1. **Executive Summary**

The *Brockton Champions Children* team has designed a plan for expansion of preschool services that address: the needs and desires of families and early educators; the overall structure of the PEG program; and our community’s commitment and vision of early childhood.

Our plan intends to expand preschool access to young children ages 2.9-Kindergarten entrance age; provide comprehensive services to children and their families; support family engagement activities; and provide professional development for early educators. An additional outcome of our work in Brockton has been the development of a vision and a commitment to provide consistent community wide support to the multiple early childhood initiatives in Brockton, including those not directly affected by the BCC plan. This will enable our community to build upon and strengthen the capacity of all early childhood programs, thus increasing supports for young children and their families.

Our proposal is a mixed delivery model that provides expanded programming to 66 children, ages 2.9-Kindergarten age in a variety of community placements. The proposal was designed after gathering input from community providers, families, and other stakeholders through surveys, Parent Café’s, interviews, community conversations, and Council meetings. The plan includes two classrooms in a public school building, placements in family child care programs, and a classroom in a center based program. The model is as follows:

* 1 full day, full year Head Start inclusive preschool classroom to be located in a BPS building that would be scheduled from 8:00 AM-6:00 PM
* 1 full day, school year inclusive preschool classroom in the Brockton Public Schools that would be scheduled from 8:00 AM -3:00 PM
* 1 full day, full year inclusive preschool classroom to be located at Brockton Day Nursery that would be scheduled from 8:00 AM -6:00 PM
* Purchase of 6 “slots” in community family child care homes. The family child care homes typically operate from 6:30 AM -6:00 PM full year. These slots would be strategically located throughout the city to ensure that transportation would not be an issue.

The leadership plan builds upon existing and newly formed partnerships with the Brockton Public Schools taking the role of lead agency. Individuals have been identified in each agency to represent their agency and varied perspectives across the community. Comprehensive services and family engagement is integral to the program plan. A hybrid model, utilizing the expertise of Head Start, BPS, and CFCE as well as other existing agencies, will be used to deliver comprehensive services. We have planned for a focus on early childhood mental health. This proposal addresses ALL children including children with special needs, children who have not had the opportunity to access programs, dual language learners, and children from high risk families. In order to enhance the community’s Birth-Grade Three continuum, all funded programs will utilize a consistent curriculum and instructional strategy. Coaching and mentoring is integrated into all aspects of professional development and program implementation.

Our vision is multifaceted and addresses the community as a whole:

* All children will have the opportunity to participate in high quality early childhood programs/activities that meet their family’s needs.
* All families will receive the resources and information they require to strengthen their role as their child’s first teacher.
* All early childhood providers will be well compensated and well qualified in their roles as early childhood educators.
1. **Leadership Plan**

The *Brockton Champions Children* (BCC) Team has designed a leadership plan that incorporates the expertise and resources of individuals in the Brockton mixed delivery early childhood system as well as support from civic and community organizations.

The BCC Planning Team was developed from the existing Brockton Coordinated Family and Community Engagement (CFCE) Council and will continue affiliation with the CFCE Council moving forward. The proposed BBC Leadership Team will be comprised of individuals from an array of programs and organizations. The Leadership Team will include representatives from the Brockton Public Schools (LEA), the community Early Learning Programs (ELP), individuals from a cross section of the community, the early childhood mixed delivery systems, and family members. If awarded, a grant coordinator would need to be hired and/or assigned. A Steering Committee will be identified from the individuals on the Leadership Team. These people will be those directly involved in any delivery of programs. This embedded BCC leadership system, which will include a small Steering Committee, Leadership Team, and the CFCE Council will ensure that consistent communication among and between all parties occurs.

A BCC Leadership Team has been identified thus far. Organizations followed by individuals are listed below. As noted above, a Steering Committee will be identified from the Leadership Team comprised of individuals providing direct service (i.e. BPS, Head Start, Cole Harrington Family Child Care System, and Brockton Day Nursery.) They include but not limited to:

* + Brockton Public Schools
	+ Self-Help Head Start, Inc
	+ Families
	+ Early Intervention
	+ Center Based programs
	+ Family Child Care System
	+ Early Intervention
	+ Community Schools of Brockton
	+ Community Based Organizations
* Laurie Silva - BPS Director of Development and Grants Management
* Joni Block - CFCE Coordinator and Co-Chair of the CFCE Council
* Susan Driscoll - Massasoit Community College Center Director and Co-Chair of the CFCE Council
* Nancy Sullivan - Deputy Director of Self Help Inc., Head Start
* June Saba - BPS Executive Director K-5.
* Lisa Botelho – Executive Director of Brockton Day Nursery
* Donna Carver – Director of the OCY child care program
* Michele Bradford - Program Coordinator of Cole Harrington Family Child Care System of Enable, Inc
* Carla Seymour – Director of Coaching and Mentoring at Child Development and Education, Inc. for the EPS grant.
* Brittany Leduc - Director Of South Bay Early Intervention
* Barbara Collins - Director of BAMSI Early Intervention
* Lakia Small - Family/Child Specialist with JRI and Brockton PCHP Coordinator
* Maria Mombeleur. Brockton Program Coordinator for Raising A Reader MA
* Evelyn Miranda - Parent of Young Child
* Brockton Mayor’s Office
* Department of Children and Families
* Community Connections of Brockton

