

# The Arkansas School Readiness and Transitions Toolkit:

Step-by-Step  
Guides to  
Supporting  
Children and  
Families Using  
High-Impact  
Practices



THE **POLICY EQUITY** GROUP  
EMPOWERING THE SOCIALLY CONSCIOUS



# Using This Toolkit

**Purpose:** On the first day of school, every child should walk into their kindergarten classroom feeling excited; ready to learn; and supported by their parents, teachers, and community! As an Arkansas School Readiness Team (SRT), the grant funding you have received is designed to support your work in building connections to promote school readiness and a smooth transition into kindergarten. This toolkit will guide you in planning collaborative community initiatives that work toward these goals.

**Design:** The toolkit was written like a cookbook with various “recipes” to guide you through implementing each project. Each recipe includes the “ingredients” (what you need), step-by-step instructions, and a “shopping list” to help you plan your budget.

## HOW TO USE THE TOOLKIT:

### 1. Decide what your community is “hungry” for:

- Is it *Engaging Families as Active Partners*? See Section 1.
- Is it *Building Early Childhood–Kindergarten Connections*? See Section 2.
- Is it *Using Data to Support School Readiness*? See Section 3.

Depending on your community’s needs, you might focus all your efforts on one area, or you might choose activities from some or all areas.

### 2. Determine how you want to “fill your plate” by selecting one or more projects

#### ENGAGING FAMILIES

- **Vroom:** mobile app and activities supporting everyday brain-building interactions between parents and children
- **Ready Freddy Kindergarten Club:** a parent–child kindergarten transition program

#### BUILDING EC-K CONNECTIONS

- **Classroom swap visits:** preschool and kindergarten teachers learn about each other’s classrooms
- **Professional learning community:** joint professional development for preschool and kindergarten teachers
- **Kindergarten visits:** preschool children are introduced to the kindergarten environment
- **Parent café:** families of preschoolers learn from kindergarten parents and teachers

#### USING DATA

- **Community needs assessment:** let the needs of parents and teachers drive your school readiness team planning
- **Project impact surveys:** measure how parents and teachers perceived the impact of your project and learn about their needs to plan future activities

### 3. Use the “recipes” and “shopping lists” as a step-by-step guide to plan your projects.

- All supporting resources and documents can be found at: <http://bit.ly/2eKppM1> (or by following the blue hyperlinks in the “What You’ll Need” section)
- Good cooks adapt recipes to meet their needs, making substitutions or changes as necessary. Similarly, these “recipes” are meant to provide a starting point for you to adapt according to your community needs and resources.
- The “shopping lists” will help you plan your budget. These include a helpful cost calculator worksheet for you to fill out according to the needs of your team. You’ll also need to plan for things not covered by the grant such as copying/printing.

<sup>1</sup> University of Pittsburgh Office of Child Development (2015). Ready Freddy Kindergarten Team Facilitator’s Manual. Pittsburgh, PA: Author.

# FAQs

## DO WE HAVE TO USE ONE OF THESE PROJECTS TO SPEND OUR GRANT FUNDING?

No! The projects in this toolkit were included as models that follow principles of effective practices in supporting school readiness and quality transitions. Namely, these projects met the criteria of:

- **starting early** before the first day of kindergarten;
- **promoting strong relationships** among children, families, teachers, and schools; and
- **using community needs** to tailor transition plans.

If your team has other ideas that follow these principles and meet grant requirements, we encourage you to implement them instead of, or in conjunction with, the ideas in this toolkit.

## WHERE CAN I FIND THE RESOURCES MENTIONED IN THE TOOLKIT?

Glad you asked! Almost all the resources are stored in a Dropbox folder at <http://bit.ly/2eKppM1>. This cloud-based storage system allows you to access the resources whenever and wherever you want and lets you print just what you need (saving some trees, too!). You should also be able to click on any of the resources listed in [blue](#), which will take you directly to that document.

## WHO CAN I TALK TO IF I HAVE QUESTIONS ABOUT ANYTHING?

You can always contact Kelly Etter at the Policy Equity Group ([kellye@policyequity.com](mailto:kellye@policyequity.com)). While she might not have the answers to everything, she can help you with questions like: *Can I get this resource in Spanish? What if I want to edit the text of a document? Which children's books do you recommend we order? How does Survey Monkey work?*

Jackie Govan, Director of the Arkansas Head Start-State Collaboration Office ([jackie.govan@arheadstart.org](mailto:jackie.govan@arheadstart.org)) is also a fantastic person to talk to in order to learn about local and statewide resources you can access to support your work, and any questions you have relating the School Readiness Team grants.

## Section 1

# Engaging Families as Active Partners

Although our time with children as education professionals is crucial, it is brief in the grand scheme of a child's life. Families are children's "forever teachers", so it is important that we enable and empower parents to support their children in everyday learning moments like daily routines and milestone events like the transition to kindergarten.

This section provides "recipes" for:

## **SUPPORTING EVERYDAY BRAIN-BUILDING INTERACTIONS**

Vroom is a research-based program that delivers high-quality, everyday brain-building activities to parents through a mobile app and printed "tip cards." Vroom outreach resources share the story of early brain development and how adults play a key role in helping children's brains grow strong. School readiness teams can connect parents to Vroom **at community events**, through **early childhood programs**, and through **community outreach efforts**.

## **SUPPORTING TRANSITIONS FOR THE WHOLE FAMILY**

The **Ready Freddy™ Kindergarten Club** program encourages quality parent-child interactions, provides parents with information they need to support children's transition to kindergarten, and exposes children to the kinds of experiences and expectations they will encounter in kindergarten. Each of the six parent-child sessions focuses on a different topic important to school readiness and academic success.

For more information on strategies to support families, see [The Arkansas Guide for Promoting Family Engagement](#).

# Supporting Every Day Brain-Building Interactions

## Launching Vroom at Community Events

### WHAT YOU'LL NEED:\*

- [Brain Building Basics Flyer](#)
- [Brain Story Flyer](#)
- [Daily Vroom App Card](#)
- [Vroom Info Card](#)
- [Vroom Activities + Math Activities Tip Cards](#)
- Children's Books and Accompanying Self-Regulation Activities (see <http://mindinthemaking.org/firstbook/>)
- Materials for sample Vroom activities (see table below)
- School readiness team member at event

### STEPS:

#### 1. Help parents and caregivers sign up for the free Daily Vroom App on their phones at a community event (e.g., health fair, preschool enrollment event, back-to-school night, local sporting event).

