruitment and eligibility
  - g. Transportation
  - h. Discipline
  - i. Oversight
  - j. Other \_\_\_\_\_

Please explain:

9. What strategies have been successful in addressing these challenges?
10. In what way(s) can your current collaboration(s) be improved?

Additional Comments:

**Thank you! Your input is very valuable to us.**

Public School Administrator Survey

The Oklahoma Association of Community Action Agencies and Smart Start Oklahoma are working with our partners to identify best practices and effective strategies for ensuring strong, beneficial collaboration among public school pre-kindergarten, Head Start and child care providers to better serve young children in our state. Based on your input, we will produce a toolkit designed to benefit those already involved in collaboration as well as those in the planning stage. We ask that you please respond to the following questions. Your participation is voluntary, and the results will be summarized in a report that will be distributed broadly. When

quotations are used in the report, the respondent will not be identified. A list of collaboration sites and addresses will also be made available. This survey should take no longer than five minutes to complete, and your assistance will benefit early education in our state. If you have any questions, please contact Ed Long at 405-278-6978, or via email at [ed.long@smartstartok.org](mailto:ed.long@smartstartok.org).

*Please note that a collaboration is defined as a mutual agreement between a public school and a Head Start program or a child care provider to offer the public school four-year-old program which includes the employment of a bachelor degreed, early childhood certified teacher and the implementation of the public school curriculum as well as compliance with the applicable partnering program's regulations and requirements. If you do not participate in a collaboration based on this definition, please disregard this survey.*

**Program/District Name:**

---

**Job Title of Respondent:**

---

1. Please list the **NAME(S)** of your collaborating partner(s), the **ADDRESS** (*street address, city/town, and zip code*) of each collaboration site and the **LENGTH OF TIME** (**years/months**) you have been collaborating with each:
  
2. Please provide the **number** of children served by **each** of these collaborations in the order they are listed above:
  
3. What factors led you to collaborate? (Please select all that apply.)
  - a. Inadequate space
  - b. Need to serve more children
  - c. Fiscal benefits
  - d. Convenience for families
  - e. Comprehensive, high quality program for children
  - f. Other \_\_\_\_\_
  
4. How did you secure buy-in from your collaboration partner(s)? (Please select all that apply.)
  - a. Informal communication
  - b. Public relations/marketing
  - a. Rigorous application process
  - b. Visiting other collaboration programs with your collaboration partner(s)
  - c. Providing significant contribution to partnership
  - d. Recognizing significance of partner contributions
  - e. Other \_\_\_\_\_
  
5. What are your obligations as articulated in the contract? (Please select all that apply.)

- a. Salary for lead teacher
  - b. Salary for assistant/paraprofessional teacher
  - c. Facility
  - d. Transportation
  - e. Funds for supplies
  - f. Discipline
  - g. Special education
  - h. Snacks/meals
  - i. Curriculum
  - j. Equipment
  - k. Professional development
  - l. Substitute teacher
  - m. Schedule
  - n. Other \_\_\_\_\_
6. Would you be willing to provide a copy of the contract?
- a. Yes
  - b. No

If yes, please black out any information you wish not to be shared with others or that you consider to be confidential and submit a copy **no later than January 16**. You may fax it to (405) 290-7154, or mail a hard copy to:

Ed Long  
 Director of Research and  
 Planning  
 Smart Start Oklahoma  
 421 NW 13th Street, Suite  
 270  
 Oklahoma City, OK 73103

If you would like to email a copy, please send it to [ed.long@smartstartok.org](mailto:ed.long@smartstartok.org).

7. What benefits have you experienced related to collaboration? (Please select all that apply.)
- a. Fiscal
  - b. Improved program quality
  - c. Sharing of resources
  - d. Better coordinated services
  - e. Coordinated professional development
  - f. Fewer transitions for children
  - g. More family-friendly
  - h. Improved communication among partners
  - i. Improved program accountability
  - j. Other \_\_\_\_\_

Please explain:

8. What challenges have you encountered related to collaboration? (Please select all that apply.)
- a. Scheduling
  - b. Coordination of multiple funding streams
  - c. Curriculum/Instruction
  - d. Communication among partners
  - e. Compliance with more than one set of regulations or requirements
  - f. Recruitment and eligibility
  - g. Transportation
  - h. Discipline
  - i. Oversight
  - j. Other \_\_\_\_\_

Please explain:

9. What strategies have been successful in addressing these challenges?
10. In what way(s) can your current collaboration(s) be improved?

Additional Comments:

**Thank you! Your input is very valuable to us.**

### Child Care Administrator Survey

The Oklahoma Association of Community Action Agencies and Smart Start Oklahoma are working with our partners to identify best practices and effective strategies for ensuring strong, beneficial collaboration among public school pre-kindergarten, Head Start and child care providers to better serve young children in our state. Based on your input, we will produce a toolkit designed to benefit those already involved in collaboration as well as those in the planning stage. We ask that you please respond to the following questions. Your participation is voluntary, and the results will be summarized in a report that will be distributed broadly. When quotations are used in the report, the respondent will not be identified. A list of collaboration sites and addresses will also be made available. This survey should take no longer than five minutes to complete, and your assistance will benefit early education in our state. If you have any questions, please contact Ed Long at 405-278-6978, or via email at [ed.long@smartstartok.org](mailto:ed.long@smartstartok.org).

