CROTCHED MOUNTAIN FOUNDATION

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NEW HAMPSHIRE PRESCHOOL FEASIBILITY & IMPLEMENTATION TOOLKIT

Building a Roadmap from Vision to Viable Preschool Programs

A Community Planning Resource for Expanding Equitable Preschool Access Across New Hampshire

CROTCHED MOUNTAIN FOUNDATION

CMFkids

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SECTION I - INTRODUCTION & BACKGROUND

Purpose of the Toolkit

The New Hampshire Preschool Feasibility & Implementation Toolkit was created to help communities determine whether and how to establish sustainable, high-quality preschool programs that respond to local family needs and include all children, including those with disabilities and developmental delays. The toolkit translates the feasibility approach pioneered in Ashland and Ashland Elementary School into a repeatable process for other New Hampshire towns, providing practical tools for districts and community partners to move from early exploration to implementation, replication, and continuous improvement.

Background and Foundation

In 2025, the CMF Kids commissioned a comprehensive preschool feasibility study in Ashland, New Hampshire, in partnership with Ashland Elementary School. The study analyzed demographic trends, surveyed families and community members, gathered structured input from Ashland Elementary teachers, specialists, support staff, and administrators, interviewed community partners, and assessed licensed child-care and preschool capacity within the region.

Results showed strong local demand and limited availability of affordable early learning options, particularly full-day programs for working families and inclusive settings that can support children with identified or suspected special needs.

While Ashland provides a valuable case study, its findings reflect the perspectives of the families, school staff, and partners who participated at that time and may not reflect those of all households. Communities using this toolkit should treat Ashland as one model and rely on their own local data, family surveys, staff input, partner interviews, and provider scans, to guide final decisions

Ashland Survey Highlights (2025 Feasibility Study)

Indicator	Result
Total Responses	54 community members
Parents of Preschool-Age Children	26% of respondents
Believe Preschool Would Benefit Community	84% of respondents
Likely to Enroll if Program Offered Locally	95% of respondents
Prefer Full-Day Programming	80% of respondents
Identify Cost as a Barrier	53% of respondents
Identify Transportation as a Barrier	37% of respondents

Background and Foundation Continued...

Survey responses reflect a cross-section of community members (including parents of young children, caregivers, and other residents), but not all families participated, so local planning teams should confirm these patterns with their own data collection. In Ashland, survey findings were reviewed alongside insights from Ashland Elementary staff to shape program design, scheduling, and support.

These findings confirmed that families desire accessible, affordable, inclusive, and high-quality early learning within their own community, including preschool environments that can welcome and support children with disabilities and developmental differences through collaboration with Early Childhood Special Education (ECSE) services.

What We Know from Other States

National research on universal and mixed-delivery preschool initiatives in states such as Oklahoma, Vermont, New Jersey, and New Mexico, and city models like Boston and Tulsa, shows that children, especially those from low-income families and multilingual learners, benefit when programs:

1. Use certified early childhood teachers and ongoing coaching.
2. Implement evidence-based curricula with strong social-emotional components.
3. Operate in mixed-delivery systems that include schools, Head Start, and community providers under shared quality standards.
4. Prioritize full-day, inclusive programs with robust family engagement and support services.

The design choices in this toolkit, mixed-delivery options, inclusion as a default, alignment with NHED Early Learning Standards, FRC and Head Start partnerships, and continuous quality improvement, reflect these lessons while tailoring them to New Hampshire's context.

Toolkit Goals

1. **Provide** a standardized process for conducting preschool feasibility studies in NH communities.
2. **Offer** implementation guidance aligned with NH Department of Education (NHED) and NH DHHS requirements, including licensing, teacher certification, and program quality expectations.
3. **Support** inclusive preschool design by aligning with IDEA Part B (619) and Early Childhood Special Education (ECSE) practices so that children with disabilities can learn alongside their peers.
4. **Promote** equity by addressing barriers such as cost, transportation, scheduling, and workforce availability, with attention to rural communities and under-resourced families.
5. **Ensure** long-term sustainability through sound financial modeling and continuous improvement.

This toolkit is designed as a practical guide and set of templates, not a one-size-fits-all prescription. It supports local teams to gather data, analyze options, and design preschool models that reflect their community's assets and constraints. It does not replace legal or financial advice, nor does it guarantee program approval or funding.

Communities should always verify current NHED and NH DHHS regulations, consult with local special education leaders, and adapt tools to fit local context. As you analyze feasibility data, apply the special education and inclusion assumptions and guiding questions outlined in Section II to ensure children with disabilities and their families are fully represented.

Special Education & Inclusion Lens

- The toolkit assumes that preschool planning includes children with and without disabilities learning together whenever appropriate.
- Communities are encouraged to work closely with ECSE coordinators and special education directors to align preschool design with IDEA Part B (619) services and local IEP processes.
- Templates can be adapted to track access, supports, and outcomes for children with disabilities as part of the broader equity and quality strategy.

Quality Tip: *Each community should appoint a local planning team that includes school leaders, child care providers, family representatives, and municipal partners to guide the feasibility and planning process.*

SECTION II - Cross-Cutting Lens: Special Education & Inclusion in Preschool Planning

Purpose

Preschool feasibility and implementation planning in New Hampshire must consider all children, including those with disabilities and developmental delays. This toolkit assumes that high-quality preschool is inclusive by design, and that Early Childhood Special Education (ECSE) services are integrated into program planning from the beginning, not added after the fact. The assumptions and questions below should guide your work across all sections of the toolkit.

Foundational Assumptions

Local preschool planning teams should work from these assumptions:

- Children with disabilities and developmental differences are members of the preschool community, not visitors.
- Preschool is often a child's first formal education experience and a critical point for identification, support, and partnership with families.
- Districts remain responsible for IDEA Part B (619) obligations for eligible preschool-age children, regardless of whether services are delivered in a district classroom, a community-based site, or a mixed-delivery model.
- Inclusive preschool programs are designed so that children with and without disabilities can learn and play together, with appropriate supports.

Key Planning Questions for Special Education & Inclusion

As you use each section of this toolkit, your planning team should be able to answer:

- **Feasibility Study Guidance (Section III)**
  - How many young children with identified or suspected disabilities live in our community?
  - Are we specifically hearing from families of children with disabilities in our surveys, interviews, and focus groups?
  - What ECSE and related service capacity (SLP, OT, PT, etc.) already exists?
- **Implementation (Section IV)**
  - How will ECSE and related services be delivered within the preschool model (district-based, community-based, or mixed-delivery)?
  - What staffing model supports inclusion (certified ECSE teacher, paraprofessionals, consultative roles)?
  - How will preschool staff and ECSE/special education staff plan together?
- **Financial Modeling (Section V)**
  - Have we included IDEA 619 funds, district special education budgets, and related service costs in our model?
  - Have we accounted for additional staffing or materials needed to support students with more intensive needs?
- **Quality & CQI (Section VI)**
  - How will we monitor access, participation, and outcomes for children with disabilities as part of our CQI dashboard?
  - How will family feedback from caregivers of children with disabilities be collected and acted on?

Roles and Responsibilities at a Glance

Regardless of the delivery model, teams should clarify:

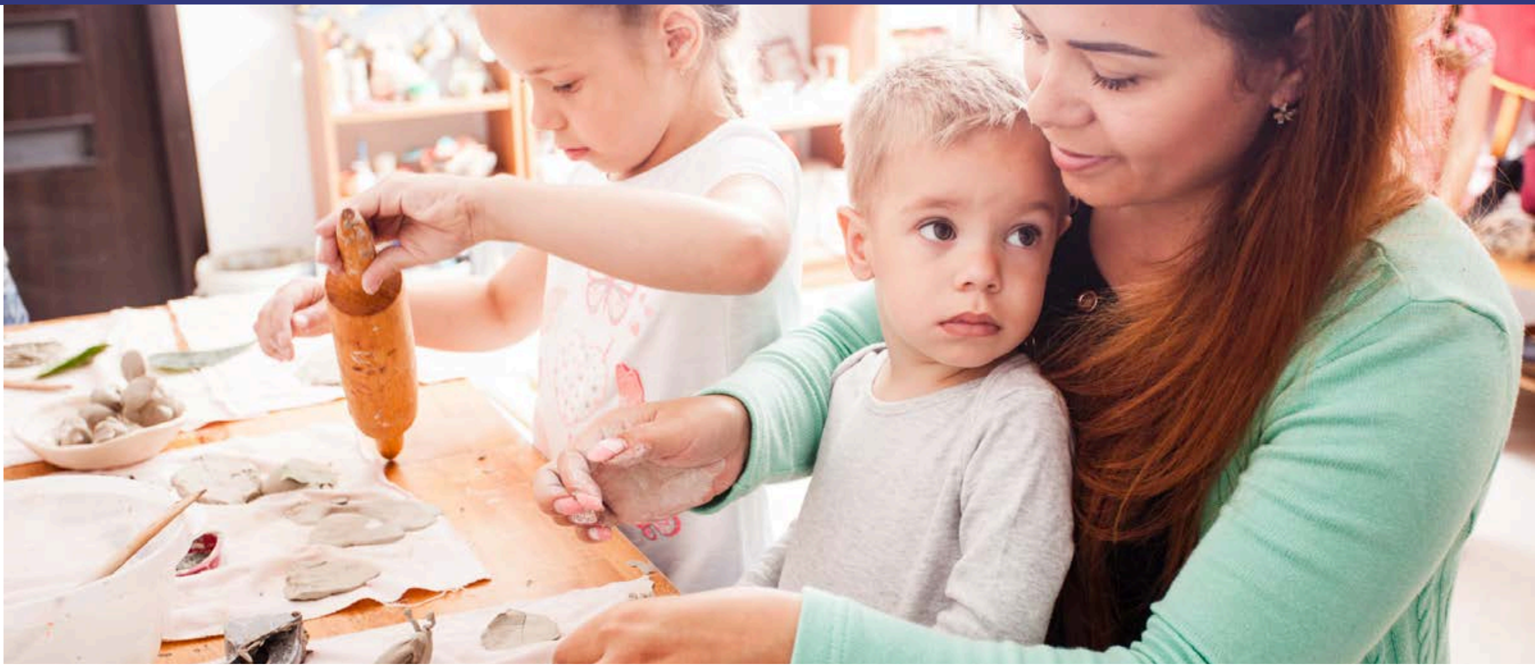
- **District Special Education / ECSE**
  - Responsible for evaluations, eligibility decisions, IEP development, and oversight of special education services (including related services).
  - Provides or contracts for ECSE and related services in the least restrictive environment.
- **Preschool Program (District or Community-Based)**
  - Provides the daily learning environment and implements accommodations, modifications, and supports described in IEPs and 504 plans.
  - Collaborates with ECSE/special education staff to align classroom routines and instruction with student goals.
  - For mixed-delivery models, these responsibilities should be spelled out in a written MOU between the district and community provider.
- **Families**
  - Are partners in decision-making and planning.
  - Should receive clear, consistent information about how preschool and special education services work together.