- Have the Daily Vroom App Card and/or Vroom Info Card available on display and/or to hand out.
- Help parents download the Daily Vroom app from the Apple Store (for iPhone) or Play Store (for Android). Search for "Daily Vroom", follow the prompts, and create an account (to receive custom activities for the child's age).
- Offer a free children's book to parents that download the app at the event. For a list of children's books and accompanying activities that promote self-regulation and executive function, see <http://mindinthemaking.org/firstbook/>

#### 2. At the event, provide opportunities for parents and caregivers to experience a Vroom activity with their child.

- Select a few activities that parents and children could easily do at the event together (including activities for various ages of children expected at the event).
- Provide any props that would be necessary for the activities (see table below)
- Offer a free set of Vroom Activities Tip Cards for the child's age for families that complete an activity at the event.

Activity	Child Age	Materials Needed
Peekaboo (p. 2 of <a href="#">Vroom Activities</a> )	0-1 year	Blanket or towel
Peekaboo Box (p. 7 of <a href="#">Vroom Activities</a> )	1-2 years	Empty tissue box, spoon
Laundry Sense (p. 9 of <a href="#">Vroom Activities</a> )	2-3 years	Laundry basket, different textured fabric (e.g., wool sock, terrycloth dish towel, soft shirt)
I Am Very, Very Tall (p. 21 of <a href="#">Vroom Activities</a> )	2-4 years	None
Sort and Switch (p. 21 of <a href="#">Vroom Activities</a> )	3-5 years	Boxes or containers of different sizes

#### 3. Use Vroom resources to share the story of early brain development and how adults play a key role in helping children's brains grow strong.

- Display the Brain Story flyer and the Brain Building Basics flyer at your table (e.g., in a plastic stand) and/or have multiple copies to hand out to parents.
- Use the flyers as a set of talking points to walk a parent through the concepts of brain development. Point out that many parents do these things already, but may not be aware of the payoff.
- Explain to parents how the Brain Building Basics are part of the Daily Vroom Tips (on the app and the printed Tip Cards).

\* All resources can be found at: <http://bit.ly/2eKppM1>

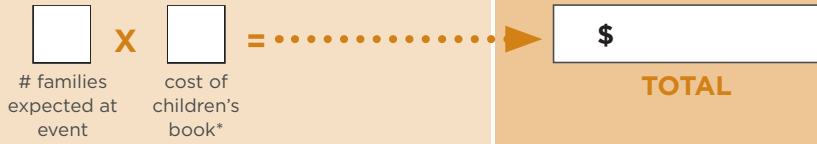
**Supporting Every Day Brain-Building Interactions**

**Launching Vroom at Community Events**

**SHOPPING LIST**

*Grant funds can be used to pay for:*

- Children’s books for families that sign up for Vroom



**OTHER MATERIALS NEEDED**

*NOT covered by grant funds*

- Brain Building Basics Flyer (one copy for display or many copies for handouts; best in color)
- Brain Story Flyer (one copy for display or many copies for handouts; best in color)
- Daily Vroom App Card (one copy for display or many copies for handouts; best in color)
- Vroom Info Card (one copy for display or many copies for handouts; best in color)
- Vroom Activities + Math Activities Tip Cards (multiple copies to hand out; broken out by children’s age)
- Materials for sample Vroom activities (see table on p. 4)
- Self-regulation activities to accompany children’s books (see <http://mindinthemaking.org/firstbook/>)

**SAMPLE BUDGET ESTIMATOR FOR GRANT FUNDS**

**SHOPPING LIST**

*Grant funds can be used to pay for:*

- Children’s books for families that sign up for Vroom



This is an example of how a team might estimate their costs. You would fill out the above cost calculator tool using the specific information **for your team.**

\*see <http://www.bulkbookstore.com> and <http://teacher.scholastic.com/products/face/become-a-member.html> for discounts on children’s books

## Supporting Every Day Brain-Building Interactions

## Launching Vroom in Early Childhood Programs

### WHAT YOU'LL NEED:\*

- [Brain Building Basics Flyer](#)
- [Brain Story Flyer](#)
- [Daily Vroom App Card](#)
- [Vroom Info Card](#)
- [Vroom Activities + Math Activities Tip Cards](#)
- [Vroom Activity Tracking Sheet](#)
- [Vroom Posters](#)
- Children's Books and Accompanying Self-Regulation Activities (see <http://mindinthemaking.org/firstbook/>)

### STEPS:

#### 1. Invite families to sign up for the Daily Vroom App.

- Send home the **Daily Vroom App Card** and/or the **Vroom Info Card** or invite parents to download the app at a family event or parent-teacher conferences.
- Parents can download the Daily Vroom app from the Apple Store (for iPhone) or Play Store (for Android). Search for “Daily Vroom”, follow the prompts, and create an account (to receive custom activities for the child's age).
- **Offer a free children's book to parents that download the app** (at the event/conference or who show they have done it at home). For a list of children's books and accompanying activities that promote self-regulation and executive function, see <http://mindinthemaking.org/firstbook/>
- If parents prefer hard copies of activities, you can provide them with the Vroom Activities and Math Activities.

#### 2. Encourage parents to use the Daily Vroom App on a regular basis.

- Ask parents to track their completion of Vroom activities using the Vroom Activity Tracking Sheet.
- Set a goal for your families (e.g., completion of 10 activities). When they bring in their completed Vroom Activity Tracking Sheet, they can earn additional children's books.

#### 3. Use Vroom resources to share the story of early brain development and how adults play a key role in helping children's brains grow strong.

- Print some or all of the following Vroom resources and place them in high-visibility areas in your program. You may choose to rotate materials throughout the year so they stay “fresh”:
  - > Brain Story Flyer
  - > Brain Building Basics
  - > Vroom Info/App Info
  - > Vroom Posters
    - Comparison Shopping
    - Faces and Feelings
    - Lot or Little
    - Multiplying Words
    - Outdoor Sounds
    - Sign Game

\* All resources can be found at: <http://bit.ly/2eKppM1>

## Supporting Every Day Brain-Building Interactions

### Launching Vroom in Early Childhood Programs

#### 4. Share Vroom videos to model Vroom activities and highlight everyday parenting moments as opportunities for brain building.