***Please note that a collaboration is defined as a mutual agreement between a public school and a Head Start program or a child care provider to offer the public school four-year-old program which includes the employment of a bachelor degreed, early childhood certified teacher and the implementation of the public school curriculum as well as compliance with***

*the applicable partnering program's regulations and requirements. If you do not participate in a collaboration based on this definition, please disregard this survey.*

**Program/District Name:**

---

**Job Title of Respondent:**

---

1. Please list the **NAME(S)** of your collaborating partner(s), the **ADDRESS** (*street address, city/town, and zip code*) of each collaboration site and the **LENGTH OF TIME** (**years/months**) you have been collaborating with each:
  
2. Please provide the **number** of children served by **each** of these collaborations in the order they are listed above:
  
3. What factors led you to collaborate? (Please select all that apply.)
  - a. Inadequate space
  - b. Need to serve more children
  - c. Fiscal benefits
  - d. Convenience for families
  - e. Comprehensive, high quality program for children
  - f. Other \_\_\_\_\_
  
4. How did you secure buy-in from your collaboration partner(s)? (Please select all that apply.)
  - a. Informal communication
  - b. Public relations/marketing
  - c. Rigorous application process
  - d. Visiting other collaboration programs with your collaboration partner(s)
  - e. Providing significant contribution to partnership
  - f. Recognizing significance of partner contributions
  - g. Other \_\_\_\_\_
  
5. What are your obligations as articulated in the contract? (Please select all that apply.)
  - a. Salary for lead teacher
  - b. Salary for assistant/paraprofessional teacher
  - c. Facility
  - d. Transportation
  - e. Funds for supplies
  - f. Discipline
  - g. Special education
  - h. Snacks/meals
  - i. Curriculum
  - j. Equipment

- k. Professional development
  - l. Substitute teacher
  - m. Schedule
  - n. Other \_\_\_\_\_
6. Would you be willing to provide a copy of the contract?
- a. Yes
  - b. No

If yes, please black out any information you wish not to be shared with others or that you consider to be confidential and submit a copy **no later than January 16**. You may fax it to (405) 290-7154, or mail a hard copy to:

Ed Long  
Director of Research and  
Planning  
Smart Start Oklahoma  
421 NW 13th Street, Suite  
270  
Oklahoma City, OK 73103

If you would like to email a copy, please send it to [ed.long@smartstartok.org](mailto:ed.long@smartstartok.org).

7. What benefits have you experienced related to collaboration? (Please select all that apply.)
- a. Fiscal
  - b. Improved program quality
  - c. Sharing of resources
  - d. Better coordinated services
  - e. Coordinated professional development
  - f. Fewer transitions for children
  - g. More family-friendly
  - h. Improved communication among partners
  - i. Improved program accountability
  - j. Other \_\_\_\_\_

Please explain:

8. What challenges have you encountered related to collaboration? (Please select all that apply.)
- a. Scheduling
  - b. Coordination of multiple funding streams
  - c. Curriculum/Instruction
  - d. Communication among partners
  - e. Compliance with more than one set of regulations or requirements
  - f. Recruitment and eligibility
  - g. Transportation
  - h. Discipline
  - i. Oversight

j. Other \_\_\_\_\_

Please explain:

9. What strategies have been successful in addressing these challenges?

10. In what way(s) can your current collaboration(s) be improved?

Additional Comments:

**Thank you! Your input is very valuable to us.**



## **APPENDIX B**

### **Exemplary Site Visit Questions**

Your participation is voluntary. Should you choose to participate, your name and program/district will be provided in the report along with a summary of your responses. This report will be distributed broadly in an effort to provide beneficial information to those involved in collaboration, as well as those who are interested in taking the first step. If you have any questions, I can be reached by phone at 405-922-7580 or by email at [ed.long@smartstartok.org](mailto:ed.long@smartstartok.org).

**Site Name and Location:**

**Name of Interviewee:**

**Name of Interviewer:**

**Date:**

**Q1:** Please list the number of children served through collaboration at your site, and whether they are served in morning classes, afternoon classes or both.

**Q2:** Please describe the size of the staff at this collaboration site, along with their job titles.

**Q3:** What prompted you to collaborate?

**Q4:** How did you or your partner initiate the discussion regarding potential collaboration?

**Q5:** What steps were involved to move from discussion to action?

**Q6:** How long did the process take from initial discussion to begin collaboration?

**Q7:** Did the initial collaboration agreement remain the same over time, or were adjustments necessary? Please explain.

**Q8:** Would you be willing to provide a copy of the collaboration contract for this site or a collaboration contract template?

**Q9:** Please list the funding sources that contribute to this collaboration.

**Q10:** In what ways are these various funding streams used?

**Q11:** What services does your program provide to enrolled children and their families?

**Q12:** What have you done to develop a strong sense of cooperation and collaboration among staff?

**Q13:** What are the most significant challenges you and your partner(s) have faced pertaining to collaboration?

**Q14:** How have you addressed these challenges?

**Q15:** Have you encountered any challenges in “braiding” various funding streams?

**Q16:** Who is responsible for direct supervision of the public school/Head Start (circle one) teacher serving this site?