Written agreements (MOUs) for mixed-delivery models should clearly outline these roles and responsibilities.

Integrating Inclusion into Continuous Improvement

As programs use the CQI cycle summarized in Section VI they should:

- Include indicators related to access and outcomes for children with disabilities (e.g., enrollment, participation in inclusive settings, progress on IEP goals).
- Review family survey and feedback data to identify patterns in experiences of families of children with disabilities.
- Use findings to adjust staffing, scheduling, professional development, and partnerships.



SECTION III – FEASIBILITY STUDY GUIDANCE

Purpose

The Feasibility Study phase determines whether a preschool concept is viable, sustainable, inclusive, and responsive to community needs. This section guides communities through the steps of collecting and analyzing data, identifying capacity, and determining implementation readiness. It is intended as a structured decision-support tool; it does not replace legal, financial, or special education guidance, and final decisions should always be informed by up-to-date NHED and DHHS requirements and local ECSE/special education leadership.

1. Executive Summary

Begin your feasibility report with a short, clear summary that answers:

- What need exists for a preschool program?
- Who will it serve?
- How will it be staffed and funded?
- What is the projected cost per child and total annual cost?
- What are the next steps recommended?

Quality Tip: *Write the Executive Summary last, once all findings are complete, so it accurately reflects the study's conclusions.*

2. Program Overview

Describe your sponsoring organization or district:

- **Mission & Vision:** Include statements that align with NHED's early learning goals and the CMF Kids Foundation's equity focus.
- **Educational Philosophy:** State the approach (play-based, Montessori-inspired, nature-based, etc.).
- **Community Alignment:** Note how the proposed preschool connects to existing early childhood and family resources.

Programs should describe how their philosophy will support all learners, including children with disabilities and developmental delays, in alignment with IDEA Part B (619) and local Early Childhood Special Education (ECSE) practices.

Replication Tip: *Clearly define what sets your program apart; its unique strengths become the foundation for replication elsewhere.*

3. Market and Competitive Analysis

A. Market Overview

In New Hampshire, planning teams should draw on multiple data sources, such as NH Employment Security wage and population data, NHED enrollment reports, and NH DHHS Child Care Licensing/He-C 4002 resources, to avoid relying on a single dataset or anecdotal information. Use local demographic and child care data to understand need:

- Number of children ages 3–5 in your catchment area.
- Employment patterns (commuting, shift work).
- Current preschool and child-care supply.
- Wait-list data from licensed providers.

***Sources**: NHED Enrollment Reports, NH DHHS Child Care Licensing Registry, Child Care Aware of NH, and Census ACS data.*

How to Use This Toolkit

This toolkit is organized to move a community from concept to replication-ready planning. Each section contains guidance, editable templates, and practical tools for local use.

Toolkit Structure:

1. **Feasibility Study Guidance –** Determining need and viability.
2. **Implementation Guide –** Designing operations and program structure.
3. **Cross-Cutting Lens-** Special Education & Inclusion in Preschool Planning
4. **Financial Modeling Workbook Guidance–** Projecting costs and funding blends.
5. **Evaluation & Quality Improvement –** Measuring progress and replication readiness.
6. **Appendices –** Forms, templates, and resources.

> **Quality Tip:** *Use the toolkit collaboratively. Include families, providers, and administrators in planning sessions to ensure shared ownership of results.*

B. Demand Estimation

Project potential enrollment:

Data Point	Recommended Method	Example
Total eligible children ages 3–5	54 community members	65 children ages 3-5
Anticipated enrollment rate	26% of respondents	- 42 expected enrollees
Sessions planned	84% of respondents	1 class AM - 1 PM

When using family survey data to estimate demand, planning teams should note who responded and who may be missing (for example, families who do not use email, families of children with disabilities, or families with limited English proficiency). These gaps can introduce bias, so survey findings should be checked against enrollment trends, ECSE referral data, and local partner feedback before final decisions are made.

Even with multiple sources, market data will have limitations (for example, informal care arrangements or unlicensed providers may not appear in official counts), so numbers should be treated as strong estimates rather than exact totals.

Data-to-Action Example: *Ashland's survey showed 95% of parents were likely to enroll → projected complete enrollment in Year 1.*

C. Competitive Analysis

- List all local preschools and child-care providers; compare tuition, hours, and strengths.
- Identify service gaps (e.g., special-needs inclusion, wrap care, transportation).

4. Location and Facility Analysis

Criterion	Considerations
Accessibility	Proximity to families and safe routes
Space Requirements	Minimum 35 sq. ft. per child indoor / 75 sq. ft. outdoor
Zoning & Permits	Confirm use through the Town Planning Board
Health & Safety	Fire, Health, and Building inspection required
Facility Conditions	Renovations, ADA compliance, HVAC, restrooms

In New Hampshire, center-based programs must comply with the NH Child Care Program Licensing Rules (He-C 4002), which include requirements for space, health and safety, and accommodations for children with disabilities; district-operated preschool classrooms should also cross-check these standards when designing or renovating space.

NH Data Source: *Refer to NH He-C 4002 rules for licensed child-care space standards.*

5. Financial Feasibility

Startup Costs

Estimate one-time expenses:
- Facility renovation or classroom setup
- Furniture & equipment
- Curriculum materials
- Licensing & inspection fees
- Initial staff recruitment and training

Operating Budget

Identify recurring costs:
- Staff salaries and benefits
- Utilities and supplies
- Insurance
- Food programs
- Professional development

Revenue Streams

Typical sources include tuition, district funds, DHHS scholarships, IDEA/Title I, CACFP reimbursements, and local philanthropy.

The cost and wage figures used in this toolkit and the companion Financial Modeling Workbook are benchmarks, not mandated rates. Communities should verify current salary ranges, benefits, and tuition/fee levels with local districts, providers, and NH Employment Security data, and should adapt assumptions to reflect their actual context.

Quality Tip: *Build a 12-month budget even if you plan for a 9-month school year; this shows your true cash flow needs.*

6. Community Engagement and Data Collection

Purpose: Gather quantitative and qualitative data that reflect family needs and provider capacity.

Component	Description	Who to Engage	Tools Provided
Family & Caregiver Survey	10–12-question survey assessing interest, barriers, and preferred schedules. Ensure outreach specifically reaches families of children with disabilities, multilingual families, families experiencing poverty, and those living in more rural or isolated parts of town, as their experiences and barriers may differ from the broader group.	Parents/guardians of children ages 3–5	Family Survey Template
Community Partner Interviews	30-minute semi-structured conversations about resources and capacity	Administrators, FRCs, libraries, Head Start/Early Head Start directors, faith leaders, employers, ECSE coordinators, special education directors, early intervention (Part C) staff, and pediatric or mental health providers who serve young children.	Interview Protocol
Provider Capacity Scan	Spreadsheet capturing capacity, hours, staff ratios	Licensed providers & SAUs	Provider Inventory Worksheet
Focus Group (Opt.)	60-minute discussion verifying survey trends	Families & stakeholders	Facilitation Guide
Summary	Aggregate data for final report	Planning team	Engagement Summary Template

Equity & Inclusion Checkpoints for Data Collection

- Track who responded to your survey by neighborhood, family, and child needs (including disability status, where families choose to share).
- Offer multiple ways to respond (online, paper, or in-person at events), so families without internet or transportation are not left out.
- Ask at least one question about experiences accessing evaluations, special education, and related services, so feasibility planning includes ECSE and inclusion needs.

Quality Tip: *Collect responses from at least 25 families or 20% of households with preschool-age children.*

Embedded Templates

- Family Survey Template (questions on barriers, schedule, willingness to pay)
- Community Partner Interview Protocol (open-ended questions on capacity and collaboration)
- Provider Capacity Inventory Worksheet
- Focus Group Facilitation Outline
- Community Engagement Summary Template

Ashland Case Example: *54 survey responses (26% parents of 3–5 year-olds); 95% likely to enroll; 53% cite cost; 37% cite transportation. These data guided Ashland’s next-phase planning.*

Replication Tip: *Include a Community Engagement Summary in your final report listing outreach methods, total responses, and themes.*

7. Feasibility Study Summary Template

Feasibility Component	Key Findings	Data Source	Next Step
Demand for Preschool			
Available Facilities			
Workforce Capacity			
Community Support			
Inclusion & ECSE Supports			
Financial Feasibility			
Decision Recommendation			

Quality Tip: *Use this table to summarize the study's findings before finalizing your feasibility report and presenting recommendations to your school board or local planning team.*

SECTION IV – IMPLEMENTATION GUIDE

Purpose

Once feasibility confirms that a preschool is needed and viable, communities shift into implementation planning. This section outlines the step-by-step roadmap for establishing and sustaining a high-quality program within 6–12 months of approval.