An internal BPS team will provide additional oversight and supports with a focus on continuous improvement and quality enhancement. The inclusive cross disciplinary team from BPS including the Director of Bilingual Education, Coordinator of Literacy Pre-K to 5, Coordinator of Title 1/McKinney-Vento, Early Childhood Special Education Administrator, the Teen Parenting Program Coordinator, and a BPS elementary school principal will provide input and guidance.

The early childhood community in Brockton has enjoyed and benefited from a respectful relationship with each other. The BCC project allowed for a deeper collaboration for people. There is clearly an excitement about this current project as well as the possibility of moving forward with the plan.

The members of *Champion Team* represent a broad range of experiences, expertise, and knowledge of our community and early education and care programs and services. As part of the CFCE Council, the Leadership Team and Steering Committee members can strengthen our early childhood system and facilitate our vision while collaboration occurs across the community through Council activities.

Brockton Public Schools will serve as the lead agency for the BCC plan. The project point person will be Laurie Silva, an experienced early childhood educator and administrator who now is in BPS Central Office as the Director of Development and Grants Management. She is in a unique position to integrate BCC initiatives within the BPS structure and across the community as appropriate. Ms. Silva has a deep knowledge and an understanding of the mixed delivery system, the early childhood community in Brockton, and the CFCE Council. She will work with Joni Block, CFCE Coordinator and Co-Chair of the CFCE Council to ensure integration of efforts. It is anticipated that an early childhood coordinator will be hired or appointed to coordinate the BCC if we are fortunate enough to be funded. This integration and cross collaboration will be beneficial as it will support system and capacity building across the early childhood community in Brockton.

The individuals on the Steering Committee, Leadership Team, CFCE Council, and the internal BPS team will ensure an integration of knowledge, perspectives, and the ability to support the plan as proposed as well as consider expansion in the future. By involving individuals within the mixed delivery system with expertise in specific content, instructional, administrative, and assessment areas, we can maintain a beneficial initiative.

An evaluation plan will be designed to help determine and structure effectiveness of the initiative. We will seek assistance from the BPS **Executive Director of Assessment, Accountability, Technology & Student Data Research to develop a plan that aligns with existing BPS initiatives. This will also support our work in building a Birth-Grade 3 system. The evaluation plan will be iterative so that there will be a built in system of reflection and revision as needed. Qualitative and quantitative data will be used. Data will be gathered from students, families, and educators. Examples of what will be used include: TSG, family and educator surveys, and pre and post surveys regarding professional development. The use of the CLASS will be studied as well. In addition to BCC’s tools used for evaluation, we will incorporate any specific data requested by EEC and build that into our plan.**

Thus far, the impact of the BCC partners has been extremely positive. Overall, everyone has a better understanding of the mixed delivery system in Brockton, having had many discussions, shared materials, and participated in a number of site visits to programs. Our understanding, efforts, and ongoing collaboration have been greatly enhanced and will continue beyond this planning project.

We anticipate that if funded, the ability to actually expand options will provide the community with much needed programming and resources beyond what is currently available. The idea to provide additional classrooms, provide programming and comprehensive services for a wide diversity of children and families, provide professional development to the BCC sites as well as expand into the greater community will enable greater consistency in Brockton.

1. **Program Design and Development**

**a.Needs Assessments**

The *Brockton Champions Children* (BCC) Steering Committee developed two surveys to assess the needs of families and children and to gather information from community ELP; a Family Survey and a Provider Survey. We also facilitated a number of Parent Cafes and Community Conversations in which we gathered anecdotal information from family members, early childhood providers, and community leaders which is incorporated into the overall design of the plan.

**Family Survey results –**

The Family Survey was translated into Spanish, Cape Verdean and Haitian Creole and was disseminated in the following manner:

* Sent to ELPs for their families with children currently placed in community programs
* Given to families at several BPS Parent Workshops
* Given to families at the Head Start Program’s Morning Mingle and parent-child activities where Head Start Family Advocates were available to assist parents
* Given to the Justice Resource Institute family and child specialist worker to administer to families experiencing homelessness she works with living motels.
* Given to families at several Parent Cafes held in the community
* Emailed to families with a link to the on line version on Survey Monkey and sent out to families in the community.