**Q17:** Have you faced any challenges or difficulties related to supervision? (If no, please skip to question 19.)

**Q18:** How have you addressed supervision challenges?

**Q19:** Can you share any examples that illustrate the impact of collaboration on your program and/or the children and families you serve?

**Q20:** What words of advice would you give to someone who is interested in collaboration, but who has not yet initiated the discussion with potential partners?

**Q21:** Do you have any other comments you would like to share related to collaboration?

**APPENDIX C**  
**Photo Release Form**

I hereby grant the Oklahoma Partnership for School Readiness permission to use my likeness in photographs in any and all of their publications and in any and all other media at this time or at any time in the future. I agree that there will be no monetary compensation for use of these photographs. I will not make any monetary or other claim against the Oklahoma Partnership for School Readiness for the use of these photographs.

Parent Name (Print): \_\_\_\_\_

Parent Name (Print): \_\_\_\_\_

Child's Name (Print): \_\_\_\_\_

Child's Name (Print): \_\_\_\_\_

Child's Name (Print): \_\_\_\_\_

Child's Name (Print): \_\_\_\_\_

Child's Name (Print): \_\_\_\_\_

Relationship to Subject if Subject is a Minor: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX D Parent Survey

The Oklahoma Association of Community Action Agencies and Smart Start Oklahoma are working with our partners to identify best practices and effective strategies for ensuring strong, beneficial collaboration among public school pre-kindergarten, Head Start and child care providers to better serve young children in our state. Based on your input, we will produce a toolkit designed to benefit those already involved in collaboration as well as those in the planning stage. We ask that you please respond to the following questions. Your participation is voluntary, and the results will be summarized in a report that will be distributed broadly. When quotations are used in the report, the respondent will not be identified. This survey should take no longer than five minutes to complete, and your assistance will benefit early education in our state. If you have any questions, please contact Ed Long at 405-278-6978, or via email at [ed.long@smartstartok.org](mailto:ed.long@smartstartok.org).

*Though we are seeking effective ways to serve all young children, we are currently collecting information related only to four-year-olds in Oklahoma. Please note that the following questions apply only to children who are four-years-old on or before September 1, 2007. Please respond to the questions based only on the program participation of these children. If you do not have a child who was four-years-old on or before September 1, 2007, please disregard this survey.*

1. What is the name of the program this child attends?  
\_\_\_\_\_
  
2. Does this child attend a program offered in collaboration between the public school and Head Start or child care?
  - a. Yes
  - b. No
  - c. Uncertain
  
3. What benefits have you experienced related to this child's participation in the program? (Please select all that apply.)
  - a. Reduces the number of times this child moves from one facility to another
  - b. Early childhood certified teacher
  - c. Keeping your child in a program they had been attending previously
  - d. Having younger siblings in the same facility
  - e. More services
  - f. Provides services and operating hours that meet the needs of your working schedule
  - g. Other \_\_\_\_\_
  - h. No benefits

Comments:

4. What challenges or barriers have you experienced related to this child's participation in the program? (Please select all that apply.)
- a. Staffing changes
  - b. Communication
  - c. Transportation
  - d. Schedule
  - e. More difficult to get involved with parent/teacher organizations
  - f. Other \_\_\_\_\_
  - g. No challenges

Comments:

5. What opportunities are available for you to be involved in this child's program? (Please select all that apply.)
- a. Parent – teacher conferences
  - b. Parenting classes
  - c. Volunteer opportunities
  - d. Take home packets to do with this child
  - e. Making decisions related to the program
  - f. Home visits
  - g. Other \_\_\_\_\_
  - h. No opportunity for involvement

Comments:

6. How do you communicate with this child's classroom teacher? (Please select all that apply).
- a. Written notes
  - b. Phone calls
  - c. E-mail messages
  - d. Scheduled conferences
  - e. Talk with them when dropping off or picking up your child
  - f. Other \_\_\_\_\_
  - g. No communication

Comments:

Additional Comments:

**Thank you! Your input is very valuable to us.**

En Oklahoma siempre estamos buscando mejores maneras de servir a los niños. A través de esta encuesta quisiéramos obtener información de su hijo de 4 años. Por lo tanto, **estas preguntas solo aplican para los niños que han cumplido 4 años antes de Septiembre 1, 2007.** Por favor conteste las preguntas basándose solamente en la escuela en la que ellos participan. *Su participación es voluntaria.* Los resultados de las encuestas se pondrán en un reporte donde los participantes permanecerán anónimos.

Contestar esta encuesta solamente le tomará alrededor de **5 minutos** y su participación beneficiará grandemente a la educación infantil en nuestro estado.