1. Licensing and Legal Requirements

Determine Your Licensing Pathway

This section outlines the primary licensing and regulatory pathways for preschool programs in New Hampshire. It is intended to help local teams ask the right questions and identify which agencies to contact. It does not replace direct consultation with NHED, NH DHHS Child Care Licensing, or regional special education leadership, and communities should always confirm current requirements before finalizing program design.

Program Type	Primary Regulatory Authority	Licensing or Certification Required	Notes
District-Operated (Public School)	NH Department of Education (NHED)	Certified ECE or ECSE teacher (Ed 507.18 / 507.21)	Usually license-exempt from DHHS if located in a public-school facility; still must meet local health & safety standards. IEP and ECSE services are delivered or overseen by the district's special education team. Includes SAU-run and public charter school programs operating under NHED oversight.
Community-Based Provider	NH DHHS Child Care Licensing Unit	Licensed Center (He-C 4002)	Requires DHHS inspection, background checks, and ongoing monitoring. The resident district remains responsible for IDEA/ECSE obligations; service delivery and consultation may happen in the community setting through an MOU.
Mixed-Delivery Model	NHED & DHHS	Both apply — district teacher + DHHS license	Use MOUs to clarify supervision, data-sharing, and quality assurance. Responsibilities for evaluations, IEP meetings, and services should be clearly defined in written agreements between the district and provider.

Quality Tip: *Contact NH DHHS Child Care Licensing early to schedule a pre-inspection walkthrough; this step can shorten approval time by 4–6 weeks.*

2. Curriculum and Programming

Educational Philosophy

Select a philosophy consistent with NH Early Learning Standards — e.g., play-based, Montessori-inspired, or nature-based. Each program's philosophy should also describe how it supports inclusive learning, including strategies for adapting instruction, environments, and routines so that children with disabilities and developmental differences can participate meaningfully with their peers.

Curriculum Design

- Align to NHED Early Learning Standards (2023).
- Integrate social-emotional learning using the Pyramid Model or Conscious Discipline.
- Include developmentally appropriate assessments (ASQ, GOLD, etc.).

Sample Daily Schedules for Consideration

Model	Hours	Highlights
Part-Day	3 hr. sessions (AM/PM)	Maximizes capacity with limited space.
Full-Day	6-6.5 hrs.	Aligns with district bus schedules; best for working families
Extended-Day	9-10hrs. (wrap care)	Blends district instruction + community wrap care
Full-Year	12 months	Supports workforce stability and child continuity
Inclusion-Integrated	5-6 hrs	Combine general and special education students.

For children with IEPs, daily schedules should allow time and space for ECSE and related services (e.g., speech, OT, PT) to be delivered in the least restrictive environment, ideally embedded within typical classroom routines whenever appropriate.

Data-to-Action Example: *Communities modeled after Ashland's findings plan to prioritize full-day programming because 80 percent of families expressed that need.*

3. Organizational and Staffing Plan

Staff Roles and Qualifications

Each preschool model will require a staffing structure that balances regulatory requirements, quality, and workforce realities. In New Hampshire, district-operated programs typically employ at least one certified Early Childhood Education (ECE) or Early Childhood Special Education (ECSE) teacher. In contrast, community-based programs follow DHHS Child Care Licensing staff qualification rules. Given ongoing workforce shortages, communities are encouraged to plan for phased staffing and "grow-your-own" pipelines (for example, paraprofessionals pursuing ECE degrees or community-based staff working toward certification).

Role	School-Based (NHED)	Community-Based (DHHS)	Notes
Lead Teacher	Certified ECE/ECSE. District ECSE or special educator provides services in the preschool classroom and participates in IEP meetings and planning.	Lead Teacher (He-C 4002.27): District ECSE/special educator travels to or consults in the community setting; expectations and time should be formalized in an MOU.	Districts hire NHED-certified teachers.
Assistant / Paraeducator	Support role under a certified teacher	Associate degree or CDA	Ongoing ECE coursework recommended.
Program Director	DOE-licensed administrator or principal	Meets DHHS Director criteria	Joint supervision for mixed models.

Graph continued on next page.....

Role	School-Based (NHED)	Community-Based (DHHS)	Notes
Special Education Director / ECSE Coordinator	Oversees IDEA Part B (619) compliance, IEP processes, and preschool special education services; ensures ECSE and related services are integrated into the preschool model (district or mixed delivery).	Coordinates with resident district special education/ECSE leadership to align IEP service delivery, data-sharing, and technical assistance in community-based or mixed-delivery settings. Works with both district and community-based programs to ensure IEPs, inclusion supports, and IDEA requirements are met.	Key partner for MOUs, inclusion planning, and monitoring the Least Restrictive Environment (LRE) for preschoolers with IEPs.
Related Services	SPED staff or contractors	Coordinate with the district	Ensure IDEA service delivery. Note that these may be district staff or contracted providers; their time in preschool should be included in planning for space, scheduling, and coordination with families.

Professional Development

- Minimum 18 hours annually (DHHS) or NHED license renewal hours.
- Focus on the Pyramid Model, MTSS-A/MTSS-B alignment, early literacy, and inclusive practices.
- Schedule quarterly reflective supervision or peer learning.
- Include training in inclusive practices and collaboration with special education/ECSE (for example, understanding IEP goals, implementing accommodations, and partnering with related service providers).

4. Operational Policies and Procedures

Document policies that ensure consistency, safety, and transparency.

Policy Area	Topics to Include
Family Handbook	Hours, attendance, tuition, illness policy, and communication plan. A clear explanation of how the program supports children with disabilities and developmental delays, including how families can request evaluations, how IEP services are coordinated, and how decisions are made collaboratively with the district special education team.
Safety & Emergency	Fire drills, lockdowns, weather closures, contacts
Health & Nutrition	Daily health checks, food service, and allergies
Behavior Guidance	Positive supports, exclusion procedures
Inclusion & Non-Discrimination	Equal access statement, accommodation process
Data & Privacy	Confidentiality and photo permissions

Behavior guidance policies should be grounded in positive, developmentally appropriate practices (e.g., Pyramid Model, Conscious Discipline) and should avoid exclusionary discipline for young children. Programs should work closely with families and, when applicable, ECSE/special education staff to design support for children with persistent challenging behavior.

Compliance Reminder:
Policies must align with NH Administrative Rule He-C 4002 and RSA 170-E.

5. Family Engagement and Enrollment

Family engagement strategies should include intentional outreach to families of children with disabilities, inviting them to co-plan program supports and transitions alongside the ECSE/special education team.

Enrollment Process

- Develop application materials and eligibility criteria.
- Promote the program through school websites, social media, libraries, and local employers.
- Hold open houses and tours.
- Maintain a transparent waitlist system.
- Offer family orientation before the start date.
- Ask families at enrollment whether their child currently has an IEP, 504 plan, or early intervention history, and obtain consent to coordinate with the district's special education/ECSE team so that services can be planned before the child's start date.

Family Voice Insight: *"I wanted to know who my child's teacher would be and what the day looked like."*

6. Marketing and Branding

- Choose a friendly, memorable name (e.g., "Little Explorers Learning Center").
- Use consistent colors and fonts across flyers, website, and social media.
- Provide consistent communication through newsletters or apps to strengthen trust and partnership.
- Participate in community events and family resource fairs.

Quality Tip: *A simple logo and tagline help families quickly recognize your program materials.*

7. Implementation Timeline

Month	Milestone	Responsible
1-2	Finalize the decision and identify the site	Steering Committee
3-4	Hire staff, purchase equipment, and begin renovations. Confirm ECSE/special education roles in the preschool model, schedule time for services within the daily routine, and develop any necessary MOUs with community partners.	Program Director
5	Staff orientation & marketing launch	Director / Teachers
6	Complete enrollment & licensing inspection	Admin Team
7+	Open program & initiate CQI cycle	Full Team

Replication Tip: *Most successful NH programs follow a 6–8-month implementation cycle; shorter timelines increase licensing risk.*

8. Implementation Deliverables

- Licensing documentation and inspection reports
- Curriculum framework and daily schedule
- Staff job descriptions and PD plan
- Family handbook and operational policies
- Enrollment and marketing materials
- CQI dashboard setup and baseline data
- ECSE / Special Education Coordination Plan summarizing how evaluations, IEP meetings, and services will be delivered within the preschool model (district-based, community-based, or mixed-delivery).

Quality Tip: *Store all deliverables in a shared digital folder accessible to district and community partners.*

SECTION V – FINANCIAL MODELING WORKBOOK GUIDANCE

Purpose

Financial modeling helps communities understand the actual cost of launching and sustaining a preschool program. This section provides planning benchmarks—not mandated rates—for estimating start-up needs, operating budgets, revenue sources, and long-term sustainability. Programs should adjust all estimates based on up-to-date NHED, NH DHHS, and local market conditions. Financial plans must also account for inclusive programming, including IDEA Part B (619) revenue, ECSE staffing, related service delivery, and transportation needs for children with disabilities.

1. Workbook Overview

Workbook Tab	Purpose	Action
Input & Assumptions	Enter baseline data on enrollment, staffing, schedule, and tuition.	Edit blue cells only.
Expense Summary	Calculates salaries, materials, and indirect costs.	Auto-populated.
Revenue Streams	Projects income from tuition, public funds, and grants.	Adjust rates and participation.
Three-Year Forecast	Summarizes total revenue and expense trends.	Review only.
Scenario Dashboard	Displays cost-per-child, break-even, and sensitivity visuals.	View results.