- Play videos at parent meetings or events and/or insert links to videos in emails and newsletters. Sample videos:
  - > [Daily Vroom App Video](#)
  - > [Everyone Has What It Takes to Be a Brain Builder Video](#)
  - > [Vroom Tip Videos](#)
- To share through email, newsletter and social media channels aside from Facebook, use videos from the Vroom YouTube channel: [youtube.com/joinvroom](https://youtube.com/joinvroom). To share on Facebook, use videos from the Vroom Facebook page.

#### 5. Use social media to promote Vroom and encourage parents to sign up for the Daily Vroom App.

- Use your Facebook, Instagram, Twitter and/or Pinterest account to promote awareness of Vroom resources.
- Use these sample posts to get you started:

1. **Turn every moment with your child into a #brainbuilding moment with @JoinVroom! <http://bit.ly/JoinVroom> #ECE**
2. **Are you a parent or caregiver of 0-5 year olds? Follow @JoinVroom for simple, science-based activities to build your child's brain! #ECE**
3. **Follow @JoinVroom for countless ways to create #brainbuilding moments from everyday activities. #ECE #earlylearning**
4. **We've partnered with @joinvroom to show how parent/child rituals can be brain building moments. Find more: [joinvroom.org](http://joinvroom.org) #ECE**
5. **Every parent & caregiver has what it takes to be a #brainbuilder. Check out @joinvroom at [joinvroom.org](http://joinvroom.org) #parenting #earlylearning Follow @JoinVroom on: Facebook, Twitter, Instagram, Pinterest and YouTube.**

#### 6. Partner with organizations that parents in your community go to for information to distribute Vroom resources.

- Think about where parents of young children go (e.g., pediatrician office, library, grocery store, community center, laundromat) and ask these local organizations if they would be willing to display Vroom flyers and posters in highly visible areas (e.g., waiting rooms, bulletin boards).
- Ask local businesses, such as a bank or a hair salon, to hand out Vroom Tip cards, the Daily Vroom App, and/or the Vroom Info Card.



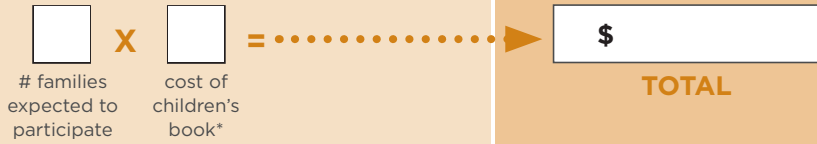
**Supporting Every Day Brain-Building Interactions**

**Launching Vroom in Early Childhood Programs**

**SHOPPING LIST**

*Grant funds can be used to pay for:*

- Children’s books for families that sign up for Vroom



**OTHER MATERIALS NEEDED**

*NOT covered by grant funds*

- Brain Building Basics Flyer (one copy for posting or many copies for handouts; best in color)
- Brain Story Flyer (one copy for posting or many copies for handouts; best in color)
- Daily Vroom App Card (one copy for posting or many copies for handouts; best in color)
- Vroom Info Card (one copy for posting or many copies for handouts; best in color)
- Vroom Activities + Math Activities Tip Cards (multiple copies to hand out; broken out by children’s age)
- Vroom Activity Tracking Sheet (one per participating family)
- Vroom Posters (one copy each for posting; best in color)
- Self-regulation activities to accompany children’s books (see <http://mindinthemaking.org/firstbook/>)

**SAMPLE BUDGET ESTIMATOR FOR GRANT FUNDS**

**SHOPPING LIST**

*Grant funds can be used to pay for:*

- Children’s books for families that sign up for Vroom



This is an example of how a team might estimate their costs. You would fill out the above cost calculator tool using the specific information **for your team.**

\*see <http://www.bulkbookstore.com> and <http://teacher.scholastic.com/products/face/become-a-member.html> for discounts on children’s books

# Supporting Transitions for the Whole Family

## Ready Freddy™ Kindergarten Club (K-Club)

### WHAT YOU'LL NEED:\*

- Ready Freddy Kindergarten Club: A Parent–Child Kindergarten Transition Curriculum* (see [here](#) for sample content of K-Club curriculum)
- Facilitator(s) to lead the K-Club
- Materials for K-Club sessions (e.g., children’s books, art supplies, printed materials)
- Children’s books as participation incentive
- Facilities for six 2-hour K-Club sessions
- Flyers to advertise the K-Club to families with preschool-aged children
- Food for K-Club sessions (optional, but encouraged)

### STEPS:

#### 1. Obtain the materials needed to implement a Ready Freddy Kindergarten Club.

- Order the K-Club curriculum by contacting Denise Casino at the University of Pittsburgh at [dac135@pitt.edu](mailto:dac135@pitt.edu)
- Review each session and inventory the materials needed. Determine how you will obtain all the necessary materials (e.g., order children’s books or check out from the library; use art supplies from preschool or kindergarten program; make copies of handouts)
- Order children’s books as a participation incentive for families. You may wish to offer the book that was used in the read-aloud at each session (*Finklehopper Frog*, *A Frog Thing*, *It’s Mine*, *Tuesday*, *Frog in the Bog*, and *Miss Mingo and the First Day of School*), making a maximum of six books each family could earn if they attended all sessions.

#### 2. Determine who will serve as the facilitator(s) who will lead the Kindergarten Club.

- Each K-Club session consists of an a) Introduction, b) Parent–Child Activity, c) Parent Activity, d) Child Activity, e) Read Aloud, and f) Take-Home Activity. The K-Club will need at least two facilitators (as the Parent Activity and Child Activity occur simultaneously in separate groups).
- Ideally, at least one facilitator would be a kindergarten teacher, providing an opportunity for parents and children to get to know their future teacher. This might be a good opportunity for a preschool and kindergarten teacher to work together leading the K-Club sessions.

#### 3. Schedule the dates, times, and location of the K-Club sessions.

- The K-Club takes place over six 2-hour sessions. These sessions could be weekly or every other week.
- Ideally, the K-Club would take place during the summer or spring before school starts for incoming kindergarteners.
- A kindergarten classroom at the local elementary school would be a good venue, providing the opportunity for children and families to become familiar with the setting.

#### 4. Advertise the K-Club in early childhood programs and other settings where families of preschool-aged children go in your community.

- Develop a flyer advertising the K-Club to families of children who will be incoming kindergarteners.
- Distribute the flyer in local early childhood programs (e.g., Head Start, Pre-K, child care, family child care) as well as in other community settings (e.g., libraries, grocery stores, barber shops) to reach families whose children are not enrolled in a formal care setting.
- Also utilize listservs, newsletters, websites, and social media to advertise the K-Club.