1. ¿Cuál es el nombre de la escuela a la que su hijo asiste?  
\_\_\_\_\_
  
2. ¿El niño asiste a un programa que se ofrece en colaboración entre la escuela pública y Head Start o a la guardería?
  - h. Si
  - i. No
  - j. No sé
  
3. ¿Cuáles son los beneficios que tiene porque su hijo esta en este programa? (Seleccione todas las que apliquen)
  - k. Reduce el número de veces que el niño tiene que ir de una escuela a otra.
  - l. Maestros certificados en desarrollo infantil
  - m. Puedo mantener a mi hijo en el mismo programa que ha asistido anteriormente
  - n. Tener hermanos menores en el mismo edificio
  - o. Más servicios
  - p. Se proveen servicios y horarios de operación que se adaptan al horario de su trabajo
  - q. Otro \_\_\_\_\_
  - r. Ningún beneficio

Comentarios:

4. ¿Cuáles retos o barreras ha experimentado en la escuela donde asiste su hijo? (Seleccione todas las que apliquen)
  - s. Cambios de personal
  - t. Comunicación
  - u. Transporte
  - v. Horarios
  - w. Es difícil involucrarse en organizaciones de padres y maestros
  - x. Otro \_\_\_\_\_
  - y. Ningún reto

Comentarios:

5. ¿Qué oportunidades hay disponibles para que usted se involucre en la escuela de su hijo?  
(Seleccione todas las que apliquen)
- z. Juntas de padres y maestros
  - aa. Clases para padres
  - bb. Oportunidades para ser voluntario
  - cc. Hay paquetes de actividades disponibles para usar en casa con mi hijo
  - dd. Hacer decisiones relacionadas con el programa
  - ee. Visitas al hogar
  - ff. Otro \_\_\_\_\_
  - gg. Ninguna oportunidad para involucrarse

Comentarios:

6. ¿Cómo se comunica con el maestro de su hijo? (Seleccione todas las que apliquen).
- hh. Notas escritas
  - ii. Llamadas telefónicas
  - jj. Mensajes de e-mail (por computadora)
  - kk. Juntas planificadas
  - ll. Hablamos durante el tiempo de entrada y salida de mi hijo
  - mm. Otro \_\_\_\_\_
  - nn. Ninguna comunicación

Comentarios:

Comentarios Adicionales:

**Gracias!**  
**Su opinión es muy importante para nosotros.**

**APPENDIX E**  
**Book Voucher**

Thank you for completing our survey! We greatly appreciate your input. It will help us improve early education and better serve young children in Oklahoma. Please provide the information requested below to receive your free book.

Your Name: \_\_\_\_\_

Name of the program your child attends: \_\_\_\_\_

City where the program is located: \_\_\_\_\_

Please select ONE book from the choices below:

\_\_\_\_\_ *Read to Your Bunny* by Rosemary Wells

OR

\_\_\_\_\_ *Farm Alphabet Book* by Jane Miller

**Thank you! Please return the completed form to your child's teacher at your earliest convenience.**

Gracias por contestar esta encuesta! Apreciamos grandemente su opinión. Esto servirá para mejorar la educación de los niños en Oklahoma.

***Por favor llene la siguiente información para recibir su libro gratis.***

Nombre: \_\_\_\_\_  
Nombre de la escuela: \_\_\_\_\_  
Ciudad donde esta la escuela: \_\_\_\_\_

Por favor seleccione solamente una de las opciones:

\_\_\_\_\_ *Lee a tu conejto* de Rosemary Wells (disponible en Inglés y en Español)  
Circule la opción que quiera recibir  
o

\_\_\_\_\_ *Farm Alphabet Book* de Jane Miller (solamente disponible en Inglés)

**Gracias!**

**Corte la parte de abajo y regrese esta forma a la maestra de su hijo tan pronto como le sea posible.**

---

Agradecemos la traducción al español a:



Oklahoma Child Care  
RESOURCE & REFERRAL ASSOCIATION, INC.

Llámenos si necesita encontrar  
una guardería o preescolar para sus hijos.

Nuestro servicio es **GRATIS** y en español !!!

**(405) 942-4179**



**APPENDIX F**  
**Stakeholder Meeting Agenda**



**Early Childhood Collaboration Meeting**  
**Oklahoma State University – Oklahoma City**  
**Thursday February 28, 2008**

**AGENDA**

Welcome and Opening Comments	Kay Floyd
Research Findings	Ed Long / Peggy Byerly
Break	
Success Stories from Collaboration Partners	
Child Care	Kathy Cronemiller
Head Start	Carol Ramer
Public School	Steffani Allen
Record Your Questions	
Lunch	
Large Group Discussion	Kay Floyd / Susan Illgen
Closing Comments	

**APPENDIX G**  
**Head Start and Public School Pre-Kindergarten Collaboration Sites**  
[NOTE: Some sites also include child care partners.]

## Big Five Community Services

Achille Center  
Achille Public School  
101 N. 5<sup>th</sup>  
P.O. Box 280  
Achille, OK 74720

Coalgate Head Start  
Coalgate Public School  
111 W. Fox  
Coalgate, OK 74538

Calera Center  
Calera Public School  
209 N. 3<sup>rd</sup>  
P.O. Box 432  
Calera, OK 74730

Cottonwood Head Start  
Cottonwood Public School  
P. O. Box 347  
Coalgate, OK 74538

Colbert Center  
Colbert Public School  
407 Maupin  
P.O. Box 310  
Colbert, OK 74733

Tupelo Head Start  
Tupelo Public School  
310 High School Road  
Tupelo, OK 74572

Washington Irving Center  
Washington Irving Public School  
812 W. Locust  
Durant, OK 74701