The majority of families answering the Family Survey were satisfied with their current preschool program. Those who were unhappy reported that the program cost too much, the hours didn’t meet their need, no transportation was provided, or they did not meet the income eligibility. A little less than half (48%) indicated they would be able to pay for preschool on a sliding fee basis based on their income. Most of the children were in a center based program including community centers, Head Start and public school. About 10% were in a family child care setting. The majority of families (49%) wanted a full year program but 37% wanted a school year program. The majority of families (63%) needed a full week program with 33% requiring a full day. When needing a full day program there was a fairly even distribution as to how many hours constitutes a full day. About 26% needed 6-7 hours; 28% needed 7-8 hours and 26% needed 8 or more hours. An interesting response was that 98% of the families would want their child enrolled in an early childhood program in preparation for kindergarten. Most of the families saw the value and importance of sending their children to a quality early childhood program.

What we realize is that although there are numerous venues for dissemination of information and sharing of resources, not all families know or have access to it. Therefore, in an effort to address these and other similar comments, the CFCE Council, with assistance from the Leadership Team, will be conducting Community-wide Early Childhood Information Fairs twice a year. Early Learning Providers from the community will be invited to come to the fair with brochures, videos, fun activities etc. to put on display for interested families. Representatives from the ELPs can be available to answer questions and provide information. In addition, brochures from all community early education and care programs will be disseminated at locations throughout the community (Community Connection/Family Center, local library branches, and the CFCE Resource Center.)

**b.Teacher Capacity and Classroom Quality**

Provider Survey Results

Data was gathered through on-line surveys and conversations with early childhood providers in the community. The Provider Survey was sent via email to all community ELPs including family child care providers. Numerous emails were sent as the survey initially not many providers completed the survey. In addition, several telephone calls to providers were also made to remind them to complete the survey. The Provider Survey was brought to CFCE Council meetings and at a number of PEG Planning Grant working group meetings for providers to complete on site. Even with all the reminders and outreach, only 17 providers responded representing approximately 1,233 young children

Information about classroom quality within community classrooms/programs was indicated through a variety of means such as NAEYC and NAFFC accreditation and QRIS levels. We received a number of surveys from programs and centers however; many did not answer the questions about accreditation, QRIS level, or UPK. Information from the Provider Survey indicates that four of the responding centers are NAEYC accredited. Four centers have reached Level 3 on the QRIS. Both Family Child Care systems are NAFFC accredited. One is at Level 2 and one at Level 3 on the QRIS. Those centers that are accredited but not at Level 3 would be considered for expansion classrooms/placements and a plan will be developed to advance their level on the QRIS.

Following are some highlights of the Provider Survey:

Quality Indicators

* 60 % - NAEYC Accredited
* 30%- NAFCC Accredited
* 50% -UPK Grant from EEC
* 20% - Other: CDA

QRIS Levels

* 40% -Level 1
* 20% -Level 2
* 40 % -Level 3
* 0% - Level 4

Staff Credentials

* 62%- CDA
* 75 % -Associates Degree
* 87.5% -Bachelor’s Degree
* 44% -Master’s Degree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program  | NAEYC Accredited | NAFCC Accredited  | QRIS Level | UPK | Other |
| Massasoit  | Yes |  | 3 |  |  |
| Self Help Head Start | Yes |  | 3 | Yes |  |
| Old Colony Y | Yes |  | 1 |  |  |
| Little Discoveries  | Yes |  | 3 | Yes |  |
| BDN | No |  | 3 | Yes |  |
| BPS – Gilmore and Adult Learning Center  | No |  | 2 |  |  |
| Andrea’s Day Care – Cole Harrington |  | Yes | 3 | Yes |  |
| Joseph’s Daycare  |  | Yes | 2 |  |  |

The Provider Survey identified a number of successful family engagement activities which can improve family outcomes. Responses included;

* Use of the Strengthening Families tool
* Parent Cafes
* Playgroups
* Family events (multicultural days, STEM nights, Morning Mingle)
* WOYC events
* Workshops for families
* Conferences
* Home visits
* Classroom volunteers
* Referrals to comprehensive services

These ideas have been considered as we design our Strategic Plan. We intend to provide consistent family engagement activities to all BCC programs as well as continue our ongoing collaboration with community family engagement programs.

Information gleaned from the surveys received, indicated that 62% of programs participate in coaching and mentoring activities. Regarding turnover, 69% stated that they do not have a problem in this area. This will be a consideration if/when we implement the BCC plan; we certainly do not want to have educators jump from one program to another.