\* All resources can be found at: <http://bit.ly/2eKppMl>

## Supporting Transitions for the Whole Family

### Ready Freddy™ Kindergarten Club (K-Club)

#### 5. For each session, ensure the facilitators have read through the lesson and have all the materials prepared.

- Although grant money can't be spent on food, providing light refreshments if possible may help boost attendance and help families feel comfortable.
- Send reminder emails or texts or call parents to encourage attendance.

**Note:** If your team is not able to commit to the full six-session K-Club curriculum, Ready Freddy also has agendas and activities for [Kindergarten Round-Up events](#) that follow the same format. A Ready Freddy Kindergarten Round-Up session could be held separately from or in addition to the K-Club program.

**Supporting Transitions for the Whole Family**

**Ready Freddy™ Kindergarten Club (K-Club)**

**SHOPPING LIST**

*Grant funds can be used to pay for:*

**Purchasing K-Club Curriculum**

<div style="border: 1px solid black; padding: 5px; display: inline-block;"><b>\$220</b></div> cost of K-Club curriculum (plus shipping/handling)	.....▶	<div style="border: 1px solid black; padding: 5px; display: inline-block;">\$</div>
		+

**Materials for K-Club Activities**

<div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div>	X	<div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div>	=	.....▶	<div style="border: 1px solid black; padding: 5px; display: inline-block;">\$</div>
# of children's books*		cost of books*			
					+

<div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div> other materials for activities*	.....▶	<div style="border: 1px solid black; padding: 5px; display: inline-block;">\$</div>
		+

**Children's Books as Participation Incentives**

<div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div>	X	<div style="border: 1px solid black; padding: 5px; display: inline-block;"><b>6</b></div>	X	<div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div>	=	.....▶	<div style="border: 1px solid black; padding: 5px; display: inline-block;">\$</div>
# of families expected		# of sessions		cost of books*			
							=

<div style="border: 1px solid black; padding: 5px; display: inline-block;">\$</div>
=
<div style="border: 1px solid black; padding: 5px; display: inline-block;">\$</div>
<b>TOTAL</b>

**OTHER MATERIALS NEEDED**

*NOT covered by grant funds*

- Flyers advertising K-Club
- Art supplies for curriculum (e.g., markers, scissors, construction paper, glue, paper plates)
- Copies of handout for parents
- Food for K-Club sessions (optional, but encouraged)

\*The following books are needed for read-alouds: *Finklehopper Frog*, *A Frog Thing*, *It's Mine*, *Tuesday*, *Frog in the Bog*, and *Miss Mingo and the First Day of School*. If you can't find these books in your local/school library, they may be purchased with grant funds. See <http://www.bulkbookstore.com> and <http://teacher.scholastic.com/products/face/become-a-member.html> for discounts on children's books

\*\*If you can't obtain any of the materials for curriculum activities (e.g., bean bags, flannel board, frog puppet) within your program, they may be purchased with grant funds.

**Supporting Transitions  
for the Whole Family**

**Ready Freddy™ Kindergarten Club (K-Club)**

**SAMPLE BUDGET ESTIMATOR FOR GRANT FUNDS**

<input type="checkbox"/> <b>Purchasing K-Club Curriculum</b>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;"><b>\$220</b></div> <p>cost of K-Club curriculum (plus shipping/handling)</p>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>\$220</b></div>	<p>This is an example of how a team might estimate their costs. You would fill out the above cost calculator tool using the specific information <b>for your team.</b></p>
<input type="checkbox"/> <b>Materials for K-Club Activities</b>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 5px;"><b>6</b></div> X <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 5px;"><b>\$5</b></div> = <p># of children's books*      cost of books*</p>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>\$30</b></div>	
	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;"><b>\$50</b></div> <p>other materials for activities*</p>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>\$50</b></div>	
<input type="checkbox"/> <b>Children's Books as Participation Incentives</b>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 5px;"><b>15</b></div> X <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 5px;"><b>6</b></div> X <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 5px;"><b>\$5</b></div> = <p># of families expected      # of sessions      cost of books*</p>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>\$450</b></div>	
		<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>\$750</b></div>	
		<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>\$750</b></div> <p><b>TOTAL</b></p>	

## Section 2

# Building Early Childhood–Kindergarten Connections

The transition to kindergarten can be smooth and enjoyable or bumpy and frightening for young children, setting the tone for their future learning experiences. Bridging early childhood and kindergarten settings by establishing relationships across settings and promoting continuity helps children and families cope with change, develop positive attitudes toward school, and build on the progress made in preschool.

This section provides “recipes” for:

## CONNECTING TEACHERS

Through **classroom swap visits** and **professional learning community meetings**, teachers (and administrators) learn about similarities and differences in preschool and kindergarten settings and work together to develop strategies to support continuity for children and families.

## CONNECTING CHILDREN

By experiencing **kindergarten visits** and establishing connections with kindergarten students, preschool children learn more about what kindergarten is like, become familiar with the elementary school setting, and connect with older peers.

## CONNECTING FAMILIES

Parents of preschoolers gain insights into the kindergarten experience and have their families’ questions answered by connecting with kindergarten teachers and parents of current kindergarteners in **parent cafés**.

# Connecting Teachers

## Classroom Swap Visits

### WHAT YOU'LL NEED:

- Follow-up joint professional learning community meetings (see p. 16)

### STEPS:

#### 1. Meet with ECE and K leadership (i.e., early childhood program director, elementary principal) and work together to arrange for the logistics of classroom swap visits.

- If program/school leaders are not members of your SRT, this may be a good opportunity to brief them on your work, discuss the benefits of facilitating collaboration among preschool and kindergarten teachers to support children's transitions from an early childhood to elementary setting, and invite them to join your team.
- Ideally, all early childhood programs that are "feeders" to kindergarten programs would be involved (e.g., Pre-K program, Head Start, child care)

#### 2. Arrange for cross-site visits for kindergarten teachers to visit preschool classrooms and vice versa enabling teachers to learn about each other's programs.

- Teachers will take time out of their own day to visit another classroom to see a kindergarten teacher or preschool teacher "in action". The children in their classroom will have a substitute teacher while they are gone.
- Teachers can observe in classrooms and/or lead a classroom activity such as a read-aloud.
- Teachers could visit the same classroom multiple times or visit a variety of classrooms in which they have incoming or outgoing students.
- These visits will also help promote continuity for children (i.e., preschoolers are able to meet their future kindergarten teacher and kindergarteners can stay connected to their preschool teacher).
- Other preschool or elementary staff (e.g., principal, Pre-K director, librarian, cafeteria worker, bus driver, custodian, art or physical education teacher, secretary) can also visit their partner site and conduct an activity with children that relates to their function at the school.

