**Fall River Preschool Expansion Grant Strategic Plan**

**June 2016**

**Submitted by the PEG Leadership Team**

**Contact Barbara Allard for further information at:**

[**www.ballard@fallriverschools.org**](http://www.ballard@fallriverschools.org)

**774-930-4464**

**Fall River Preschool Expansion Planning Grant Strategic Plan Draft June 2016**

1. **Executive Summary**

Fall River Public Schools convened a Preschool Expansion Grant Leadership Task Force as an outgrowth of the Coordinated Family and Community Engagement (CFCE) Council in Early February 2016 charged with developing a strong, public/private partnership and plan aimed at expanding comprehensive services and high-quality early education opportunities for some of our neediest children ages 2.9-kindergarten and their families in the city of Fall River. Over 55% of children entering kindergarten have not attended preschool resulting in over half of our students starting school at a significant disadvantage. Our partnership of early education professionals met twice a month between February and June 2016 to create a plan committed to erasing this obstacle and that will ensure a strong, collaborative vision for Fall River’s future built on the expansion of opportunities, rigorous standards of excellence and accountability—in the classroom and across the community—and a shared contribution of resources and expertise that improves levels of quality, access and service for both families and providers.

**Vision:** “All Fall River children from birth to age 5 are socially, emotionally, physically and academically ready to learn and are prepared to succeed in school, at home and in life.” We understand the need for not only expanding access to quality and affordable early education slots in the city, but also the critical importance of kindergarten readiness—especially for those who are most at risk—in helping us close a serious achievement gap and improve the academic performance of all our children. From early reconnaissance and surveys of both preschool providers and families across the city, we know that enhancing our current system of early education and care will benefit our community in the following:

* More efficient (timely), effective and expanded referral systems between and across preschool providers and families;
* Increased collaboration amongst partners with streamlined sharing of resources, expertise, effective practices and leadership;
* Improved local universal and innovative access to high quality professional development opportunities and in-demand career pathway options for preschool teachers and staff;
* Increased availability and accessibility of preschool slots and decreased “wait time” for openings;
* Improved overall coordination and array of academic, social, emotional, behavioral and physical support resources/services available to families and their preschool age children;
* Improved kindergarten readiness;
* Improved transitions for children and families to and from home/programs; and
* Improved alignment and access to high quality, research-based classroom curriculum, effective practices and classroom resources.

In the development of the strategic plan, six (6) overarching goals lay the foundation for planned activities as we launch a newly envisioned “Community Partnerships for Children”:

1. Fall River children are ready to learn, can successfully participate in preschool, and smoothly transition into K-12 school experiences. Academic achievement and personal growth is enhanced and supported by appropriate physical, cognitive, social and emotional health wrap-around supports and interventions.
2. Recent data has shown that only 38% of Fall River 3rd graders score proficient or above in reading on MCAS compared to 60% for MA. Only 77.2% of Fall River students graduate from high school within 4 years as compared to 87.3% for MA. Fall River is crafting a dynamic system of comprehensive wraparound services that will allow both providers and families to access the necessary social, emotional, physical, behavioral supports necessary—including greater at-home and provider-based literacy supports especially for non-English speaking families and children. Fall River children ages 2.9 through 5 are provided with high quality, developmentally appropriate preschool experiences and researched-based preschool curriculum.
* In school year 2015-2016 only 55% (approximately 500) of Fall River children entering kindergarten did not attend any preschool program as compared to 28% for MA. Currently, a total of 247 children ages 2.9-5 yrs. are on waitlists throughout the city at various early education and care programs and Head Start. Fall River’s plan will improve both access and quality opportunities with a target to increase the number of slots within our city for PEG eligible children by **75**.
1. Fall River families are aware of and equipped with the necessary information, supports and resources they need to nurture, promote and help their young children achieve success at school, at home and in life.
* Through the development of an electronic on-line “hub” and an expanded collaboration with providers and the school district, Fall River families will have 24/7 access to necessary information, wrap-around services and supports. Included will be opportunities to access an updated local centralized waitlist where parents can add their names waiting for preschool openings. We will offer “home school tool kits” for various ages of children that will provide parents with ideas, strategies and resources to help their child thrive at home. We will also list ongoing free weekly playgroups and community events for families happening throughout the city.
1. Fall River’s efforts to improve the quality, accessibility and availability of preschool education experiences leading to success and achievement for every child is enhanced, supported and lead by a collaborative system of early education and care providers, public schools, best practices and policies.
* The PEG Leadership Task Force is a multi-faceted representative group imbedded into the fabric of CFCE which has over 25 years of leading and managing early education and birth to grade 3 initiatives in Fall River. The PEG Leadership Task Force will oversee and manage activities in the plan along with the LEA. Over the years the CFCE Council and staff have successfully and effectively worked closely together with early childhood stakeholders on similar programs such as the Community Partnerships for Children Program.
1. Fall River early education and care staff are provided with an array of high-quality, targeted professional development opportunities and ongoing, onsite supports, as well as, support with career path development.
* Based upon our community provider needs survey (see results in Section III) and reconnaissance, specific professional development opportunities are being prioritized by program directors and will be offered to providers and their staff across the system. We will prioritize professional development space and topics to PEG participating programs, and will open training to the community when space is available. Career pathway options for building the education level of professional staff are being augmented through existing and newly developed relationships with Bristol Community College, Fisher College and Bridgewater State University.
1. High Risk Fall River families who are not eligible for free or reduced childcare will have access to high quality preschool education opportunities throughout the city.
* Too many of our families do not meet the eligibility requirements. Our working poor, homeless, very low income and immigrant families are not qualifying for assistance, therefore not able to send their children to preschool. Fall River’s poverty rate for families with children under age 5 is 36%, three times the state average of 12% *(Early Childhood Associates, Demographic, Income, Safety, Education and Health Indicators of Child Well Being in Citizens for Citizens Head Start Catchment Area, American Community Survey, 2008-2012)* and frequently precludes access to preschool placements. A key aspect of the plan will be expanded opportunities for 3 new PEG classrooms scattered across the city, easily accessible to high risk families (e.g. classrooms within public housing, programs with transportation opportunities, etc.), as well as, newly identified “PEG Integrated Classrooms” within qualifying existing early education and care providers.
1. **Leadership Plan and Project Management**

The PEG Leadership Task Force is led by Fall River Public Schools Director of Early Childhood/CFCE Coordinator. Membership in the PEG Leadership Task Force—the public/private partnership guiding and managing this initiative—is comprised of executive administrators and direct services workers of People Incorporated, Citizens for Citizens Head Start, Fall River Family Services Association, Rainbow Bears Preschool, the Child Development Center, and the Coordinated Family and the Community Engagement Program of the Fall River Public Schools. A list of individuals and their titles is included in the attachments section amended to this progress report. This PEG Leadership Task Force will work under the auspices of the Coordinated Family and Community Engagement (CFCE) Council which has been in existence for over 25 years. The role of PEG Leadership Task Force partners will be to ensure guidance, accountability and fidelity to the goals and activities outlined in this strategic plan, and partners will provide the necessary leadership, modeling, shared resources and communication required to advance system vision and implementation. The PEG Leadership Task Force will meet monthly with the PEG Comprehensive Service Team to ensure effective practices, professional development, “hub resources” and system enhancements, and other pertinent information and data is aligning with the goals of this plan. During CFCE Council meetings updates will be shared across all community organizations representing birth to grade 3 services, as well as to providers who offer before and after school programming in the city.

The CFCE staff and PEG Leadership Team’s previous wealth of experience implementing the Community Partnerships for Children (CPC) initiative, provides a solid foundation for implementing this PEG plan. CFCE staff who will now be cost shared with PEG and provide services within the PEG Comprehensive Service Team have over 100+ years of experience promoting readiness skills, providing family education and engagement, coaching teachers and staff, providing curriculum and assessment PD and support, expanding wrap-around services for families, promoting NAEYC and QRIS development, coordinating community-wide professional development opportunities and much more. A schematic is attached to this plan highlighting the suggested infrastructure.