Quick Tip: *Always enter your program model (district, community, or mixed delivery) first; the other sheets automatically update to that model's assumptions.*

2. Key Financial Inputs

Operating budgets should include salaries and benefits, classroom supplies, food (if participating in CACFP), curriculum materials, transportation, facility costs, licensing compliance, professional development, insurance, administrative overhead, and ongoing special education collaboration. For district-operated programs, certified teacher salaries follow NHED district salary schedules; for community-based programs, staff qualifications and ratios follow NH DHHS Child Care Licensing (He-C 4002). Communities should also include ECSE service time, consultation, and related service provider hours, as these are required under IDEA for eligible children. In mixed-delivery models, financial responsibilities for instruction, special education services, related services, tuition, transportation, and administrative oversight should be documented in a written Memorandum of Understanding (MOU) between the district and community provider.

Program Parameters

Input	Description	Typical Range (NH)
Enrollment Capacity	Number of seats per session	12 – 16 per class
Student-to-Staff Ratio	Based on the model and inclusion needs	1:8 typical (1:6 for inclusion)
Hours of Operation	Part-, full-, or extended-day	3 – 10 hours
Days per Year	School year (175) or full year (245)	175 – 245 days
Space Type	District room or leased site	Affects overhead

NH Data Source: *NH Employment Security wage data and DOE enrollment reports.*

Staffing Cost

Position	District Program (NHED)	Typical Range (NH)
Lead Teacher	$50–65K (NHED certified)	$42–52K (licensed or CDA)
Assistant Teacher	$28–35K	$27–33K
Program Director	$60–75K	$55–70K
Benefits	25–30% of salaries	18–25%
Substitute / Float	$20–25 / hour	$18–22 / hour

Special Education / ECSE Leadership:

Time for the district's Special Education Director or ECSE Coordinator to support preschool planning, IEP meetings, and CQI is typically budgeted at the district level and may be reflected in indirect costs or special education budgets rather than as a separate preschool line item. Communities may allocate a proportion of this role's salary (e.g., 0.05–0.10 FTE) to the preschool model if the new responsibilities are significant.

Data-to-Action Example: *Use current NH Employment Security data and district salary grids to validate wages before finalizing your model.*

Non-Personnel Costs

Category	Typical Annual Range	Notes
Curriculum & Supplies	$2.5K–$6K	Books, manipulatives, consumables, ECSE evaluation materials (screeners, assessment tools)
Furniture & Equipment	$5K–$10K	Start-up only, accessible classroom modifications (ramps, sensory supports, acoustics). Include accessible classroom modifications and adaptive materials where needed to support inclusive environments.
Utilities & Maintenance	$5K–$8K	Often in-kind for district sites
Food / Snacks	$2.50–$3.50 per child per day	Eligible for CACFP
Insurance	$1.2K–$2K	Licensing-related costs (background checks, CPR/FA training, NH DHHS applications) should also be included in your non-personnel budget.
Professional Development	$1K–$1.5K per staff	Align with Pyramid Model training

These statewide ranges are anchored to the regional salary benchmarks in Appendix A and current NH Employment Security wage data; communities should adjust upward or downward based on their local region and recent hiring experience.

3. Revenue Streams

Programs serving high percentages of low-income families should plan for a blend of NH Child Care Scholarship reimbursement, Title I eligibility (where applicable), and sliding-scale tuition. Financial assumptions should account for the fact that scholarship rates vary by age group and region and may not fully cover the per-child cost.

Source	Who Qualifies	Description
Tuition / Family Fees	All models	Sliding scale $150–$225 per week
NH Adequacy or Local Funds	District-operated	Supports certified teacher salaries
IDEA / Title I	District-operated	For children with disabilities or low-income
Child Care Scholarships	DHHS-licensed	State subsidy based on income
CACFP Reimbursements	Licensed programs	Meal/snack reimbursements
Local Grants & Philanthropy	All models	Workplace or sponsorship agreements
Employer Partnerships	All models	Start-up or gap funding
Family Resource Centers	Mixed delivery	Space or wrap-care support

Sustainability Tip: *Financial sustainability depends on stable enrollment, diversified revenue streams, predictable staffing models, and strong partnerships. Communities should plan for enrollment fluctuations, workforce turnover, and potential increases in the number of children requiring special education services. Programs may consider multi-year MOUs with community partners, contracted enrollment slots, phased enrollment growth, and annual budget reviews tied to CQI findings. No more than 50 percent of revenue should come from tuition; diversify funding sources early.*

4. Financial Performance Indicators

Indicator	Definition	Goal/Target
Cost per Child	Total annual cost ÷ enrollment	Aim to keep cost per child near $10K (school year) and $13K (full-year) in most regions, recognizing that higher-cost regions may exceed these benchmarks.
Break-Even Point	Enrollment level where revenue = expenses	≥ 80 % capacity
Revenue Mix	% by source	≤ 50 % tuition
Staffing Cost Share	% of total budget	70–80%
Sustainability Index	Weighted average of key metrics	≥ 85 = strong

Data-to-Action Example: *If the break-even point is above 90 %, adjust ratios or seek an additional funding source to reduce risk.*

5. Scenario Testing

Use the workbook's Scenario Dashboard to explore "what-if" cases.

Scenario	Adjustment	Purpose
Enrollment Drop	-10 % children enrolled	Tests financial resilience
Wage Increase	+5–10 % staff pay	Models labor inflation
Grant Loss	Remove one funding source	Tests dependency
Schedule Change	Shift to full year	Evaluates extended care viability
Add Wrap Care	7:00–5:30 coverage	Assesses partnership cost share

Quality Tip: *Maintain a positive margin of at least 3 percent under one stress-tested scenario to show true sustainability.*

6. Comparing Models

Dimension	District-Based	Community-Based	Mixed-Delivery
Oversight	SAU / School Board	DHHS-licensed provider	Joint MOU
Teacher Type	NHED-certified	DHHS-qualified	Both
Funding Base	Public + IDEA	Tuition + Scholarships	Combined
Facility Costs	In-kind	Rent / mortgage	Split
Strengths	Integrated services	Flexible hours	Comprehensive coverage
Risks	Limited wrap hours	Wage competition	Coordination complexity

Replication Tip: *Mixed-delivery partnerships often offer the best value per child and balance educational quality with family access.*

7. Annual Fiscal Review

Each program should complete an annual review aligned with its CQI cycle.

Checklist

- Compare actual vs. projected revenue and expenses.
- Update cost-per-child and enrollment percentages.
- Add new funding sources each year when possible.
- Review wage and inflation assumptions.
- Adjust tuition and fees as needed for equity and stability.
- Document lessons learned and subsequent actions.

Inclusion & ECSE Cost Considerations

Programs must plan for the costs associated with inclusive preschool models, including:

- ECSE teacher time (district-led or consultative)
- A proportion of Special Education Director / ECSE Coordinator time for preschool planning, IEP meetings, and coordination, as needed
- Related services (SLP, OT, PT)
- Additional paraprofessional support when required by IEP
- Adaptive or assistive equipment
- Transportation needs
- Family engagement and IEP meeting time

These costs may be covered through a combination of IDEA 619, district special education budgets, and contracted services.

Fiscal Accountability Tip: *Use the toolkit's Financial Summary Template to standardize reporting across communities.*

8. Deliverables for the Financial Modeling Phase

- Completed 3-Year Financial Model (Excel)
- Funding Plan Narrative
- Scenario Dashboard Summary
- Annual Fiscal Review Template

Quality Tip: *Share financial summaries with local partners and families to build trust and advocacy for sustainability.*

SECTION VI – EVALUATION AND CONTINUOUS QUALITY IMPROVEMENT FRAMEWORK

Purpose

Evaluation and continuous quality improvement (CQI) ensure that each community's preschool model not only launches successfully but also remains effective, equitable, and sustainable over time. This section provides a step-by-step process for building data-driven reflection into daily practice, aligning with NHED Early Learning Standards (2023) and the Pyramid Model.

This framework is designed as a practical guide rather than a formal research evaluation. Communities should use it flexibly, prioritizing indicators that are feasible to collect and paying attention to how results differ for children with disabilities, multilingual learners, and families facing economic or geographic barriers.

Quality Tip: *Evaluation is about growth, not perfection. Use data to guide decisions and foster shared accountability.*

1. Continuous Quality Improvement (CQI) Cycle

Step	Action	Outcome
Plan	Define 3–5 measurable annual goals drawn from feasibility findings.	Clear priorities are aligned with community needs.
Do	Implement strategies, document activities, and collect data.	Evidence of implementation fidelity.
Study	Analyze progress against indicators; review successes and challenges.	Insight into decision-making.
Act	Adjust plans, policies, or resources; communicate results.	Continuous refinement and stakeholder trust.

2. Evaluation Domains and Indicators

Each domain represents a key dimension of replication readiness. Communities should track at least one indicator per domain quarterly and summarize annually.

Domain	Focus	Sample Indicators	Data Sources	Frequency
Access & Enrollment	Program reach and equity	Enrollment %, % of local 3–4-year-olds served, % of children with IEPs or suspected delays enrolled, and transportation access.	Enrollment logs, family surveys	Biannual
Quality of Learning Environment	Curriculum & interactions	CLASS or ECERS scores, curriculum fidelity, implementation of IEP accommodations, and Pyramid Model practices.	Observation tools, PD logs	Annual
Workforce Development	Staff qualifications & support	Credential levels (including ECSE or special education credentials when applicable), PD hours in Pyramid Model/MTSS-B, and inclusion, staff retention.	HR data, PD records	Annual
Family Engagement	Communication & collaboration	Satisfaction survey results, family event attendance	Surveys, sign-in logs	Annual
Fiscal Sustainability	Financial health & stability	Cost per child, revenue mix, reserve funds.	Financial reports	Annual

Family Voice Insight: *"Being asked what worked for our family made us feel part of the team." Involving families in evaluation increases transparency and buy-in.*

3. CQI Dashboard Template

Programs may adapt the dashboard below to visualize progress and identify priorities.