There are a number of resources available for educators. Results of the survey indicated that staff access professional development via EEC and the Region 5 EPS grant as well as professional development opportunities offered by individual programs. The frequency of educators participating in professional development ranges from 56% participating 6 or more times a year to 19% accessing professional develop 1-2 times a year.

When responding to the survey about unmet needs in professional development, the following findings were identified as needs:

* Early math and science – 85%
* Social and emotional development – 75%
* Early literacy – 57%
* Special education – 57%
* Family engagement – 64%

In response to a query about the program’s ideas of unmet needs of programs and families, they identified the following:

* Low access for middle income families
* Students transitioning from Early Intervention programs and not placed in any other program
* Transportation
* Varied day, hour and year schedules
* Housing
* Employment
* Mental health resources
* Family support

We recognize that it is possible that some of the responses from the survey may not be representative of the community as a small number of programs responded. These issues are all taken into consideration in our plan as we address program and educator capacity activities.

BPS offers a free full day kindergarten program for all children. Children enter kindergarten with a vast variety of experiences and knowledge. Only 43% of incoming BPS Kindergarten students have attended a formal early childhood program. It should be noted here that BPS enrolls all children who turn five by December 31 of their kindergarten entrance year. Given that Brockton is one of only a few communities in MA to have this kindergarten entrance age, we value and look forward to opportunities to expand preschool in our community.

Anecdotally, not all community providers receive the same information about the BPS Kindergarten program. Our proposed plan will allow for a comprehensive plan of dissemination across the community so that the Birth-Grade 3 continuum is strengthened. Our community is comprised of a rich diversity of people with a variety of ethnicities, languages, family structures, and values. Children enter kindergarten, not only with a variety or lack of formal preschool experiences, but many of whom do not speak English, are experiencing homelessness, and who have multiple risk factors. All of this will be addressed in our plan.

An additional outcome of our work in Brockton has been the development of a vision and a commitment to provide consistent community wide support to the multiple early childhood initiatives in Brockton, including those not directly affected by the BCC plan. This will enable our community to build upon and strengthen the capacity of all early childhood programs, thus increasing supports for young children and their families.

There are over 8,000 children age Birth-5 in Brockton. The community has many early childhood programs including: Head Start, 16 licensed center based programs, 147 licensed family child care providers, and programs within the public schools: PreK classrooms for children with and without special needs, a PreK classroom for some children of adult students in the Adult Learning Center, and a Teen Parenting program for young parents and their children. With the existing programs, only 43% of students entering Kindergarten have been in a formal early childhood program as was previously mentioned.

The results of the Provider Survey, and other capacity and space surveys being conducted within the community, indicate that there is no significant space in any one building or community program to create a shared space for preschool programming. However, there are pockets of spaces, one to four classrooms, located across the community in the public school, center based programs and family child care homes. Strategically locating classrooms across Brockton, for ease of accessibility, would reduce the cost and need for transportation.

Proposed BCC Plan

Our plan intends to expand preschool access to young 66 children ages 3-K entrance age children, provide comprehensive services to children and their families; support family engagement activities; and provide professional development for early educators. The following plan is being proposed for preschool expansion in Brockton. It takes into consideration the results from both surveys, particularly the lack of space and desire of families for a variety of schedules.

* 1 full day full year Head Start inclusive preschool classroom to be located in a BPS building that would be scheduled from 8:00 AM-6:00 PM
* 1 full day school year inclusive preschool classroom in the Brockton Public Schools that would be scheduled from 8:00 AM -3:00 PM
* 1 full day full year inclusive preschool classroom to be located at Brockton Day Nursery that would be scheduled from 8:00 AM -6:00 PM
* Purchase 6 “slots” in community family child care homes. The family child care homes typically operate from 6:30 AM -6:00 PM full year. These slots would be strategically located throughout the city to ensure that transportation would not be an issue.

At this time, we do not anticipate any difficulty hiring qualified staff for this project. Results from the Provider’s Survey indicate that only three of the community child care centers are having difficulties hiring and maintaining high quality staff. The Leadership Team and the Steering Committee meetings could be a vehicle used to advertise and recruit qualified staff for the community centers. The larger issue is for early learning providers across all settings seem to be compensating their teachers at rates comparable to their public school counterparts. This stream of funding will begin to address this issue.