1. **Program Design**

**Needs Assessment**

The PEG Leadership Task Force initiated plan development by exploring the results of both past and current early education initiatives in the city and identifying effective practices and challenges. Priorities for inclusion in the plan were based not only on specifications provided by the MA EEC and bi-weekly dialogues with providers, but included the results of two separate surveys. The first survey was distributed (both electronically and by hard copy) to 26 center-based early education and care programs, and 25 family childcare programs and addressed the current landscape of services, programs, needs, capacity, innovation, quality, professional development offerings, etc., of preschool programs in the city. A second survey was distributed to parents and families of children under the age of 5 and helped to identify their priorities, perceptions, service and support interests, as well as current challenges to having their child participate in a quality preschool program. Each center-based program received 10 hard copies of the parent survey (260) and 50 flyers each (1,300) to hand out to their parents with the link for the online survey. Each family childcare program received 6 surveys and flyers (150 in total). Responses were obtained from eleven (11) providers and 128 parents.

**Provider Survey Findings—Priorities for Parents:**

* Affordability—cost of the program is a challenge
* Parenting classes
* Improved kindergarten readiness support
* Translation services
* Adult education classes
* Lack of transportation for families
* Additional child care options (nights, weekends, 3rd shift)
* Nutrition and health Information for families
* Ways for parents to be involved in leadership / decision-making

Professional Development Needs for Providers include a local need for training in the following areas:

* + Innovative, new and up and coming best practice and curriculum models
	+ Trauma informed support for practice and referral
	+ Dealing with difficult parents and/or children
	+ Behavioral, social and emotional learning
	+ Developing a professional career ladder
	+ Using the Ages and Stages Questionnaire with families
	+ Use of technology (data management, website development, social media, etc.)

**Parent & Family Survey Findings—Priorities for Parents:**

* Affordability—cost of the program is a challenge
* Lack of transportation
* Translation services
* Parenting classes
* Improved Kindergarten readiness support
* Additional child care options (nights, weekends, 3rd shift)
* Nutrition and Health Information
* Ways for parents to be involved in leadership / decision-making
* Adult education classes
* Parenting classes
* Translation services

**Objectives and Plan for Year 1**

Based upon our needs assessment results, previous history with CPC and CFCE initiatives and continuous dialogue between and across early education and care provider leadership and staff through CFCE Council meetings, the following four (4) domains will set the stage for outlining plan objectives, action steps, accountability and deliverables. A matrix of the Strategic Plan for Year 1 Implementation is attached to this narrative.

1. Strengthen the Early Education and Care System in Fall River
2. Strengthen Early Education and Care Classroom Programs and Services in Fall River
3. Strengthen Professional Development and Build Capacity of Early Education and Care Teachers and Staff in Fall River
4. Strengthen Parents and Families of Young Children in Fall River

Deeper analysis of the needs assessment results will provide a more detailed map of the current landscape and will set the stage for rolling-out specific strategies, resources and supports identified in this plan to a select number of providers identified through a competitive RFP process that will be launched following implementation of funding. Programs will meet licensure and accreditation criteria, classroom teachers will have at a minimum a BA in early childhood, programs will operate on a full-day, year-round basis (260 days per year and up to 10 hours a day) and will focus on addressing families most in need.

**Teacher Capacity and Classroom Quality**

As part of the analysis, the PEG Leadership Task Force reviewed the quality and accountability standards in place for programs/classrooms, curricula, teacher qualifications/pay scale, professional development pathways, and wraparound-type services identified for families. This information will lay the foundation, not only for continued mapping of the array of birth to grade 3 early education services, but will help pinpoint design priorities going forward to address a more coherent, effective, efficient and responsive system that can be used and navigated by both providers and parents.The EEC PEG Leadership Task Force feel it is critical to target professional development to not only the PEG enhanced/new classroom teachers and staff, but to ensure that the professional development sessions that are put in place to address the key aspects of what makes a high-quality classroom and parent engagement a success are open to all early education and care professionals in the city.

**Objectives and Plan for Year I**

**Coaching Connection Model:** The heart of creating a culture of quality and a climate of developmentally appropriate practices, and a stimulating learning environment is the skill, knowledge, and teaching and learning ethos of the faculty and staff of the learning center. The “Coaching Connection,” is a model for the PEG Comprehensive Services Team members to build the capacity of PEG Teachers and to create professional development opportunities for motivated and like-minded teachers who are committed to developing and sharing expertise in quality early education and care content, pedagogy and child/family/community relationships.