Marietta Center  
910 W. Main  
P.O. Box 286  
Marietta, OK 73448

Silo Center  
Silo Public School  
86 Texas St.  
Durant, OK 74701

Marietta Day Care  
800 W. Hwy 77  
Marietta, OK 73448

Yuba Center  
Yuba Public School  
101 Yuba lane  
Hendrix, OK 74741

Pickett Center  
Pickett Public School  
9660 State Hwy. 19  
Ada, OK 74820

Will Rogers Center  
Will Rogers Elementary  
1441 N. Washington  
Ardmore, OK 73401

Kids Zone  
13924 CR 1560  
Ada, OK 74820

Fox Head Start  
Fox Public School  
1100 Creek Ave.  
P.O. Box 248  
Fox, OK 73435

Monte Vista Academy  
1425 N. Monte Vista  
Ada, OK 74820

Healdton Bullpups Day Care  
511 Carter  
Healdton, OK 73438

Roff Center  
Roff Public School  
21880 CR 3499  
Fitzhugh, OK 74843

Wilson Head Start  
Wilson Public School  
1860 Hewitt Road  
Wilson, OK 73463

Stonewall Center  
Stonewall Public School  
26050 CR 3490  
Fittstown, OK 74840

Zaneis Head Start  
Zaneis Public School  
30515 US Hwy. 70W  
Wilson, OK 73463

## Community Action Agency of Oklahoma City and Oklahoma/Canadian Counties

Buchanan  
4126 N.W. 18<sup>th</sup>  
Oklahoma City, OK 73107

Mark Twain  
2451 W. Main  
Oklahoma City, OK 73107

Capitol Hill  
2717 S. Robinson  
Oklahoma City, OK 73109

Pierce  
2601 S. Tulsa  
Oklahoma City, OK 73108

City-County Head Start  
12500 NE 42<sup>nd</sup> Street  
Oklahoma City, OK 73084

Rockwood  
3101 S.W. 24<sup>th</sup>  
Oklahoma City, OK 73108

Kaiser  
3101 Lyon Blvd.  
Oklahoma City, OK 73112

Wheeler  
501 S.E. 25<sup>th</sup>  
Oklahoma City, OK 73129

Madison  
3117 N. Independence  
Oklahoma City, OK 73107

## Community Action Development Corporation

400 S. First  
Frederick, OK 73542

2101 N. First St.  
Sayre, OK 73662

201 S. Bridge Blvd.  
Grandfield, OK 73546

121 E. Texas St.  
Temple, OK 73568

9<sup>th</sup> & Savage St.  
Hammon, OK 73650

1100 S. Broadway  
Tipton, OK 73570

400 N. Randlett St.  
Hobart, OK 73651

# Community Action Resource & Development, Inc.

Locust Grove I, II & III  
406 N. Locust  
Locust Grove, OK 74352

Southside I, II, III, IV, V, VI, VII & VIII  
509 W. Houston  
Broken Arrow, OK 74012

Catoosa IV & V (Public)  
600 S. Cherokee  
Catoosa, OK 74015

Porter  
125 S. Main St.  
Porter, OK 74454  
(918) 483-0855  
4 Day Care Center  
Address Unknown

Chelsea  
119 Ash  
Chelsea, OK 74016

Sager Child Care Home  
Chelsea, OK 74016

Wagoner CARD Head Start  
108 N. Moss Avenue  
Wagoner, OK 74467

# Cookson Hills Community Action Foundation

Peavine  
Hwy 59 North  
Stilwell, OK 74960

Gans  
P.O. Box 70  
Gans, OK 74936

Watts  
Rt. 2, Box 1  
Watts, OK 74444

Gore  
4<sup>th</sup> & Winn Street  
Gore, OK 74435

Westville  
R.R. 2, Box 715  
Westville, OK 74965

Marble City  
1234 Flute Springs Road  
Marble City, OK 74945

Hulbert  
316 S. Rider  
Hulbert, OK 74441

Moffett  
701 Belt Ave  
Moffett, OK 74946

Keys  
19061 E. 840 Road  
Park Hill, OK 74451

Muldrow  
310 S. Main St.  
Muldrow, OK 74948

Briggs  
17210 S. 569 Road  
Tahlequah, OK 74464

Roland  
400 Ranger Blvd.  
Rt. 1, Box 1  
Roland, OK 74954

Woodall  
14090 W. 834 Road  
Tahlequah, OK 74464

Sallisaw  
603 E. Choctaw Ave.  
Sallisaw, OK 74955

Tenkiller  
26106 E. 863 Road  
Welling, OK 74471

Vian  
P.O. Box 434  
Vian, OK 74962

Checotah  
205 Owens Ave.  
Checotah, OK 74426

Sequoyah Elementary  
425 S. College  
Tahlequah, OK 74464

Midway  
P.O. Box 149  
Hitichita, OK 74438

## Delta Community Action Foundation

Blanchard Head Start  
1620 N. Main  
Blanchard, OK 73010

Pauls Valley Head Start  
500 E. Garvin  
Pauls Valley, OK 73075

Duncan/Will Rogers Head Start  
1413 N. 13<sup>th</sup> Street  
Duncan, OK 73533