Category	Indicator	Target	Status
Enrollment	Maintain ≥ 85% capacity	85%	□ Met □ In Progress
Teacher Retention	≥ 90% annual retention	90%	□ Met □ In Progress
Family Satisfaction	≥ 80% positive feedback	80%	□ Met □ In Progress
Pyramid Model Fidelity	Tier 1 ≥ 80%	80%	□ Met □ In Progress
Fiscal Balance	Positive margin by Year 3	Yes	□ Met □ In Progress
Partnerships	≥ 3 active community partners	3	□ Met □ In Progress
Inclusion & ECSE Collaboration	≥ 90% of preschoolers with IEPs are served in the least restrictive environment with timely transition conferences	90%	□ Met □ In Progress

Quality Tip: *Review the dashboard each quarter with your whole team to celebrate wins and identify supports.*

4. Annual Review and Reporting Template

Each year, complete a comprehensive review summarizing findings, actions, and next steps. As you summarize findings, note any differences in access, experience, or outcomes for children with disabilities, multilingual learners, and families in rural or low-income areas.

Domain	Key Findings	Actions / Adjustments	Timeline	Responsible Party
Access & Enrollment				
Quality of Learning Environment				
Workforce Development				
Family Engagement				
Fiscal Sustainability				

Replication Tip: *Keep each year's review in a single binder or digital folder to document growth across cycles and prepare for replication readiness review.*

5. External Evaluation and Peer Learning

Engaging an external evaluator or joining a regional Quality Learning Community can strengthen credibility and shared learning.

- Partner with local colleges and the Community College System of NH (ECE programs) for observation support and practicum placements.
- Coordinate with district ECSE/619 staff and nearby programs to exchange data tools and indicators.

6. Replication Readiness Checklist

Use this quick tool annually to determine if your program is ready to scale or replicate.

Domain	Criterion	Ready (✓)	Needs Work ( )
Access	≥ 80 % enrollment for 6 months		
Quality	Curriculum implemented with ≥ 80% fidelity, including consistent use of Pyramid Model practices and IEP accommodations		
Workforce	Stable, qualified staff (≤ 15% turnover)		
Family Engagement	≥ 75% satisfaction & participation		
Fiscal Sustainability	Balanced budget and funding diversity		

If your data show persistent gaps for children with disabilities, multilingual learners, or low-income families, note these in your Annual Quality & Fiscal Review and identify targeted actions before replication.

Replication Tip: *Programs meeting at least four of five criteria for two consecutive years demonstrate strong replication potential.*

7. Deliverables for the Evaluation Phase

- Annual Quality & Fiscal Review Report
- Updated CQI Dashboard
- Family and Staff Feedback Summaries
- Completed Replication Readiness Checklist

Quality Tip: *Schedule a brief "CQI Celebration" each spring to share successes with partners and families. Continuous improvement should feel encouraging and community-wide.*

SECTION VII – CONCLUSION AND NEXT STEPS

CMF Kids Reflection

The New Hampshire Preschool Feasibility & Implementation Toolkit was commissioned and funded by the CMF Kids to provide communities, large and small, with a clear pathway to explore and launch high-quality preschool opportunities.

The Foundation believes that every child in New Hampshire deserves access to an enriching early learning environment close to home. This includes children with disabilities and developmental delays, who are best served in inclusive preschool settings when communities plan intentionally with their ECSE and special education partners. By supporting local feasibility studies and helping communities translate data into action, CMF Kids is investing in a stronger, more equitable start for all children.

Quality Tip: *The power of this toolkit lies in local leadership. Use it flexibly to meet your town's needs while maintaining a shared statewide vision.*

Key Lessons from Ashland and Early Planning Communities

- **Family demand is substantial:** 95% of Ashland parents indicated interest in local preschool access.
- **Inclusion is expected**: Families in Ashland and other early-planning communities emphasized the importance of local, inclusive preschool options that can support a range of learning and developmental needs.
- **Barriers persist:** Cost and transportation remain consistent challenges statewide.
- **Planning capacity matters:** Success depends on cross-sector collaboration among schools, municipalities, and community providers.
- **Feasibility first:** A solid data foundation ensures sustainable implementation later.
- **Replication potential:** The Ashland study offers a model for other towns beginning the same process.

Next Steps for Communities

Phase 1 – 0 to 6 Months: Laying the Groundwork

1. **Form a local preschool planning team** that includes school leaders, early childhood and ECSE/special education providers, municipal partners, and family representatives.
2. **Conduct a community survey** using the embedded template; gather at least 25 responses from families.
3. **Interview community partners** (FRCs, Head Start, Early Care Centers, local businesses) to document strengths and needs.
4. **Identify potential sites** and confirm zoning and licensing pathways.
5. **Prepare a feasibility report** that summarizes the findings and presents three options: Go / Refine / Pause.

Phase 2 – 6 to 12 Months: Moving Toward Readiness

1. **Develop an implementation plan** using Sections III–IV of this toolkit.
2. **Secure funding commitments** and identify local or philanthropic match opportunities.
3. **Hire a certified ECE or ECSE teacher** and initiate DHHS licensing if applicable.
4. **Launch family communication and marketing outreach.**
5. **Complete the Financial Model and CQI dashboard** to establish Year 1 benchmarks.

Foundation Support and Ongoing Technical Assistance

CMF Kids may, at times, provide support to communities involved in their grantmaking initiatives. For invited or funded partner districts, CMF Kids and its partners can offer:

- Consultation and review of feasibility or financial models, including considerations for inclusive and mixed-delivery preschool models.
- Training in the use of the Financial Workbook.
- Peer-learning opportunities connecting planning teams, ECSE/special education leaders, and community partners.
- Grant guidance related to CMF Kids implementation or sustainability funding opportunities.

Contact Information:
For information about CMF Kids initiatives and any special education preschool-related funding opportunities or resources, visit the CMF Kids website.

Closing Thought

Preschool access is an investment at both the community and statewide levels. Each new program contributes to a stronger, more connected New Hampshire where children, including those with disabilities, families, and employers, thrive together. Through partnership, data, and persistence, every town can move from vision to viable preschool programs.

A

APPENDIX A – NEW HAMPSHIRE REGIONAL COST BENCHMARKS

Purpose

This appendix provides reference data to guide realistic financial projections during feasibility and implementation. Figures are based on averages drawn from NH Employment Security (2024 Wage Data), Child Care Aware of NH Market Rates, and regional program budgets compiled through CMF Kids–supported feasibility studies.

> **Data Note:** *Benchmarks are intended as planning estimates. Actual costs vary by provider size, staffing mix, and benefits.*

1. Regional Salary Benchmarks

Position	North Country	Central NH	Southern NH	Seacoast NH
Lead Teacher (NHED certified ECE/ECSE)	$48 – $58 K	$52 – $62 K	$58 - $70 K	$60 - $72 K
Assistant Teacher / Paraeducator	$26 – $32 K	$28 - $34 K	$30 - $36 K	$32 - $38 K
Program Director / Administrator	$55 – $68 K	$58 - $72 K	$65 - $80 K	$68 - $85 K
Related Service Providers (SLP, OT, PT)	$70 – $90 hr.	$75 - $95 K	$80 - $100 K	$85 - $110 K

Note: *Related service provider rates reflect typical contracted hourly rates, not annual salaries. Programs using in-district related service staff should reference local salary grids and benefits.*

Funding Alignment Tip: *In mixed-delivery models, districts typically cover certified teacher and related service costs through NHED/IDEA funds, while community providers use DHHS scholarships or local grant support for assistants and wrap-care staff. Inclusion & ECSE Consideration: Programs serving higher numbers of children with IEPs may need lower student-to-staff ratios and increased related service time. When using these benchmarks, adjust staffing assumptions (for example, 1:6 instead of 1:8) and contract hours to reflect your actual inclusion model.*

2. Average Non-Personnel Costs (Annual)

Category	North Country	Central NH	Southern NH	Seacoast NH
Classroom Supplies & Curriculum	$2.5 K – $4 K	$3 K – $5 K	$3.5 K – $5.5 K	$4 K – $6 K
Furniture & Equipment (Startup)	$5 K - $8 K	$6 K - $9 K	$7 K - $10 K	$8 K - $11 K
Utilities & Maintenance	$4 K – $6 K	$5 K – $7 K	$6 K - $8 K	$6 K - $9 K
Insurance	$1 K - $1.8 K	$1.2 K - $2 K	$1.5 K - $2.2 K	$1.8 K - $2.5 K
Professional Development (per staff)	$900 K- $1.2 K	$1 K - $1.4 K	$1.1 K - $1.6 K	$1.2 K- $1.8 K
Transportation (per child annualized)	$800 K - $1 K	$900 K - $1.2 K	$1 K - $1.3 K	$1.1 K - $1.4 K

Quality Tip: *Include inflation assumptions (3 – 4 %) when building multi-year projections to avoid under-budgeting for supplies and fuel.*

3. Cost-Per-Child Estimates (Full-Day Program)

These per-child ranges assume one classroom of 12–16 children with a certified lead teacher, an assistant, partial director oversight, typical non-personnel costs, and inclusion supports, as outlined in Section V. Programs with different ratios, wage scales, or higher ECSE intensity will need to adjust these estimates accordingly.