Currently, the BPS Gilmore Early Childhood Center has 16 classrooms serving 348 students ages 3-4. The majority of the classrooms provide half day programs; two classrooms are full day. (The current full day classroom schedule is 8:00 AM -2:30 PM.) Most of the half day classrooms are inclusive classrooms. There are some half day programs that are substantially separate classes. All classrooms follow a school year calendar. The Gilmore Early Childhood Center is an ideal location for the proposed BCC classrooms as it is the home for Speech and Language Pathologists, Occupational and Physical Therapists and Adaptive PE therapists providing screening, assessment and services to all of Brockton’s 3 and 4 year old children placed on an IEP. We intend to work closely with the BPS in placing students on IEPs, who also meet the criteria of the BCC program, into the new classrooms.

The Head Start program currently has 38 children who are bused to and from the Gilmore Early Childhood Center to have their special needs services delivered. Years ago, the BPS sent personnel to the Head Start program to service the children on site. That process was discontinued a few years ago due to budget cuts in the BPS. Not all Head Start students on IEPs can be placed in the two proposed classrooms but our plan is to ensure we create inclusive classrooms and have fewer children being transported between two programs daily. The quality of early education and care is increased when the services are delivered comprehensively.

The third proposed classroom will be located in Brockton Day Nursery, an EEC licensed center. In addition to their toddler and preschool classrooms, Brockton Day Nursery currently houses two Early Head Start classrooms. Brockton Day Nursery is the community’s oldest early childhood center, it has been a major partner on the CFCE Council and in this planning process, and they have identified potential space.

Each program will be responsible for hiring the teacher (with a Bachelor’s degree) and two other teachers/paraprofessionals for their respective classrooms. Benefits such as health insurance, dental insurance, sick days etc will also be handled by each program. Each program will be given an allocated amount of funding for purchasing classroom furnishings, materials and curriculum. Curriculum choices will be decided by the BCC Steering Committee.

* Brockton Public Schools will hire the classroom teacher and two paraprofessionals for their classroom.
* Head Start will hire the head teacher and two lead teachers for their classroom.
* Brockton Day Nursery will hire their classroom personnel, the head teacher and two lead teachers for their classroom.

Transportation will be contracted by Head Start for their classroom for those families with a high need. Additional transportation will be provided by the BPS contracted van company on a limited basis. Children who have an IEP will be transported through BPS as part of their service plan.

In addition we will engage the services of a Head Start Family Advocate, Family Engagement Specialist, and an Early Childhood Mental Health Specialist to provide comprehensive services to all families, children, and providers in the BCC classrooms and family childcare placements. We want to ensure that all children and families served by this program receive the same level of comprehensive services. Special needs screening assessments and services to children on IEPs will be delivered by BPS personnel as designated in the IEP.

Our target population would be children and families:

* Income eligible
* EEC Waitlist
* Experiencing homelessness
* Dual language learners
* Middle income families who do not qualify for child care subsidies and who otherwise cannot pay for preschool programs
* Children on an IEP
* Receiving assistance from DTA
* Receiving services from DCF
* Children transitioning out of Early Intervention programs not qualifying for public school SPED services
* Siblings of students enrolled in existing programs

Our intent is to provide opportunities for families who otherwise would not have access to programs as well as assuring an integrated model. Studies reveal that children from middle income working families either are unable to afford early education programs, or they attend lower quality programs than their peers who can economically afford higher quality care or are eligible for state subsidies; this leaves children from middle income working families often starting school unprepared. Results of our surveys substantiated this as well as many conversations with families of young children. The aforementioned target population is large but addresses the inclusive nature of how we are designing the program.

Professional Development

The BCC plan will employ a tiered approach to professional development. Staff in targeted BCC classrooms and FCC will receive a full complement of PD which will be described below. Selected professional development will be offered to ELP staff in other community programs. Topics for professional development will include:

* Curriculum, Instruction and Assessment
* Family Engagement
* Coaching and mentoring
* Early childhood mental health
* Differentiated Instruction
* Inclusive practices

The BCC Professional Development plan will consist of workshops, technical assistance, coaching and mentoring, and communities of practice. An intensive three day training will occur prior to the start-up of classes. This will involve training on the selected curriculum, development and training of instructional practices, and other program components including family engagement and comprehensive services. Ongoing workshops will be delivered to staff on four designated professional development days during the year. Preschool classes will be cancelled; families will know well in advance about these professional development days so they can plan for alternative arrangements.

A specific model of coaching and mentoring will be adopted and all identified coaches will be trained in that model. Coaches will also provide ongoing technical assistance to classroom staff as needed. The hiring of coaches will be done in conjunction with BPS, the lead agency and the Steering Committee.

As we move forward, programs that are not NAEYC or NAFFC accredited will begin the process of seeking accreditation. All classrooms that are not at Level 3 on the QRIS will also work towards advancing to that Level 3 and Level 4.