Purcell Head Start  
715 W. 4<sup>th</sup> Street  
Purcell, OK 73080

Marlow Head Start  
408 S. 7<sup>th</sup> Street  
Marlow, OK 73055

Stratford Head Start  
241 N. Oak  
Stratford, OK 74872

Maysville Head Start  
600 1<sup>st</sup> Street  
Maysville, OK 73057

## INCA Community Services

Atoka Head Start  
205 E. 1<sup>st</sup> Street  
Atoka, OK 74525

Mill Creek Head Start  
Mill Creek Public Schools  
603 S. Choctaw  
Mill Creek, OK 74856

Caney Head Start  
100 N. College  
Caney, OK 74533

Stringtown Head Start  
Stringtown Public Schools  
304 Highland  
Stringtown, OK 74569

Davis Head Start  
701 E. Benton  
Davis, OK 73070

Sulphur Head Start  
1220 W. 9<sup>th</sup>  
Sulphur, OK 73086

Kingston Head Start  
P.O. Box 1329  
Kingston, OK 73439

Tishomingo Head Start  
304 W. 7<sup>th</sup> Street  
Tishomingo, OK 73460

Madill Public Schools  
701 W. Tishomingo  
Madill, OK 73446  
(4 yr. program)

Wapanucka Head Start  
Wapanucka Public School  
P.O. Box 188  
Wapanucka, OK 73461

Milburn Head Start  
Corner of Grand & 7<sup>th</sup> Street  
Milburn, OK 73450

## KI BOIS Community Action Foundation

Bokoshe  
Bokoshe Public Schools  
22796 Tennessee St.  
Bokoshe, OK 74930

Haywood  
Haywood Public Schools  
4070 Haywood Road  
Haywood, OK 74501

Heavener  
Heavener Public Schools  
500 W. 2<sup>nd</sup> Street  
Heavener, OK 74937