Region	Typical Cost Per Child – School-Year (175 Days)	Typical Cost Per Child – Full-Year (245 Days)
North Country	$8,500 – $9,800	$11,000 – $12,500
Central NH	$9,000 – $10,500	$11,500 – $13,000
Southern NH	$9,800 – $11,200	$12,500 – $14,500
Seacoast NH	$10,200 – $11,800	$13,000 – $15,000

Replication Tip: *Programs can lower per-child cost by sharing administrative support, transportation, and professional development across regional partnerships.*

4. Data Sources and Update Schedule

Benchmarks draw from:

- NH Employment Security Occupational Wage Survey (2024)
- Child Care Aware of NH Market Rate Survey (2024)
- NHED Title I and IDEA Early Childhood Allocations

Limitations: These benchmarks are statewide averages. Local contracts, union agreements, rural transportation realities, and facility conditions may result in higher or lower costs. Always cross-check with your own business office, HR, or provider budgets before finalizing projections.

B

APPENDIX B– TOOLKIT RESOURCE INVENTORY

Purpose

Appendix B provides a complete set of ready-to-use templates and forms to support every phase of the preschool feasibility and implementation process. All tools are editable so communities can tailor them to local needs while maintaining consistent statewide quality standards. Use this appendix to track and organize the templates and tools that support each phase of the preschool feasibility and implementation process.

Quality Tip: *Store all completed templates in a single shared drive or folder so your team can access the same version.*

1. Family & Caregiver Survey Template

Purpose: Gather data on need, barriers, and preferences directly from families.

Section	Sample Questions / Prompts
A. About Your Family	1. How many children do you have ages 3–5? 2. If your child is not in preschool, why not?
B. Interest in Preschool	3. If a preschool were available locally, how likely would you be to enroll your child? (Very likely / Somewhat likely / Not sure / Not likely)
C. Barriers to Access	4. What challenges prevent your child from attending preschool? (Check all that apply.) Cost / Transportation / Hours / Waitlist / Child's learning or developmental needs / Need for specialized supports / Other
D. SPED/IEP	4a. Does your child currently have an Individualized Education Program (IEP) or receive special education or related services? (Yes / No / Not sure)
E. Preferred Program Features	5. Which schedule would best fit your family? Half-day / Full-day / Extended care / Year-round. 6. What is the maximum weekly tuition you could afford?
F. Additional Comments / Follow-Up	7. Would you like to receive updates about local preschool planning? (Include email or phone.)

Data-to-Action Example: *Use a free Google Form version of this survey to automate response summaries.*

2. Community Partner Interview Protocol

Purpose: Capture qualitative data on resources, capacity, and partnership interest.

Question Themes	Sample Prompts
Role & Experience	Tell me about your organization and how you currently serve young children and families.
Perceived Needs	What gaps or challenges do families face related to preschool access, including for children with disabilities or additional learning and behavioral needs?
Resources & Collaboration	What assets or supports could your organization offer to a community preschool program, including support for inclusion, family engagement, or special education coordination?
Workforce & Training	How would you describe the current ECE workforce capacity in this area?
Closing	What partnerships do you think would make this initiative successful?

Facilitation Tip: *Plan for five to seven interviews across sectors (FRC, Head Start, business, faith, municipal).*

3. Provider Capacity Inventory Worksheet

Use this worksheet (or the accompanying Excel template) to scan all licensed and school-based providers in your area and understand total regional capacity.

Template fields include:	Answer
Provider Name	
License Type	
Capacity	
Current Enrollment	
Ages Served	
Inclusive / ECE Capacity (Y/N or Notes)	
Waitlist (Y/N)	
Operating Hours	
Notes	

Replication Tip: *Include all providers within a 10-mile radius to capture regional capacity, not just town limits.*

4. Focus Group Facilitation Outline

Step	**Description**
Welcome & Purpose (5 min)	Welcome participants and explain the goal of hearing family and community voices.
Warm-Up Question (10 min)	“When you think about preschool in our community, what comes to mind?”
Key Topics (30 min)	Access and Barriers / Scheduling Needs / Quality and Affordability / Transportation / Inclusion and Supports
Closing (10 min)	Thank participants and summarize themes. Collect contact information for follow-up.

5. Community Engagement Summary Template

Data Collection Method	# of Responses / Participants	Key Themes / Quotes	Implications for Planning
Family Survey			
Partner Interviews			
Provider Inventory			
Focus Groups			
Overall Summary			

6. Licensing & Readiness Checklist

Category	Requirement / Task	Status (✓/ ✕)	Notes / Next Step
Zoning Approval	Confirm educational use with the Planning Board.		
Health & Safety Inspections	Fire Marshal, Building, Health		
DHHS License Application	Submit forms & background checks.		
Staff Qualifications	Verify NHED ECE certifications / CDA		
Curriculum Plan	Align with NH Early Learning Standards		
Special Education and Inclusion Plan	Document ECSE roles, IEP processes, and how related services will be delivered on-site or via partners.		
Family Handbook	Include policies & tuition details.		
CQI Dashboard Setup	Baseline metrics entered		

Replication Tip: *Communities that complete this checklist before licensing visits could reduce approval delays by up to six weeks.*

7. Financial Summary Template

Category	Projected Cost	Projected Revenue	Variance
Personnel			
Non-Personnel (Supplies, Utilities)			
Food Program			
Transportation			
Indirect Cost (%)			
Total Budget			

Fiscal Tip: *Review variance quarterly to stay aligned with the Financial Model dashboard.*

8. Annual Quality Review Template

Domain	Key Findings	Actions / Adjustments	Timeline	Responsible Party
Access & Enrollment				
Learning Environment				
Workforce Development				
Family Engagement				
Fiscal Sustainability				

Quality Tip: *Share annual review results with families and partners to build transparency and community ownership.*

9. Toolkit Submission & Reporting Summary Sheet

Purpose: Optional template communities can use to track key preschool planning deliverables for their local school board, municipal partners, or philanthropic funders (including CMF Kids, when applicable). See Appendix E for the complete template.

Reporting Tip: *Keep digital copies of all deliverables with the same file naming convention (e.g., "TownName_Toolkit_Component_2025").*

C

APPENDIX C – DATA SOURCES & PARTNER LINKS

Purpose

Appendix C highlights key data sources, research reports, and statewide partners that communities can draw on to support preschool feasibility studies, implementation planning, and continuous quality improvement. It is not an exhaustive list; teams should add local and regional resources that fit their context.

These links are organized into three groups:

- **State & Federal Data Sources –** dashboards and reports for demographics, enrollment, special education, workforce, and funding.
- **National Research & Best Practice Resources –** evidence and exemplars from other states and mixed-delivery preschool systems.
- **Regional and Community Partners –** New Hampshire organizations that can support family engagement, inclusion, workforce pipelines, and financing.

Because this toolkit is a static resource (not a live, annually updated dashboard), local teams should re-check web links and data years at least once a year, as many state dashboards and datasets refresh between July and September.

Quality Tip: *Re-check web links annually – many state dashboards and datasets refresh each July–September.*

C.1 – State & Federal Data Sources

Category	Source / Link	Use Case in Local Planning
NH early learning standards & preschool policy	NHED Early Childhood Education	Anchor for Birth–Grade 3 vision, NH learning standards, and guidance that frames preschool within a P–3 / MTSS-A continuum.
Child care licensing, capacity & market rates	NH DHHS Child Care Licensing and He-C 4002 Licensing Rule	Confirm which providers are licensed, allowable ratios, health & safety requirements, and regulatory definitions for centers vs. family child care.
ECE workforce & wage benchmarks (NH)	NH Employment Security – Occupational Employment & Wage Statistics and NH Occupational Wages (All Occupations)	Estimate competitive salary/benefit ranges for preschool teachers, paraprofessionals, and related staff when building cost models.
Preschool & kindergarten enrollment (NH public schools)	NHED iPlatform – Enrollment Reports	Compare current district enrollment patterns to projected preschool demand; check historical trends by school and SAU.

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C.1 – State & Federal Data Sources

Category	Source / Link	Use Case in Local Planning
IDEA 619/Part B & Part C child count	IDEA Section 618 Data Products and NHED Preschool Special Education	Understand how many 3–5-year-olds are served in preschool special education and typical proportions of children identified with disabilities.
NH PDG B-5, Council for Thriving Children & statewide early childhood plan	NH Preschool Development Grant (UNH), Council for Thriving Children, and NH Strategic Plan for Early Childhood	Align local preschool plans with statewide priorities, PDG B-5 guidance, and cross-sector early childhood system-building work.
Grants management & braiding (ESEA/IDEA and state funds)	NHED Grants & Funding and NHED Grants Management System Handbook	Identify and braid potential funding streams (Title I, IDEA, PDG, etc.) and understand how to braid funds through GMS while maintaining compliance.
State ECE research & system snapshots	UNH Carsey School – NH ECE Research Consortium / Granite Guide to Early Childhood	Use NH-specific primers on child care supply, workforce, family preferences, preschool availability, and costs to frame local feasibility findings in a statewide context.

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C.1 – State & Federal Data Sources

Category	Source / Link	Use Case in Local Planning
State economic & fiscal analysis of child care	New Hampshire Fiscal Policy Institute – Child Care & Early Childhood Reports	Frame the economic case for preschool and child care (lost earnings, business productivity, and tax revenue due to child care shortages); support talking points for boards, business partners, and funders.
National price & supply benchmarks	Child Care Aware® – Price & Supply Reports	Compare local tuition and supply constraints to national and regional benchmarks when making the investment case.