In order to build capacity within the community, a Professional Development plan for all providers will be designed. The focus will mirror the BCC plan. We will collaborate with existing programs and seek funding to enable this to happen. We will also collaborate with existing professional development programs such as the EPS and Brockton Public Schools.

**c.Comprehensive Services and Family Engagement**

We adhere to the notion that families are their child’s first teacher, and as such, comprehensive services and family engagement are strongly woven into the BCC plan. We will contract with Head Start to fund a half time Family Advocate to replicate the Head Start model in all of the BCC funded classrooms. Additionally, collaboration with the family engagement programs within BPS, the CFCE program, and specialists in the other BCC funded agencies will be coordinated. Of particular import will be the development of a strong link to the CFCE program so that information about direct services, referrals, workshops, and other forms of family support are accessed by families in the BCC programs. We will ensure that the Family Advocate has the capabilities and resources to address the multiple languages of families that may be involved. For this, we will collaborate with the Bilingual Department in BPS so that translation of materials and programs are available.

An additional focus of early childhood mental health supports will be built into the plan. Toward that end, the services of a Head Start Mental Health Specialist will be funded to work across all of the BCC classrooms. We anticipate that this model will draw from the strengths of the existing mental health and behavioral supports from Head Start, Brockton Day Nursery, Family Child Care system, and BPS. Collaboration with EEC’s Mental Health initiatives will be explored.

Transportation is being built into the plan for some of the children. We want to ensure that children who have no other options of being transported can participate in the program.

Other health services, including nutrition, dental, vison, and hearing screening will be incorporated into the BCC plan.

Outreach/Recruitment

The Brockton Public Schools has a School Registration and Parent Information Center (SRPIC) staffed with personnel who speak multiple languages. Families of new students Pre K-Grade 12 are required to register their children at the SRPIC. Their hours are 8:30 AM -2:30 PM Monday to Friday and 5:00-7:00 PM on Wednesday. This office would be instrumental in assisting in the recruitment of preschool children as many families utilize the center and the BCC team will collaborate with them in identifying and recruiting eligible students. Each individual program; the Head Start, Brockton Day Nursery, and Family Childcare, has their own registration process and criteria. We will work toward integrating the recruitment and registration process.

Many of the local early childhood centers and Family Child Care Systems are members of the Brockton CFCE Council. Communication through the CFCE Council can be used to recruit children and families. Additionally, Council members include the MA Home Visiting Initiative program, the Healthy Families program, the PCHP program, Early Intervention programs, all of whom will assist in recruitment efforts.

In addition to above outreach groups, the following entities will also be contacted to assist in recruitment and outreach:

* EEC waitlist (PACE)
* BPS Gilmore Early Childhood Center preschool peer screening waitlist
* Justice Resource Institute personnel working with homeless families
* Assistance from the BPS Bilingual Advocates and BPS Bilingual Community Facilitators
* Various social media: BPS website, Brockton City Hall Web site, City of Brockton Web site, Brockton Community Access Cable TV, Brockton Main and Branch Libraries
* Women Infant and Children (WIC) Program
* Department of Children and Families (DCF)
* Department of Transitional Assistance (DTA)

**d.Inclusion**

The *Brockton Champions Children* Steering Committee is committed to increasing the number of inclusive preschool classes in Brockton. Inclusive education brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. If funded, all new classrooms will be inclusive classrooms. Ideally, we’d like to hire teachers that have certification in early childhood and special education. BCC will work with the BPS Special Needs Department in identifying and placing children on IEPs in these classrooms. The Brockton community has a history of successfully providing inclusive early childhood classrooms and/or services that included children with special needs, dual language learners, families who have aged out of the EI system and not identified for ongoing services, and children who presented with challenges. Of late, however, the number of these children has increased and no longer placed in programs; therefore, more children who are at risk are not receiving services that previously had been serviced.

All IEP services and therapies will be integrated which in turn builds the educator’s capacity for the future. As previously stated, the advantage of having two classrooms housed in the Gilmore Early Childhood Center is that the therapists are housed there.

**e.Curriculum and Assessment**

The BCC Workforce working group identified three early literacy and one math curriculum programs to review: Big Day for PreK (Houghton-Mifflin), Opening the World of Learning (OWL/Pearson), World of Wonders (McGraw-Hill) and Building Block (McGraw-Hill). Each company sent sample kits and/or power point presentations. There was a two hour presentation by Houghton-Mifflin representatives for Big Day for PreK. No recommendations were made for curriculum at this time. However, the BPS preschool program is piloting Big Day for PreK in one of their classrooms next year. The Steering Committee will be looking for feedback from the BPS regarding this pilot. The LEA is looking for a more comprehensive preschool curriculum for their program. Professional Development for the chosen curriculum will be provided to BCC and community ELP staff will be invited.