Keota  
308 E. Main  
Keota, OK 74941

LeFlore  
LeFlore Public Schools  
100 S. Booth  
LeFlore, OK 74942

McAlester William Gay  
600 W. Madison  
McAlester, OK 74502

McCurtain  
McCurtain Public Schools  
509 W. Swanson Road  
McCurtain, OK 74944

Panola  
Panola Public Schools  
2105 Panola Road  
Panola, OK 74559

Poteau – Primary  
Primary School Campus  
407 Hughes Dr.  
Poteau, OK 74953

Red Oak  
405 N. Main  
Red Oak, OK 74563

Spiro  
600 S. Alaska Street  
Spiro, OK 74959

Stigler  
904 S.E. Two Street  
Stigler, OK 74462

Talihina  
400 Hellen Street  
Talihina, OK 74571

Whitefield  
107 S. Redding  
Whitefield, OK 74472

Whitesboro  
Whitesboro Public Schools  
35069 Hwy. 63  
Whitesboro, OK 74577

Wister  
Wister Public Schools  
201 Logan Street  
Wister, OK 74966

## Little Dixie Community Action Agency, Inc.

Rattan Elementary School  
100 W. Main  
Rattan, OK 74562

Hugo Elementary School  
1100 David Roebuck Lane  
Hugo, OK 74743

Crain Elementary School  
100 Pine Street  
Clayton, OK 74536

Brantly Elementary School  
216 N.E. 'A' Street  
Antlers, OK 74523

Valliant Elementary School  
604 E. Lucas  
Valliant, OK 74764

Battiest Elementary School  
100 Main Street  
Battiest, OK 74722

# Northeast Oklahoma Community Action Agency

Colcord Head Start  
100 Spenser Street  
Colcord, OK 74338

Kansas Head Start  
275 W. Main  
Kansas, OK 74347

Commerce Head Start  
124 Vine Street  
Commerce, OK 74339

Miami Head Start  
1530 N. W. 'H' Street  
Miami, OK 74354

Grove Head Start  
802A West 7<sup>th</sup> Street  
Grove, OK 74344

## Opportunities, Inc.

Burlington Public Schools  
401 Main Street  
Burlington, OK 73722

Yukon Head Start  
950 Poplar Ave.  
Yukon, OK 73099

Geary Head Start  
420 S.W. Embree Drive  
Geary, OK 73040

Boise City Head Start  
1104 N. Logan  
P.O. Box 718  
Boise City, OK 73933

Watonga Head Start  
900 N. Leach Ave.  
P.O. Box 569  
Watonga, OK 73772

Butler Public Schools  
E. First  
Butler, OK 73625

Calumet Public Schools  
110 Freehome  
Calumet, OK 73014

Thomas/Fay/Custer Public Schools  
900 N. Main  
Thomas, OK 73669

El Reno Public Schools – Hillcrest  
1302 S. Miles Ave.  
El Reno, OK 73036

Fargo Public Schools  
513 S. Main  
Fargo, OK 73840

El Reno Public Schools – Webster  
100 N. L  
El Reno, OK 73036

Family Life Day Care  
1301 N. Independence  
Enid, OK 73701

El Reno Public Schools – Lincoln  
500 S. Keith Ave.  
El Reno, OK 73036

Patty Cake Dare Care  
2100 E. Pine Ave.  
Enid, OK 73701

El Reno Public Schools – Rose Witcher  
901 S. William Ave.  
El Reno, OK 73036

Summerhill Children's House  
4619 W. Randolph Ave.  
Enid, Ok 73701

Riverside Schools  
4800 E. Foreman Street  
El Reno, OK 73036

Turn the Page  
1524 E. Broadway Ave.  
Enid, OK 73701

Twilley's Rocking Chair Day Care  
1900 S. Country Club  
El Reno, OK 73036

Waukomis Public Schools  
300 S. Third  
Waukomis, OK 73773

TLC – The Learning Center  
202 Kansas  
Laverne, OK 73848

Fairview Head Start  
421 S. 7<sup>th</sup> Ave.  
Fairview, OK 73737

Cimarron Public Schools  
3<sup>rd</sup> & Main  
Lahoma, OK 73754

Buffalo Public Schools  
605 S.E. 2<sup>nd</sup> Street  
Buffalo, OK 73834

Aline-Cleo Springs Public Schools  
124 W. Illinois  
Cleo Springs OK 73729

Woodward Head Start  
813 Madison Ave.  
Woodward, OK 73801

## Southwest Oklahoma Community Action Group

Bailey Head Start  
201 S. Lee  
Altus, OK 73521

Elk City Head Start  
501 Nichols Ave &  
1700 W. 8<sup>th</sup> Street  
Elk City, OK 73644

Hollis Head Start  
902 E. Vivian  
Hollis, OK 73550

219 S. Oklahoma  
Mangum, OK 73554

## United Community Action Program

Bristow III Head Start  
715 Country Club Drive  
Bristow, OK 74010  
Drumright I Head Start  
508 South Skinner  
Drumright, OK 74030  
Oilton Head Start  
306 E. Peterson  
Oilton, OK 74052  
Blackwell Head Start  
718 W. Doolin Street  
Blackwell, OK 74631  
Ponca City Head Start  
407 S. Ash  
Ponca City, OK 74602  
Coyle Head Start  
700 S. Cottingham  
Coyle, OK 73027

Perry Head Start  
1201 N. 4<sup>th</sup>  
Perry, OK 73077  
Beggs Head Start  
1201 W. 9<sup>th</sup> Street  
Beggs, OK 74421  
Pawhuska I Head Start  
1923 McKenzie  
Pawhuska, OK 74056  
Cleveland Head Start  
908 W. Cherokee  
Cleveland, OK 74020  
Perkins Head Start  
1008 E. Kirk  
Perkins, OK 74059  
Stillwater Head Start  
1601 South Main  
Stillwater, OK 74074



## Washita Valley Community Action Council

Bridge Creek Head Start  
Bridge Creek Elementary School  
Rt. 1 Box 407  
Blanchard, OK 73010  
Chickasha Head Start  
205 W. Chickasha Ave.  
Chickasha, OK 73018

Hydro II Head Start  
Hydro Elementary School  
Hydro, OK 73048

Lookeba Head Start  
Lookeba Public Schools  
Lookeba, OK 73053

Cyril Head Start  
Cyril Elementary School  
Cyril, OK 73029

## Community Action Project of Tulsa County Head Start and Early Head Start

Disney Family Center (HS/EHS)  
11702 E. 25<sup>th</sup> Street  
Tulsa, OK 74129

McClure Family Center (HS/EHS)  
6150 S. Yorktown Ave.  
Tulsa, OK 74136

## Crossroads Youth & Family Services, Inc.

Beginning Academy/Pre-K (LPS Collaboration)  
501 N.W. Woodridge Drive  
Lawton, OK 73507

## Green Country Behavioral Health Service, Inc. – Muskogee County Head Start

Braggs Campus  
P.O. Box 59  
Braggs, OK 74423

Wainwright Campus (HS)  
136 School Street  
Wainwright, OK 74468

Ft. Gibson Campus (HS/EHS)  
500 S. Ross – North Education Building  
Ft. Gibson, OK 74434

Wonderland – Preschool & Daycare  
803 S. Lee  
Muskogee, OK 74401

Haskell Campus  
313 Chickasaw Road  
Haskell, OK 74436

Warner Campus (HS/EHS)  
Rt. 1, Box 1240  
Warner, OK 74469

Muskogee Early Childhood Center  
901 Emporia Street  
Muskogee, OK 74401

Tony Goetz Elementary  
2412 Haskell Blvd.  
Muskogee, OK 74403

Creek Elementary School  
200 S. Country Club Road  
Muskogee, OK 74403

## Native American Coalition of Tulsa

Head Start Center  
1740 W. 41<sup>st</sup> Street  
Tulsa, OK 74107

## Twin Rivers Head Start

Twin Rivers Head Start  
514 West Broadway  
Okemah, OK 74859

## Wewoka Public Schools Co-op Head Start

Agra Co-op Head Start  
P.O. Box 279  
112 S. Main  
Agra, OK 74824

Sasakwa Head Start  
Sasakwa Elementary  
W on Vicking Dirve  
Sasakwa, OK 74867

Chandler Head Start  
401 S. Iowa  
Chandler, OK 74834

Stroud Head Start  
823 S. 3<sup>rd</sup> Street  
Stroud, OK 74079

Prague Head Start  
1319 Westlawn, NBU 3502  
Prague, OK 74864  
Pleasant Grove Head Start  
Rt. 1 Box 247  
Seminole, OK 74868