#### 3. Continue these visits at least 3-4 times per year (or more if possible).

- Ideally each round of visits is followed by a joint professional learning community meeting (see p. 16) in which teachers can reflect on these visits and ask questions of each other.
- Encourage teachers to take brief notes during their visits, noting any questions or things that surprised them that could be discussed at a joint meeting.

## Connecting Teachers

## Classroom Swap Visits

### SHOPPING LIST

Grant funds can be used to pay for:

**Preschool substitutes to support classroom swap visits**

$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} \times \boxed{\phantom{00}} \times \boxed{\phantom{00}} = \dots \rightarrow$$

# preschool teachers
hourly sub rate
# hours need for visit
# visits per year

**Kindergarten substitutes to support classroom swap visits**

$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} \times \boxed{\phantom{00}} \times \boxed{\phantom{00}} = \dots \rightarrow$$

# kindergarten teachers
hourly sub rate
# hours need for visit
# visits per year

\$

+

\$

=

\$

**TOTAL**

### SAMPLE BUDGET ESTIMATOR FOR GRANT FUNDS

Grant funds can be used to pay for:

**Preschool substitutes to support classroom swap visits**

$$\boxed{5} \times \boxed{\$10} \times \boxed{2} \times \boxed{4} = \dots \rightarrow$$

# preschool teachers
hourly sub rate
# hours need for visit
# visits per year

\$400

+

**Kindergarten substitutes to support classroom swap visits**

$$\boxed{3} \times \boxed{\$15} \times \boxed{2} \times \boxed{4} = \dots \rightarrow$$

# kindergarten teachers
hourly sub rate
# hours need for visit
# visits per year

\$360

=

\$760

**TOTAL**

This is an example of how a team might estimate their costs. You would fill out the above cost calculator tool using the specific information **for your team.**



# Connecting Teachers

## Professional Learning Community Meetings

### WHAT YOU'LL NEED:\*

- Facilitator for PLC meetings
- [PLC meeting facilitator guides](#)
- [PLC meeting resources for teachers](#)
- Office supplies (flipchart paper, pens/markers, sticky notes)
- Laptop/projector
- Food for meetings (optional)

### STEPS:

#### 1. Meet with ECE and K leadership (i.e., early childhood program director, elementary principal) and work together to arrange for the logistics of PLC meetings.

- Ideally, all early childhood programs that are “feeders” to kindergarten programs would be involved (e.g., Pre-K program, Head Start, child care).
- These meetings may happen during pre-scheduled professional development time, during regular program hours (you can use grant funding to pay for substitutes), or after-hours (you can use grant funding to compensate teachers for their time). Each meeting should take about an hour.

#### 2. Hold joint PLC meetings where preschool and kindergarten teachers come together to learn about similarities and differences in classroom settings and work together outside of school hours to develop strategies to support continuity for children and families. Meeting topics include:

- a. *Meeting 1: Creating Continuity for Children from Preschool to Kindergarten* (fall)
  - b. *Meeting 2: Supporting Skill Links Across Settings* (early winter)
  - c. *Meeting 3: Transitions Affect Everyone* (late winter/early spring)
  - d. *Meeting 4: Collaborating to Meet Individual Children’s Needs* (spring)
- These meetings will be most successful if they are implemented in conjunction with the classroom swap visits (see p. 14).
  - Ideally, you would hold four meetings, but if this is not feasible due to scheduling or funding constraints, you could select the most important activities for your community and revise accordingly.
  - For Meeting 4, depending on program policies, you may need to obtain parent consent for teachers to discuss individual children’s progress and needs.

\* All resources can be found at: <http://bit.ly/2eKppMl>

**Connecting Teachers**

**Professional Learning Community Meetings**

**SHOPPING LIST**

*Grant funds can be used to pay for:*

**Teacher time to support PLC meetings (outside of school hours)**

$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} \times \boxed{\phantom{00}} \times \boxed{\phantom{00}} = \dots \rightarrow$$

# preschool teachers    hourly sub rate    # hours need for meeting    # meetings per year

\$

+

**Kindergarten substitutes to support PLC meetings (outside of school hours)**

$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} \times \boxed{\phantom{00}} \times \boxed{\phantom{00}} = \dots \rightarrow$$

# kindergarten teachers    hourly sub rate    # hours need for meeting    # meetings per year

\$

=

\$

**TOTAL**

**OTHER MATERIALS NEEDED**

*NOT covered by grant funds*

- Teacher handouts for PLC meetings (20 pages per teacher; best in color)
- Facilitator guide for PLC meetings (8 pages)
- Arkansas Child Development & Early Learning Standards* (89 pages; one per small group)
- Supplies for PLC meetings (flipchart paper, pens/markers, sticky notes)

**SAMPLE BUDGET ESTIMATOR FOR GRANT FUNDS**

*Grant funds can be used to pay for:*

**Teacher time to support PLC meetings (outside of school hours)**

$$\boxed{5} \times \boxed{\$10} \times \boxed{1} \times \boxed{4} = \dots \rightarrow$$

# preschool teachers    hourly sub rate    # hours need for meeting    # meetings per year

\$ \$200

+

**Kindergarten substitutes to support PLC meetings (outside of school hours)**

$$\boxed{3} \times \boxed{\$12} \times \boxed{1} \times \boxed{4} = \dots \rightarrow$$

# kindergarten teachers    hourly sub rate    # hours need for meeting    # meetings per year

\$ \$144

=

\$ \$344

**TOTAL**

This is an example of how a team might estimate their costs. You would fill out the above cost calculator tool using the specific information **for your team.**

# Connecting Children

## Kindergarten Visits

### WHAT YOU'LL NEED:

- Letter to parents/permission forms
- Transportation for children/families
- Parent chaperone volunteers

### STEPS:

#### 1. Collaborate with ECE and K programs to arrange for preschoolers to visit kindergarten classrooms to help familiarize them with the school setting and routines.

1. Ideally, all early childhood programs that are “feeders” to kindergarten programs would be involved (e.g., Pre-K program, Head Start, child care). You may also designate one or more days when children in non-formal care settings (e.g., in care of parent, relative, neighbor) might visit a kindergarten classroom. This could be advertised at a kindergarten registration event or in community settings (e.g., library, grocery store).
2. If there is more than one elementary school that children will attend, kindergarten visits could happen in small groups of children who will attend that school.
3. If possible, coordinate multiple visits during the year (particularly during the late winter and spring) to give children the greatest opportunity to become familiar with the elementary setting and benefit from increased contact with older peers.