**“PEG Teachers”**: Following the selection of participating providers through the RFP process, the PEG Leadership Team will begin working with programs to identify “PEG Teachers” who will be part of developing the “Coaching Connection” Model. PEG Teachers from participating programs will hold a minimum of a BA in Early Childhood Education and will work closely together as a peer group to share expertise and exchange ideas/strategies on how to address curriculum implementation and assessment, wrap-around services, special needs, parent engagement, etc. into the classroom. In addition:

* PEG Master Teachers will have a signed contract for designated PEG duties and will adhere to a uniform job description across the city
* The PEG Master Teachers will be hired through a PEG Committee of the PEG Leadership Task Force
* Be a mentor and coach to other staff in the center and help with observations and individual staff development; adhere to a strong MOU between the FRPS and providers that allows for other teachers from within the center and within the community to come in and observe; and in the latter part of the afternoon the PEG Teacher can transition around to other classrooms (with coverage provided through this PEG plan) or do a 2-hour pull-out allocated to PEG training and/or coaching with other staff. A minimum of 6 hours of this work per week is targeted.
* The PEG Teacher will work closely with the CFCE Comprehensive Services Team to:
* discuss training priorities, review implementation goals for NAEYC and QRIS status,
* Implement high quality curriculum and perform 6 month TS Gold Assessments,
* Build their capacity to provide wrap-around services for families and plan strategies for effective family engagement
* Begin video-taping of specific effective curriculum delivery and classroom management techniques that will be part of a developing eLearning Academy and train-the-trainer model.

**Classroom Learning Environment:** Fall River commits to a class size of no more than 20 students with a 10:1 ratio of certified (BA level) teacher and a classroom aide that will be paid comparable to public school teachers and aides. In addition, all selected sites selected from the RFP process will be assessed for their NAEYC and QRIS level.

**Comprehensive Services and Family Engagement**

**Family-School Partnership Development—Parents as Partners:** Central to increasing awareness and developing more active engagement of parents and families in a variety of roles—as learners, as partners, as peer-to-peer supports, and as a voice in defining the system of overall services—the PEG plan will tap into the experience and current work of CFCE staff and the program’s priorities which is to serve families with children birth through grade 3 to provide child development and transition information and supports; provide assistance with meeting basic needs and offer timely support in periods of family crisis; provide high quality, specific and up-to-date information and referrals; provide family literacy and school readiness activities; promote family and community-wide events; provide parent leadership opportunities; and share information about early education and care opportunities along with other community resources that support parents in their role as their child's first teacher.

**Objectives and Plan for Year 1:**

Members of the PEG Leadership Team will collaborate with the planning and implementation of the new Fall River Parent Academy (http://www.fallriverparentacademy.org) with its array of free learning opportunities for families in Fall River. We will utilize this resource with our parent engagement work with PEG families. School-Based Family Teams will work with families and use the Strengthening Families 5 Protective Factors as a framework for their work. This team will help foster:

* Expanded social connections to other parents and the community as a whole
* A deeper understanding of child development through monthly facilitated sessions
* Activities and tools for at-home learning
* Support with referrals to the PEG Comprehensive Services Team for wrap-around services that encompass the cognitive, social, emotional, behavioral and physical needs of the child
* Individual Family Plans, as needed, through an assessment of needs that is updated regularly and that provides families with information and referrals to community supports, Fall River Parent Academy, screening/evaluations, etc.

**Community Partnership Development**: The PEG Leadership Team is committed to continually growing a robust partnership of early education and care providers connected to other community support programs and agencies such as United Neighbors, Child and Family Services, Family Service Association, People Incorporated, Catholic Social Services, etc. The team will continue to collaborate closely with the Fall River Parent Academy (mentioned previously) program which offers a variety of ongoing learning opportunities to families on parenting skills, career and personal growth opportunities, health and wellness, how to access community resources, parent leadership activities, and will focus on assisting with outreaching to families with young children across the city, especially those families considered hard-to-reach. The CFCE Council and PEG Leadership Task Force will meet monthly. Both have an active communications system between and across community partners, and will act as a network of expertise, experience, resources and opportunities for early education and care stakeholders, and will address emerging family and provider needs, gaps in services and barriers and provide interventions and supports through the many partnerships and collaborations as noted above.