C.2 – National Research & Best Practice Resources

Resource	How to Use in Local Planning
National Institute for Early Education Research (NIEER) – State of Preschool Yearbook	Provides national and state-level data on enrollment, access, quality benchmarks, and spending; use to compare New Hampshire and local plans to leading state models and quality standards.
Learning Policy Institute – “State Preschool in a Mixed Delivery System: Lessons From Five States”	Offers case studies of successful mixed-delivery preschool systems (LEA + Head Start + community-based providers) to inform partnership design, contracts, workforce support, and quality infrastructure.
U.S. ED & HHS – “Head Start and State Preschool Partnerships” (PDG B-5 Promising Practices Brief)	Provides concrete strategies, examples, and tools from PDG B-5 states to build and sustain Head Start–public pre-K partnerships, including coordinated enrollment and shared professional learning.

C.3 – Regional and Community Partners

Organization / Program	Role / Resource
CMF Kids Foundation	Philanthropic sponsor of the 2025 Ashland Preschool Feasibility Study and this toolkit. Invites select partner districts (often in high-need communities) to apply for early childhood and special education grants and may provide technical assistance to its grantees.
North Country Education Services (NCES)	Regional education service agency providing fiscal sponsorship, training, facilitation, and data support; potential backbone partner for multi-district feasibility work and implementation.
Family Resource Centers of NH (FRCNH) – Statewide Directory	Family outreach, parent education, and wrap-around supports; natural partners for family surveys, focus groups, and ongoing engagement.
Early Learning NH	Statewide advocacy and networking organization; can amplify local preschool efforts, share policy updates, and connect districts to early learning provider networks.
Head Start / Early Head Start – NH Child Development & Head Start Collaboration	Critical partners in mixed-delivery preschool models can co-locate classrooms, braid funding, or align curricula and transitions for income-eligible children.

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C.3 – Regional and Community Partners

Organization / Program	Role / Resource
NH Pyramid Model / Infant & Early Childhood Mental Health partners	Regional coaches and TA providers who support social–emotional foundations, behavior support, and expulsion-prevention practices in preschool classrooms (see resources via Spark NH and PDG B-5 partners).
Community College System of NH – Early Childhood Programs	Pipeline for associate-level ECE credentials; potential practicum/internship partnerships to support staffing and "grow your own" models.
University-based ECE/ECSE programs – e.g., UNH, Keene State, Plymouth State	Bachelor's and graduate-level ECE/ECSE programs; potential partners for practicum placements, joint training, and inclusion expertise.
Spark NH	The Legacy Early Childhood Advisory Council (now aligned with Early Learning NH) provides the Framework for Action, public awareness tools, and system-level resources to inform local preschool planning.
Child Care Aware® of New Hampshire	Statewide child care resource and referral (CCR&R) helps families locate licensed care, provides training and TA to providers, and publishes market-rate and supply information for child care.

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C.3 – Regional and Community Partners

Organization / Program	Role / Resource
Parent Information Center of NH (PIC)	Family training and support on special education rights, including preschool special education and transitions to kindergarten.
Family-Centered Early Supports & Services (FCESS) – NH Birth to 3	NH's Part C early intervention system coordinates transitions from birth to 3 to preschool and can share aggregate data on children exiting Part C who may need preschool services.
NH Charitable Foundation and Endowment for Health	Key early childhood funders supporting systems work, pilots, and evaluation; potential partners for feasibility implementation, scaling, and evaluation.
Local School Districts / SAUs (Directory)	Provide oversight for district-based preschool models, including staffing, curriculum, transportation, and alignment with K–3 MTSS and special education systems.
Council for Thriving Children	State early childhood advisory council overseeing the NH Strategic Plan for Early Childhood; helps align local efforts with statewide priorities and PDG B-5 activities.

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C.3 – Regional and Community Partners

Organization / Program	Role / Resource
New Hampshire Fiscal Policy Institute (NHFPI)	Nonpartisan analysis of NH’s budget and economy, including reports on child care shortages, workforce impacts, and affordability; helpful in framing the economic benefits of investing in preschool and early childhood.
District Special Education / ECSE Teams	Design and oversee IEP services, inclusion supports, and coordination with community providers; central to designing inclusive classrooms and itinerant ECSE models.
Municipal Governments & Planning Boards	Provide zoning guidance, site approvals, and may partner on facilities, transportation, and community development plans that affect preschool access.

D

APPENDIX D – GLOSSARY OF KEY TERMS

Purpose

This glossary defines common early-childhood and program-planning terminology used throughout the toolkit to promote consistent understanding across communities.

Term	Definition
ASQ / ASQ:SE-2	Ages & Stages Questionnaires – developmental screening tools for birth-5.
CACFP	Child and Adult Care Food Program – federal meal reimbursement.
CLASS (Classroom Assessment Scoring System)	An observation tool used to assess the quality of teacher–child interactions in early childhood classrooms.
Conscious Discipline	A trauma-informed, social-emotional learning and classroom management framework used to build self-regulation and positive relationships.
CQI	Continuous Quality Improvement cycle (Plan-Do-Study-Act).
DHHS	NH Department of Health and Human Services – child-care licensing.
DOE / NHED	NH Department of Education – certifies teachers and monitors district programs.
ECE / ECSE	Early Childhood Education / Early Childhood Special Education – instructional programs for children ages 3–5, including services for children with IEPs.
ECERS (Early Childhood Environment Rating Scale)	A tool for assessing the quality of preschool learning environments, including materials, routines, and interactions.

Term	Definition
FRC / Family Resource Center	Community-based organizations that provide parenting support, connection to resources, referrals, and, when available, additional wrap-around services to families with children.
GMS (Grants Management System)	NHED’s online system for applying for, managing, and reporting on federal and state education grants.
Head Start/Early Head Start	Federally funded early childhood programs that provide comprehensive education, health, nutrition, and family services to eligible children and families. In New Hampshire, Head Start and Early Head Start programs can be key partners or sites within a mixed-delivery preschool model.
IDEA Part B (619)	Federal funding for preschool-aged children with disabilities ages 3–5.
Inclusive Preschool	A preschool setting where children with and without disabilities learn together, with individualized supports, accommodations, and related services provided within the classroom.
Least Restrictive Environment (LRE)	Requirement that children with disabilities learn with peers without disabilities to the greatest extent appropriate, with support and services provided in inclusive settings whenever possible.
Mixed-Delivery Model	Partnership between the district and the community provider, sharing funding and staff.
MTSS-A	Multi-Tiered System of Supports for Academics – a framework for providing tiered academic supports (core instruction, targeted interventions, and intensive supports) aligned with student needs.

Term	Definition
MTSS-B	Multi-Tiered System of Supports for Behavior.
PDG B-5 (Preschool Development Grant Birth–Five)	A federal grant program that supports states in strengthening early childhood systems from birth through age five.
Pyramid Model	Framework for supporting social-emotional competence in young children.
SAU (School Administrative Unit)	A New Hampshire administrative structure that includes one or more school districts under a single superintendent and business office.
Teaching Strategies GOLD (GOLD)	A formative assessment system used to track children's progress across developmental domains in early childhood classrooms.
Wrap Care	Extended-day services before and after core instructional hours.

Quality Tip: *Include a one-page glossary in family handbooks to build shared language across staff and caregivers.*

E

APPENDIX E – TOOLKIT SUBMISSION & REPORTING SUMMARY SHEET

Purpose

Appendix E is an optional summary template. Communities may adapt it to track key preschool planning deliverables for their local school board, municipal partners, or philanthropic funders.

Toolkit Component	Deliverable	Submission Frequency	Submitted To
Feasibility Study	Completed report and summary tables	Once, at the end of the study	Local school board / SAU / municipal partners / philanthropic funders
Implementation Plan	Staffing, curriculum, facility documentation, including special education coordination and inclusion plan (as applicable)	Once before launch	Local school board / SAU / municipal partners / philanthropic funders
Financial Model	3-year Excel workbook + summary table	Annual update	Local school board / SAU / municipal partners / philanthropic funders
CQI Dashboard / Annual Review	Completed dashboard + review template	As determined locally	Local school board / SAU / municipal partners / philanthropic funders

Toolkit Component	Deliverable	Submission Frequency	Submitted To
Replication Readiness Checklist	Updated self-assessment	As determined locally	Local school board / SAU / municipal partners / philanthropic funders

Reporting Tip: *Submit all deliverables electronically (PDF or Excel). Name files using the convention TownName_ToolkitComponent_Year (e.g., Ashland_FinancialModel_2025).*

Final Notes

The New Hampshire Preschool Feasibility & Implementation Toolkit was developed as a shared resource that communities can adapt to their local context. Currently, CMF Kids is not committed to updating the toolkit annually. Local teams should always verify current NHED and NH DHHS regulations, data sources, and funding opportunities, and may adapt or expand the appendices as new information becomes available. Communities are encouraged to share feedback, adaptations, and success stories with CMF Kids and other partners to strengthen New Hampshire’s early childhood ecosystem.

💙💚Together we can ensure every New Hampshire child has the foundation to thrive.

F

APPENDIX F - TOOLKIT COMPONENTS AND TEMPLATES

NH Preschool Feasibility & Implementation Toolkit

This appendix lists all components included in the NH Preschool Feasibility Implementation Toolkit. The toolkit consists of an integrated Excel workbook (accessed via Google Drive) and a set of Word-based templates. Together, these tools support preschool feasibility, implementation planning, continuous improvement, and potential replication.

Access to Excel Tools:

The Excel-based tools are provided via a **shared Google Drive folder**.

Users are encouraged to download a copy of the Excel workbook for local use and customization.