#### 2. Arrange the logistics of the kindergarten visits including:

- obtaining parent permission,
  - requesting parent chaperone volunteers,
  - arranging transportation, and
  - coordinating any other logistics with the elementary school (e.g., connecting with food services if preschoolers will be eating in the cafeteria).
- This is a good opportunity for preschool parent volunteers to become familiar with the kindergarten setting.
  - Plan any other relevant elementary school activities such as taking a tour of the school or eating lunch in the cafeteria with a kindergarten class.

#### 3. Coordinate the details of child visits with teachers.

- Help teachers prepare children for the visits (e.g., discussing expectations and rules, encouraging preschoolers to think of questions about kindergarten, inviting kindergarteners to remember their first day of kindergarten or think of things they would like to show preschool children in their classroom) and debrief after the visits (e.g., discussing what surprised them or new feelings after the visit).
- Preschoolers might be paired with a kindergarten “buddy” who could read/tell them stories, demonstrate how to play games, show the younger child how to use classroom materials, or interact on the playground.
- Plan activities that might highlight the similarities and differences between the two settings (e.g., read-alouds might occur in both settings; lunch time might look different)

#### 4. Encourage follow-up activities that promote connections among preschool and kindergarten children.

- Have preschool and kindergarten children become pen pals, drawing, dictating, or writing letters to each other. Teachers might prompt children to ask or answer questions about what kindergarten is like.
- Organize “alumni visits” where a kindergarten child visits their former preschool program and talks to preschoolers about what it is like to go to elementary school. Kindergarteners might answer questions about what is the same and different about preschool and kindergarten or share some examples of class work or photos.
- Host joint activities where preschool and kindergarten children can interact. For example, a storyteller assembly, a field trip, or a joint art show displaying preschool and kindergarten work for families.

**MATERIALS NEEDED***NOT covered by grant funds*

- Permission forms (one per preschool child)
- Transportation to elementary school (if applicable)
- Elementary school lunch for preschoolers (if applicable)

# Connecting Families

## Transition to K Parent Café

### WHAT YOU'LL NEED:\*

- Flyer to advertise event and [Questions Our Family Has About Kindergarten](#) *handout*
- Parents of kindergarteners to volunteer/kindergarten teachers
- [Transition to K Parent Café](#) *agenda*
- [Tips for Parents on Kindergarten Transition](#) *handout*
- Children's book as incentive for participation for attendees (optional)
- Food for meeting (optional, but encouraged)

### STEPS:

#### 1. Invite kindergarten teachers and parents of kindergarten children to participate in a Parent Café with parents of preschoolers.

- You might ask parents of children in your early childhood program who have a sibling in kindergarten, or you may collaborate with your local elementary school(s) to seek volunteers.
- Reassure parents/teachers that they don't have to prepare anything in advance—they'll just be "hosting" table discussions and answering questions.
- You may wish to provide parent volunteers with a children's book as a "thank you". Kindergarten teachers may also be offered a book or other incentive for their time.

#### 2. Organize logistics of hosting the Parent Café. Advertise the event to parents of preschoolers who will attend kindergarten the following year.

- Host this event in the late winter or spring as parents begin to think about the upcoming kindergarten transition.
- If possible, invite parents from multiple local early childhood settings (e.g., Pre-K, Head Start, child care) to attend.
- You may want to send home the *Questions Our Family Has About Kindergarten* *handout* to help parents begin thinking of what they would like to learn at the event.
- You may wish to provide an incentive of a free children's book about kindergarten for families that attend (see last page of *Tips for Parents on Kindergarten Transition* *handout* for ideas).
- Although grant money can't be spent on food, providing light refreshments if possible may help boost attendance and help families feel comfortable.

#### 3. Use the "Transition to K Parent Café" agenda to guide the event.

- Have at least one parent of a current kindergartener and/or kindergarten teacher at each of the discussion tables. Have preschool parents switch tables every 15 minutes such that everyone has a chance to be at each table.
- Have a printed copy of each table's questions available.

#### 4. Help parents connect to resources and each other following the event.

- Give parents of preschoolers copies of the *Tips for Parents on Kindergarten Transition* *handout* and—if you choose—a children's book.
- Share contact information from the local elementary school if parents have further questions.
- Invite parents or preschoolers and kindergarteners to list their contact information if they wish to be included in a directory that families can use to connect with each other to arrange get-togethers or play dates.

\* All resources can be found at: <http://bit.ly/2eKppMl>

Connecting Families

Transition to K Parent Café

SHOPPING LIST

Grant funds can be used to pay for:

- Children’s books for participating families & volunteer parents

$$\begin{matrix} \square & \times & \square & = & \dots & \rightarrow \\ \text{\# families} & & \text{cost of} & & & \\ \text{expected at} & & \text{children's} & & & \\ \text{event} & & \text{book*} & & & \end{matrix}$$

- Incentive for kindergarten teacher time

$$\begin{matrix} \square & \times & \square & = & \dots & \rightarrow \\ \text{\# teachers} & & \text{cost of} & & & \\ & & \text{books or} & & & \\ & & \text{other} & & & \\ & & \text{incentive} & & & \end{matrix}$$

\$

+

\$

=

\$

**TOTAL**

MATERIALS NEEDED

NOT covered by grant funds

- Flyers and Questions About K Handout for Parents (one per preschool child)
- Facilitator Agenda (one copy)
- Discussion questions printed for each table
- Tips for Kindergarten Transition handout for parents (one per # families expected)

SAMPLE BUDGET ESTIMATOR FOR GRANT FUNDS

Grant funds can be used to pay for:

- Children’s books for participating families & volunteer parents

$$\begin{matrix} \mathbf{25} & \times & \mathbf{\$5} & = & \dots & \rightarrow \\ \text{\# families} & & \text{cost of} & & & \\ \text{expected at} & & \text{children's} & & & \\ \text{event} & & \text{book*} & & & \end{matrix}$$

- Incentive for kindergarten teacher time

$$\begin{matrix} \mathbf{3} & \times & \mathbf{\$10} & = & \dots & \rightarrow \\ \text{\# teachers} & & \text{cost of} & & & \\ & & \text{books and} & & & \\ & & \text{other} & & & \\ & & \text{incentive} & & & \end{matrix}$$

**\$125**

+

**\$30**

=

**\$155**

**TOTAL**

This is an example of how a team might estimate their costs. You would fill out the above cost calculator tool using the specific information **for your team.**

\*see <http://www.bulkbookstore.com> and <http://teacher.scholastic.com/products/face/become-a-member.html> for discounts on children’s books

## Section 3

# Using Data to Support School Readiness

Data is the roadmap for your school readiness team. Looking at data shows you the current landscape of areas of need, and helps you decide which areas you should focus on. You can set goals using data, showing where you want to go. Once you have designed and implemented your project, you can use data to examine your progress and decide if you should change anything moving forward.