The Provider Survey indicated that several Family Child Care programs use the HighScope curriculum and HighScope COR for their assessment. Those FCC programs will be able to continue using this curriculum and assessment as it may be more conducive to their environment.

Classrooms funded by this grant would use Teaching Strategies Gold (TSG) as their assessment. The Provider Survey indicated that the majority of community ELP classrooms and the LEA preschool program use Teaching Strategies Gold for their assessment. Over the past few years, professional development for TSG has been provided to community and public school programs, Additional professional development would be provided for all funded programs and offered across LEA and ELP partners. Assessment information from TSG will be used as children transition from preschool to kindergarten. CFCE will assist in facilitation of transition activities from preschool to kindergarten.

**f.Birth-Grade Three Alignment**

Brockton has strengthened the work of a Birth-Grade 3 plan with the BCC project. It builds upon efforts previously completed with a prior Birth-Grade 3 Early Childhood Inclusion project, the work of the CFCE, and the ongoing work of BPS. This BCC plan has enhanced and will incorporate a number of plans including;

* Efforts will be made for professional development opportunities supported by the public school will include ELPs. Conversely, public school people will be included in professional development opportunities by the ELP’s. This will provide consistency and a common language so that as children move between and from one program to another, there will be common factors. The Leadership Team will support this by sharing information and planning for logistics as needed.
* The document entitled Building the Foundation of Future Success for Children from Birth through Grade 3, will undergird the curriculum instructional, and assessment practices in classrooms as well as inform the work with educators and family members.
* Sharing of information between the CFCE Coordinator, the BPS Executive Director of K-5, and the BCC Leadership team will allow for materials, ideas, and resources to be shared with principals, Directors, educators, and families about Birth-Grade 3 initiatives.

We look forward to our increased collaboration within Brockton as well as with EEC in the future. We know our community can benefit from the expertise and resources of EEC. This project, along with guidance from EEC, can serve to integrate a number of early childhood initiatives in Brockton including our work with EEC grant funded projects such as IPLE, CFCE, EPS, and ECMH as well as the work on standards and assessments.

**IV. Planning for Costs and Sustainability**

The proposed plan as described above for expansion of programs for 66 children is dependent upon receiving funding as outlined in the budget. If changes are made to any allocation, we will adapt the proposal. If there is a need to reduce the number of classrooms, we have prioritized the two classrooms at the Gilmore Early Childhood Center, followed by the family child care placements, and then the classroom at Brockton Day Nursery. If we are have an increase in the budget, the plan would be to expand and replicate programming at other community sites.

We have developed a budget through collaboration and integration of services and in-kind donations from community BCC partners funding the BCC program.

In-kind costs:

* BPS: Space, custodian, secretary, payroll preparation, BPS SPED department, teacher computer, grant management
* Head Start: Cost share proportionate costs of Family Advocates, Family Engagement and Mental Health services, and some transportation
* Brockton Day Nursery: Space, custodian, secretary,

We plan to work with other grant funded programs to maximize services. These programs include: CFCE, EPS, Special Education Entitlement, Inclusive Preschool Learning Environments, MA Public Health Home Visiting Program, and a new Parent Child Home Program.

The Brockton 21st Century Corporation has developed a Brockton Funding Resource Guide: A Guide to National Grant Programs. It includes a list of federal, non-governmental and corporate giving programs. Each possible funding grant has a live link where the specifications and contacts for the grant can be explored. Additionally, a plan is in place to design a development and funding plan for preschool expansion if we were to be funded.

In conclusion, the BCC plan has enabled our community to envision expansion of preschool programs that address the needs of families, the diversity of Brockton, and the provision of best practices in early childhood. We look forward to ongoing work so that all children in Brockton have opportunities to have beneficial and successful early childhood experiences.

Appendix A – Survey Results

Appendix B – Budget

**APPENDIX A**

**Results of Family and Provider Surveys**

**Family Survey Results**

79%: primary caretaker

89% : child’s parent

Types of Programs Parents Want/Need

70 %: daytime program

43%: before and after school

25%: summer only

12%: no program needed

4%: Other: flexible days and length of day; options that are affordable with transportation

Issues accessing early childhood program option

* 45%: no problems
* 31% too expensive
* 17%: hours did not meet my need
* 12%: no transportation
* 16%: Did not meet criteria for income eligibility
* 11%: Did not know where to get information about early childhood program options
* 6%: language barriers
* 7%: location inconvenient
* 7%: Other: every place I went asked for vouchers; problem with income requirement because I am a grandparent with guardianship

Financial Assistance

* 62%: received no financial support
* 16%: Head Start program
* 12%: subsidies
* 8%: Public School

Able to Pay on a sliding fee scale

* 49%: Yes
* 51%: No

Ideal length of time for program

* 50%: full year
* 36%: school year
* 2%: summer only

Length of School Week

* 71%: full week
* 41%: full day
* 5%: part week
* 16% part day

Those who answered part day

* 23%: 4-6 hours
* 16%: 2.5-4 hours
* 61%: NA (chose full day)

Those who answered full day:

* 27%: 6-7 hours
* 29%: -78 hours
* 24%: 8 or more hours
* 20%: NA (chose part day)

Even if you didn’t need care would you send child?