Wewoka Head Start  
P. O. Box 870 1100 S. Seminole  
Wewoka, OK 74884

## Caddo Nation Child Development Program

Binger-Oney Elementary School  
323 Apache  
Binger, OK  
73009Verden Elementary School  
105 Locust  
Verden, OK 73092

Gracemont Elementary School  
417 Gracemont Street  
Gracemont, OK 73042

## Cherokee Nation Early Childhood Unit

Bernita Hughes Elementary School  
201 S Harley Hughes Avenue  
Adair, OK 74330  
Inola Elementary School  
110 N. Broadway  
Inola, OK 74036  
Ketchum Elementary School  
4<sup>th</sup> and Boston  
Ketchum, OK 74349

Rocky Mountain Elementary School  
665 N. 1<sup>st</sup> Street  
Stilwell, OK 74960  
Zion Elementary School  
Route 1  
Stilwell, OK 74960  
Lowrey Elementary School  
21132 East 640 Road  
Tahlequah, OK 74464

Salina Elementary School  
707 N Cherokee St.  
Salina, OK 74365

Shady Grove Elementary School  
14979 N 440 Rd  
Tahlequah, OK 74464

Brushy Elementary School  
RR 3 Box 231-8  
Sallisaw, OK 74955

Okay Elementary School  
8611 N 49<sup>th</sup> St. E  
Wagoner, OK 74467

Sperry Elementary School  
4<sup>th</sup> St. and Main St.  
Sperry, OK 74073

Webbers Falls Elementary School  
206 Gibson St.  
Webbers Falls, OK 74470

Maryetta Elementary School  
100 Maryetta Road  
Stilwell, OK 74960

## The Chickasaw Nation Head Sta

Duncan Center  
1413 N. 13<sup>th</sup> Street  
Duncan, OK 73533

Sulphur Center  
1201 W. 9<sup>th</sup> Street  
Sulphur, OK 73086

Madill Center  
701 W. Tishomingo Street  
Madill, OK 73446

## Muscogee (Creek) Nation Head Start Program

Eufaula Head Start  
320 Swadley Drive  
Eufaula, OK 74432

## Osage Nation Head Start

Shidler Elementary  
Hwy 11  
Shidler, OK 74652

## Otoe-Missouria Head Start

8151 Highway 177  
Red Rock, OK 74651

# Pre-kindergarten and Child Care Collaboration Only

First Christian Church of Edmond, Child Care Center  
206 E. First Street  
Edmond, OK 73003

Bright Start Early Education Center  
1344 N. Interstate Drive  
Norman, OK

One Step at a Time Childcare Inc.  
1724 Renaissance Blvd.  
Edmond, OK 73013

Francis Tuttle Vo-Tech  
12777 N. Rockwell  
Oklahoma City, OK 7314273072

Childtime Learning Center – Edmond, OK  
1201 W. 15<sup>th</sup> Street  
Edmond, OK

Quail Springs  
3232 N.W. 150<sup>th</sup> Street  
Oklahoma City, OK 73134

New Horizons West / The Depot  
(Western)  
14300 N. Western  
Edmond, OK 73013

Linwood Child Development Center  
N.W. 17<sup>th</sup> Street and N. Drexel Blvd.  
Oklahoma City, OK 73107

Kids Ink  
704 W. 18<sup>th</sup> Street  
Edmond, OK 73013

Acorn Children's Center  
3601 N.W. 51<sup>st</sup> Street  
Oklahoma City, OK 73112

Camelot Child Development  
24 N.W. 146<sup>th</sup> Street  
Edmond, OK 73013  
(405) 749-2262

LaPetite Academy  
7824 N.W. 94<sup>th</sup> Street  
Oklahoma City, OK 73162

Grove Heritage Academy  
1005 Leisure Rd.  
Grove, OK 74344

Next generation Child Care Center  
5320 S. Pennsylvania Ave.  
Oklahoma City, OK 73119

Wanda's Day Care  
1221 Leisure Rd.  
Grove, OK 74344

Joe's Little Rascals Daycare  
2825 S.W. 41<sup>st</sup> Street  
Oklahoma City, OK 73119

Jack and Jill Day Care  
701 Center Street  
Grove, OK 74344

Sunbeam Family Services  
616 N.W. 21<sup>st</sup> Street  
Oklahoma City, OK 73103

YMCA  
201 SW 4<sup>th</sup> Street  
Lawton, OK 73501

Children's Lighthouse No. 2  
5816 N.W. 36<sup>th</sup> Street  
Oklahoma City, OK 73122

Playcare, Inc.  
1416 W. Gore, Suite 5  
Lawton, OK 73501

Child Time Learning Care Center  
11524 N. Rockwell Ave.  
Oklahoma City, OK 73162

La Petite Academy  
609 S.E. 4<sup>th</sup> Street  
Moore, OK 73160

Putnam City United Methodist's Child Development Center  
5819 N.W. 41<sup>st</sup> Street  
Oklahoma City, OK 73122

McFarlin Daycare Center  
419 S. University Blvd.  
Norman, OK

Children's New World East  
445 E. Main  
Yukon, OK 73099