This section provides “recipes” for:

## EXPLORING COMMUNITY NEEDS AND RESOURCES

By asking the people who matter most for children—families and teachers—what they need, you can plan a school readiness project that will have the greatest impact. **Parent surveys, early childhood and kindergarten teacher interviews, and family focus groups** will help you understand current gaps in your community and learn what supports are most needed and appropriate.

## EXPLORING PROJECT IMPACT

After you have implemented a project, it’s important to see if it had the impact you intended. Using **parent and kindergarten teacher** surveys will allow you to collect data to assess project impact and better understand needs to drive your future work.

# Exploring Community Needs and Resources

## Parent Surveys

### WHAT YOU'LL NEED:

- Parent Survey Examples
  - [California Parent Survey](#)
  - [Kansas Family Engagement Survey](#)
- Paper version of the survey
- Access to [surveymonkey.com](#)
- Children's books as an incentive for parents to complete the survey

### STEPS:

#### 1. Review the parent survey examples, decide on the content of the survey, and put together the survey.

- The goal of the parent survey is to better understand the needs of children and families in your community and how well the services you are currently providing meet those needs. You will want to ask about their current experiences with their program/school and their needs.
- Keep the survey short and use questions that rate activities on a scale 1 to 3 or 1 to 5 scale (like the examples) to reduce the burden on parents. You would want to either translate the survey into the languages that your parents speak at home or ensure that parents have someone to translate the survey into their home language if they speak a language other than English.
- If you ask open-ended questions like “What services do you need?” remember that you will need to read and record the responses. It might be easier to provide a list of potential services that parents can check and include an “other services” category.

#### 2. Administer the survey.

- Try to find a time when parents come together for a program or school event to administer the survey. Make sure you include an incentive, like a children's book, for completing the survey. (The purchase of children's books for incentives is an excellent use of grant funds.)
- It is important to try to get a “representative sample” of parents to take the survey to ensure that the results reflect the opinions and needs of all of your parents.
- Make sure parents feel comfortable answering the survey honestly. Reinforce to them that you want their honest perspective so you can improve the services you provide to them.

#### 3. Compile the information and analyze the findings.

- When compiling the results to use to improve services, it is important to ask the following questions:
  - > Are the parents who took the survey representative of all of my parents?
  - > What trends do I see in the survey results and what are some of the reasons for these trends?

#### 4. Report the results to parents and administrators and initiate a quality improvement plan to address key findings from the survey.



Exploring Community Needs and Resources

Parent Surveys

SHOPPING LIST

Grant funds can be used to pay for:

- Children's books for parents who complete the survey



SAMPLE BUDGET ESTIMATOR FOR GRANT FUNDS

Grant funds can be used to pay for:

- Children's books for parents who complete the survey



This is an example of how a team might estimate their costs. You would fill out the above cost calculator tool using the specific information **for your team.**

# Exploring Community Needs and Resources

## Elementary/Early Childhood Teacher Interviews

### WHAT YOU'LL NEED:\*

- [Elementary/EC teacher interview protocol](#)
- Tape recorder to record interviews
- Books or other resources as participation incentives for teachers

### STEPS:

#### 1. Develop an interview protocol tailored to elementary/early childhood teachers.

- Using the protocol template linked above, you can modify questions and format to best suit elementary and early childhood teachers that will be interviewed.
- It will be important to capture their insights into the most significant challenges they face in terms of school readiness and which activities are most helpful in addressing these barriers.

#### 2. Recruit teachers to participate in interviews.

- Build awareness among teaching staff about the opportunity to participate in interviews and be clear in communications about the way that the information collected will be used to improve the quality of school readiness and alignment between K and ECE programs.
- Offer multiple dates and time slots for teachers to sign up for interviews.
- Ensure that all data collected will be confidential and reported only in an aggregate manner/not attributed to individual teachers.
- If possible, use a tape recorder to fully capture all information shared in interviews.
- If resources are available, offer teachers children's books or other resources to incentivize their participation.

#### 3. Compile all information collected and develop a summary report.

- When all interviews are completed, compile the responses in a summary report that can be used to inform future school readiness activities.
- Share aggregated data and findings with the teaching staff to let them know their input is valued and being used effectively.

\* All resources can be found at: <http://bit.ly/2eKppM1>

**Exploring Community Needs and Resources**

**Elementary/Early Childhood Teacher Interviews**

**SHOPPING LIST**

*Grant funds can be used to pay for:*

- Books or other resources for teachers who participate in the interview

<input style="width: 40px; height: 25px;" type="text"/> # teachers	X	<input style="width: 40px; height: 25px;" type="text"/> cost of books and other incentive	=	.....>	<input style="width: 100%; height: 25px;" type="text"/>
					=
					<input style="width: 100%; height: 25px;" type="text"/>
					TOTAL

**SAMPLE BUDGET ESTIMATOR FOR GRANT FUNDS**

*Grant funds can be used to pay for:*

- Books or other resources for teachers who participate in the interview

<input style="width: 40px; height: 25px; text-align: center;" type="text" value="5"/> # teachers	X	<input style="width: 40px; height: 25px; text-align: center;" type="text" value="\$10"/> cost of books and other incentive	=	.....>	<input style="width: 100%; height: 25px; text-align: center;" type="text" value="\$50"/>
					=
					<input style="width: 100%; height: 25px; text-align: center;" type="text" value="\$50"/>
					TOTAL

This is an example of how a team might estimate their costs. You would fill out the above cost calculator tool using the specific information **for your team.**

# Exploring Community Needs and Resources

## Parent Focus Groups

### WHAT YOU'LL NEED:\*

- [Parent Focus Group Protocol Template](#)
- Meeting space to hold the focus group
- Supplies for focus group facilitation: Post-it notes, chart paper, markers, tape recorder
- Children's books as focus group participation incentives for parents

### STEPS:

#### 1. Develop an interview protocol tailored to parents and caregivers.

- Using the protocol template linked above, you can modify questions and format to best suit the parents that will be attending your focus group.
- An in-person event like a focus group requires more time and effort on the part of parents, so it will be important to narrow down questions in order to specifically address certain areas of school transition that may be important for your school community.