* 94%: Yes
* 6%: No

When seeking and registering/enrolling, what could have made the process easier?

* Earlier registration
* Conduct several prescreening sessions to help parents understand the process
* More information readily available. A place where I can research options available in the city
* Access to information in a consolidated space
* More information about programs available to grandparents
* More assistance with paying
* Online enrollment
* Greater access to information about available programs
* Assistance with payment
* Easy access to information
* Financial option; list of places to apply

Anything else we should know about your views on early childhood programs?

* Very Necessary for Developing Lifelong Learners
* There should be more financial help available. Although I have more income I also have more bills and responsibilities
* There is not enough options with the public school system
* it should be available for all children
* I think it is very important to help kids 2.9 & up getting into a preschool setting. It helps shape their habits on positive behavior & socialization. This will make less of a jumble as they come in from multiple settings
* I would really like for a program to be created that is geared for the middle income families. I have found that these families, like mine, either do not qualify because the income guidelines are ridiculously low, or they are too expensive and one mind as well quit their job because all of the money made will go towards paying for the child to attend the program. Thank you and I really hope that the middle income families are highly thought of while creating this exciting opportunity!
* I'd like to see the focus of preschool back on play & social/emotional development and less on the academic skills of kindergarten. These little guys are still babies and need developmentally appropriate classrooms & social skills, love, and fun learning.
* Eligibility & Transportation. There are hardworking parents that don't qualify because of state standards. It seems that only state dependent families qualify for services than the working families

During Parent Cafes and Community Conversations, parents and community representatives identified the following challenges and wishes:

Challenges

* Costs
* Eligibility for program; access
* Transportation
* Full time v Part time
* Program may not be a good fit for child: too many children/classrooms, child may need smaller, more intimate setting
* Staff speaks only English; not culturally sensitive
* Compensation: need for well trained, well paid staff
* Program needs to be developmentally appropriate and age appropriate

Wishes

* Flexible program: part day/part week
* Summer only program
* Outdoor activities
* Focus on social-emotional development
* Focus on play
* Supports foundation/basic skills
* Affordability
* Universal prek
* Mixed income population
* Immersion program
* Specials in class i.e. soccer, t ball, gymnastics, dance
* Staff retention

Comments from Parent Cafes:

* There is an increasing need for preschool programs for middle income families. Many families indicated that they make too much to qualify for subsidies and yet cannot afford to pay for a preschool program.
* Transportation was an issue for several families; especially if the program was less than 3 hours.
* Many parents felt that there should be less focus on “academics and more focus on developmentally appropriate classroom and social skills.

**Provider Survey Results**

The Provider Survey was sent via email to all ELPs including family child care providers. Numerous emails were sent as the survey initially was not completed by many providers. In addition, several telephone calls to providers were also made to remind them to complete the survey. The Provider Survey was brought to CFCE Council meetings and at a number of PEG Planning Grant working group meetings for providers to complete on site. Even with all the reminders and outreach, only 17 providers responded.

**Early Childhood Provider Capacity Survey**

Representing approximately 1,233 three and four year olds

Demographics of Respondents

* 60%- receive subsidies
* 39% -private pay
* 70%- low income families
* 10% -Dual Language Learners
* 9% -students with special needs
* 5% -of students are homeless
	+ 47%- of the centers are fully enrolled
	+ 59% - of the centers have available openings
* 44%- offer transportation
	+ Only 1 center has classroom space

Quality Indicators

* 60 % - NAEYC Accredited
* 30%- NAFCC Accredited
* 50% -UPK Grant fro EEC
* 20% - Other: CDA

QRIS Levels

* 40% -Level 1
* 20% -Level 2
* 40 % -Level 3
* 0% - Level 4

Staff Credentials

* 62%- CDA
* 75 % -Associates Degree
* 87.5% -Bachelor’s Degree
* 44% -Master’s Degree

Professional Development Requested Topics

* 86% -Early Math and Science
* 79% -Social/Emotional
* 64%- Family Engagement
* 57%-Special Education
* 50% - Art and Music
* 43% -Health and Physical Education