A. Excel Workbook Components

The Excel workbook includes the following worksheets, in order:

1. **START HERE –** Workbook overview and navigation guidance
2. **Provider Capacity Inventory –** Inventory of existing early childhood and preschool providers
3. **Community Engagement Summary –** Summary of family, staff, and community engagement findings
4. **Feasibility Study Summary –** One-page synthesis of feasibility findings across key domains
5. **Licensing & Readiness Checklist –** Regulatory and operational readiness tracking
6. **Financial Model –** Budget modeling, cost per child, break-even analysis, and net position
7. **Scenario Dashboard –** Scenario testing for enrollment, workforce, and funding assumptions
8. **Scenario Dashboard Output –** Read-only summary of key financial indicators and stress-test results

Continued on the next page....

9. **Fiscal Review (Quarterly + Annual) –** Planned vs. actual revenue and expense tracking
10. **CQI Dashboard –** Continuous Quality Improvement indicator tracking
11. **Survey Feedback (Family / Staff / Community)** – Consolidated survey analysis
12. **Replication Readiness –** Assessment of readiness for replication or expansion
13. **Decision Matrix** – Weighted comparison of implementation or expansion options
14. **Toolkit Submission Tracker** – Checklist of all toolkit components and completion status

B. Word Document Templates

The toolkit also includes the following stand-alone Word templates:

1. **Quarterly and Annual Fiscal Review Narrative**
2. **ECSE / Special Education Coordination Plan**
3. **Family Handbook Outline**
4. **Funding Plan Narrative**
5. **Scenario Dashboard Narrative Output**
6. **Survey Instruments (Family, Staff, Community)**
7. **Annual Quality Review Narrative**
8. **Replication and Expansion Narrative**

Use of Toolkit Components

Excel-based tools are used for data entry, calculation, tracking, and comparison, while Word-based templates are used for narrative interpretation and documentation for boards, funders, and community stakeholders. All components are designed to be flexible and adaptable to the local context.

1. Quarterly & Annual Fiscal Review Narrative

Purpose

Use this section to interpret fiscal data from the Quarterly and Annual Fiscal Review Excel tab. Summarize trends, risks, and corrective actions.

Review Period

Field	Entry
Quarter(s):	
Fiscal Year:	

1.1 Quarterly Review Summary

For each quarter, summarize the variances shown in the Excel Fiscal Review tab.

Quarter: ____________________

Planned Revenue vs. Actual Revenue

Summary of variance and key drivers

Planned Expenses vs. Actual Expenses

Summary of variance and key drivers

Key Risks or Pressures Identified

(Repeat this section for Q1–Q4 as needed)

1.2 Annual Fiscal Summary

*Using the **ANNUAL** row in the Excel Fiscal Review tab, complete the following:*

Item	Amount
Total Annual Revenue	
Total Annual Expenses	
Net Position (Surplus/Deficit)	

Narrative Interpretation

Respond briefly to the following:

What worked financially this year?

Which cost drivers require attention?

Were funding assumptions realistic? Why or why not?

1.3 Corrective Actions & Adjustments

Describe actions taken or planned in response to identified variances.

Adjustments planned for next fiscal year:

Funding diversification strategies:

2. ECSE / Special Education Coordination Plan

Purpose

To document coordination between early childhood programs and special education services, aligned with inclusive, LRE-based preschool implementation.

Review Period

Field	Entry
Quarter(s):	
Fiscal Year:	

2.1 Coordination Structure

Responsible roles (titles, not names):

Meeting cadence (e.g., monthly, quarterly):

2.2 Referral & Identification Process

Describe how children are identified, referred, and evaluated:

Developmental screening process:

Referral pathways:

Family Communication Steps:

2.3 Service Delivery Model

Inclusive service model used:

Related services coordination (OT, SLP, etc.):

Classroom-based supports:

2.4 Compliance & Monitoring

Alignment with IDEA/state regulations:

Documentation and data tracking approach:

3. Family Handbook (Outline Template)

Purpose

To provide families with clear, accessible information about preschool operations, expectations, and supports.

Required Sections

- Welcome & Program Overview
- Eligibility & Enrollment
- Daily Schedule & Calendar
- Curriculum & Learning Approach
- Inclusion & Special Education Supports
- Transportation (if applicable)
- Family Communication & Engagement
- Health, Safety, and Attendance
- Family Rights & Grievance Process
- Contact Information

This outline may be expanded into a complete handbook or adapted to a district/provider format.

4. Funding Plan Narrative

Purpose

To translate the outputs of the Financial Model, Scenario Dashboard, and Decision Matrix into a coherent funding strategy narrative.

4.1 Program Overview

Brief description of the proposed preschool model and scale.

4.2 Funding Mix

Based on the Financial Model:

Tuition revenue assumptions:

Public funding sources:

Grants / philanthropy:

Other revenue:

4.3 Sustainability Strategy

Break-even analysis summary:

Cost per child interpretation:

Risk mitigation strategies:

4.4 Long-Term Viability

Describe how funding will be stabilized over 3–5 years.

5. Scenario Dashboard Narrative Output

Purpose

To interpret results from the Scenario Dashboard Output (Excel – Read Only) for decision-makers.

5.1 Base Case Summary

Net position:

Cost per child:

Break-even percentage:

5.2 Stress-Test Scenarios Reviewed

Summarize key scenarios tested (e.g., enrollment decline, wage increase).

Scenario:

Impact:

Key takeaway:

5.3 Decision Implications

Which assumptions are most sensitive?

What guardrails are recommended?

Family engagement:

Workforce stability:

7.2 Key Findings

Strengths:

Areas for improvement:

6. Survey Instruments (Family, Staff, Community)

Purpose

To collect structured feedback during the feasibility and evaluation phases.

5.1 Base Case Summary

Net position:

Cost per child:

Break-even percentage:

5.1 Base Case Summary

Summarize key scenarios tested (e.g., enrollment decline, wage increase).

Scenario:

Impact:

Key takeaway:

5.2 Stress-Test Scenarios Reviewed

Summarize key scenarios tested (e.g., enrollment decline, wage increase).

Scenario:

Impact:

Key takeaway:

5.3 Decision Implications

Which assumptions are most sensitive?

What guardrails are recommended?

6. Survey Instruments (Family, Staff, Community)

Purpose

To collect structured feedback during the feasibility and evaluation phases.

Survey Types

- Family Survey
- Staff Survey
- Community Partner Survey

Each survey should align to:

- Program need
- Access & equity
- Workforce & quality
- Implementation readiness

Survey data is entered into the Survey Feedback Excel tab for analysis.

7. Annual Quality Review Narrative

Purpose

To summarize findings from the CQI Dashboard and Survey Feedback tabs.

7.1 Quality Indicators Reviewed

Instructional quality:

Inclusion & access:

7.3 Continuous Improvement Actions

Actions planned:

Responsible roles:

Timeline:

8. Replication & Expansion Narrative

Purpose

To accompany the Replication Readiness Checklist and Decision Matrix Excel tabs.

8.1 Readiness Summary

Based on Excel outputs:

Inclusion & access:

Readiness status:

8.2 Decision Matrix Interpretation

Options reviewed:

Weighted criteria summary:

Recommended option:

8.3 Conditions for Replication

What must be in place before expansion:

What should be piloted further:

G

APPENDIX G – SELECTED REFERENCES AND KEY RESOURCES

Local Case Studies & Toolkit Source Documents

- **Roberts, S.** (2025). Ashland Preschool Feasibility Study. Unpublished report prepared for the CMF Kids.
- **Roberts, S.** (2024). Left Behind Before Kindergarten (district-level reports on preschool and special education access). https://cmf.org/cmfkids/resources/

New Hampshire Early Childhood Policy & Data

- **New Hampshire Department of Education.** (2015). New Hampshire Early Learning Standards: Birth to Five. Concord, NH: NHED.
- **New Hampshire Council for Thriving Children.** (2020). New Hampshire Strategic Plan for Early Childhood. Concord, NH: NH DHHS & NHED.
- **Murphy, E. E., Parker, T., Portrie, C., & Carson, J. A.** (2024). Preschool Availability in New Hampshire Public Schools (Issue Brief 182). Durham, NH: Carsey School of Public Policy, University of New Hampshire.
- **England, E.** (2024). Granite Guide to Early Childhood: Introduction to New Hampshire's Child Care Sector. Durham, NH: Carsey School of Public Policy, University of New Hampshire.
- **New Hampshire Fiscal Policy Institute.** (2025). High Prices and Low Availability of Child Care in New Hampshire: Challenges Continue in 2025. Concord, NH: NHFPI.

National Preschool, Inclusion, and Quality Resources

- **National Institute for Early Education Research (NIEER).** (2025). The State of Preschool 2024: State Preschool Yearbook. New Brunswick, NJ: NIEER, Rutgers Graduate School of Education.
- **Garver, K., Weisenfeld, G. G., Connors-Tadros, L., Hodges, K., Melnick, H., & Plasencia, S.** (2023). State Preschool in a Mixed Delivery System: Lessons from Five States (Report and Brief). Palo Alto, CA: Learning Policy Institute.
- **Division for Early Childhood of the Council for Exceptional Children (DEC).** (2014). DEC Recommended Practices in Early Intervention/Early Childhood Special Education. Washington, DC: DEC.
- **National Center for Pyramid Model Innovations.** (n.d.). The Pyramid Model for Promoting Social–Emotional Competence in Infants and Young Children. Tampa, FL: University of South Florida.

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FOR MORE INFORMATION ABOUT THE BUILDING A ROADMAP FROM VISION TO VIABLE PRESCHOOL PROGRAMS: A COMMUNITY PLANNING RESOURCE FOR EXPANDING EQUITABLE PRESCHOOL ACCESS ACROSS NEW HAMPSHIRE, CONTACT:

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