#### 2. Schedule a time and location for the focus group that will be accessible for most parents/caregivers to attend.

- It's important to take into account the busy schedules of working parents and offer time slots that would attract maximum participation from parents (e.g., over the weekend or evening hours).
- If resources are available, it may be appropriate to hold multiple focus groups in different time slots/dates,
- If feasible, arrange for staff to provide child care during the focus group to allow parents to fully engage in the conversation.
- Advertise time and location of focus group widely across the parent community and in multiple languages, where appropriate.

#### 3. Facilitate parent focus group session(s).

- Before the session begins, explain how the information collected will be used and pass out a consent form for all participants to complete and return to you.
- Using the protocol you developed, walk through the questions with focus group participants, ensuring that adequate time is given for everyone in attendance to participate and that all answers are carefully documented by you and your staff.
- If resources are available to record the session, it will be helpful in compiling the information after the session ends.

\* All resources can be found at: <http://bit.ly/2eKppMl>

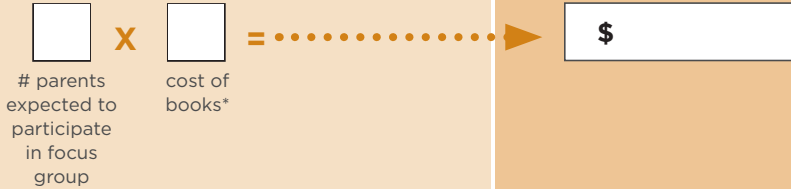
**Exploring Community Needs and Resources**

**Parent Focus Groups**

**SHOPPING LIST**

*Grant funds can be used to pay for:*

- Children's books for parents who participate in the focus group



**SAMPLE BUDGET ESTIMATOR FOR GRANT FUNDS**

*Grant funds can be used to pay for:*

- Children's books for parents who participate in the focus group



This is an example of how a team might estimate their costs. You would fill out the above cost calculator tool using the specific information **for your team.**

\*see <http://www.bulkbookstore.com> and <http://teacher.scholastic.com/products/face/become-a-member.html> for discounts on children's books

# Exploring Project Impact

## Family and Teacher Surveys

### WHAT YOU'LL NEED:\*

- [Parent Project Impact Survey](#)
- [Kindergarten Teacher Project Impact Survey](#)
- Paper copies of surveys OR
- Access to surveymonkey.com
- Children's books as survey participation incentives for parents
- Books or other resources as participation incentives for teachers

### STEPS:

#### 1. Determine which type of survey you will need to evaluate your school readiness activities.

- This section includes survey templates that can be administered to either parents or kindergarten teachers. You will want to pick one based on the types of activities you implemented to promote school readiness.
- For example, if your team assembled a school readiness backpack that went home with children and was available in the classroom, you would want to administer both a parent and teacher survey to collect data from both perspectives.

#### 2. Customize survey to reflect your project.

- The survey templates offer a starting point, but you are welcome to add or tweak the questions to tailor them to your project activities and the unique needs of your students.

#### 3. Distribute survey to parents and/or teachers for completion.

- After the school readiness project activities are sufficiently underway, the survey can be administered either online through a platform like survey monkey or by printing paper copies for distribution. Choose one or both methods based on your knowledge of the population you work with; your goal is to make the process as simple as possible to motivate parents/teachers to complete the survey.
- When you administer the survey will depend on the activity you are evaluating – for example, it may make sense for parents attending an open house event to fill out a survey immediately, while teachers who participated in a classroom swap may need a few months.

#### 4. Set a clear deadline for data collection and survey submission.

- It is important to set a clear deadline for the completion of the survey along with scheduled reminders, since it may not be as high of a priority for parents and teachers who are busy with other things.
- Teams may want to consider incentives to motivate individuals to complete the surveys. (For example, children's books or resources for teachers.)

#### 5. Compile and analyze the data collected from parents and teachers.

- The feedback you collect can be used to inform future school readiness activities. After the data collection deadline passes, it will be important to compile all survey responses and develop a summary of the results.
- Teams can use the summary to determine which project activities were perceived as most and least effective and make changes accordingly the next school year. Suggestions of new activities can also be explored when your team starts making plans for school transition. Teachers, in particular, are more likely to see the value of the activities and completing the survey when they benefit from changes to improve the school readiness for their incoming class.

\* All resources can be found at: <http://bit.ly/2eKppMl>

Exploring Project Impact

Family and Teacher Surveys

SHOPPING LIST

Grant funds can be used to pay for:

- Children's books for parents who complete the survey

$$\begin{matrix} \square & \times & \square & = & \dots & \rightarrow \\ \# \text{ parents} & & \text{cost of} & & & \\ \text{expected to} & & \text{children's} & & & \\ \text{complete} & & \text{book*} & & & \\ \text{survey} & & & & & \end{matrix}$$

- Books or other resources for teachers who complete the survey

$$\begin{matrix} \square & \times & \square & = & \dots & \rightarrow \\ \# \text{ teachers} & & \text{cost of} & & & \\ & & \text{books or} & & & \\ & & \text{other} & & & \\ & & \text{incentive} & & & \end{matrix}$$

\$

+

\$

=

\$

**TOTAL**

SAMPLE BUDGET ESTIMATOR FOR GRANT FUNDS

Grant funds can be used to pay for:

- Children's books for parents who complete the survey

$$\begin{matrix} 50 & \times & \$5 & = & \dots & \rightarrow \\ \# \text{ parents} & & \text{cost of} & & & \\ \text{expected to} & & \text{children's} & & & \\ \text{complete} & & \text{book*} & & & \\ \text{survey} & & & & & \end{matrix}$$

- Books or other resources for teachers who complete the survey

$$\begin{matrix} 5 & \times & \$10 & = & \dots & \rightarrow \\ \# \text{ teachers} & & \text{cost of} & & & \\ & & \text{books or} & & & \\ & & \text{other} & & & \\ & & \text{incentive} & & & \end{matrix}$$

**\$250**

+

**\$50**

=

**\$300**

**TOTAL**

This is an example of how a team might estimate their costs. You would fill out the above cost calculator tool using the specific information **for your team.**