**Communication:** As part of the network and partnership development, both parents and providers will have access to “just-in-time” information through a to-be-created online Early Education Parent Portal or virtual referral/information “hub”. This online portal will provide both parents and providers with up-to-the minute information on preschool slot openings, referrals for various requests regarding wrap-around service needs, home-based learning tools and free playgroup activities, etc. This unique collaborative tool will allow families and providers to share a “one-stop-shop” for on time openings, updated regularly by providers, in a city where waiting lists for slots are the norm. Outreach vehicles to promote this early childhood one-stop-shop hub will include:

* CFCE Comprehensive Services Team staff which will support families and providers with wrap-around services
* CFCE Council networking and sharing of information with early childhood stakeholders and various agencies across the community (WIC, DCF, Family Resource Center, etc.)
* Fall River Public Schools, through the Parent Information Center and the Fall River Parent Academy
* Local pediatric offices and mental health agencies
* Welcome Families
* Early Intervention Programs
* United Neighbors of Fall River

In order to accomplish successful parent referrals, coaching for PEG Teachers will draw from our successful experience in implementing the state’s “Wrap-around Zone” initiative and will incorporate model “teaming” practices as part of developing a more standardized referral process. Best practice sharing events will be scheduled throughout the year with system-wide electronic sharing through an eAcademy approach to be developed.

**Comprehensive Services to be offered through our PEG Comprehensive Service Team will include:**

* Social emotional learning (SEL) supports for children
* Language development support and referrals
* Emerging Literacy and Family Literacy PD
* Occupational Therapy, Physical Therapy, Speech and Mental Health professionals/consultants will provide support and training for teachers and parents
* Onsite Assessment/observation and PD
* Family targeted support and referrals

The PEG Comprehensive Services Team will include staff (some shared with our CFCE Program) experienced in engaging families, especially diverse and high risk families. We will have a Child Development Specialist who will offer support in classroom management, child behavior/social and emotional development supports and with family crisis. We will also have a Curriculum and Quality Coach to provide observations and supports to teachers regarding curriculum, assessment, QRIS and NAEYC. A Bilingual Family Liaison will be used as needed to work with families who speak Portuguese or Spanish (two languages most encountered by our immigrant families) and provide them with immediate intervention support, referrals, information and resources. Occupational and Physical Therapists will be asked to consult on a as need basis. A Speech teacher will also be used as needed. We will also partner with Bristol Community College and the local Workforce Centers to develop career pathways and employment opportunities for parents.

**Inclusion**

**Objectives and Plan for Year 1:**

Teachers of PEG classrooms will provide a warm, nurturing environment that is respectful of students and their family culture and values.  They will form strong, respectful relationships with all their students.   By weaving Social Emotional Learning /Approaches to Play and Learning standards within the curriculum, they will support and guide all children as they develop and build skills, helping them to participate in and succeed in the varied learning experiences of the classroom.  For children with a suspected disability, the PEG teacher will consult with the PEG Comprehensive Service Team along with the appropriate PEG consultants, and community partners (e.g. Fall River Public Schools Early Childhood Special Education team, Early Intervention staff, an occupational therapist or speech teacher, etc.)   Through a series of observations, targeted interventions, data, family input and screenings, the PEG Comprehensive Service Team will pinpoint the suspected area of disability and make the appropriate referrals for families.  If needed, the PEG Comprehensive Service Team will provide on-site modeling and coaching of specific strategies/interventions for teachers to help minimize disruptions and transitions for students.

When a child has a documented disability, the PEG teacher will work closely with the parent and will consult with the Fall River Public Schools special education staff to ensure goals are being met in the child’s IEP.  PEG Consultants will provide strategies for including the student in all daily activities.  CFCE staff will support smooth transitions to kindergarten and/or public school preschools.

Families are an important part of their child’s team, and the PEG teachers will maintain open consistent communication with them, in a manner (e.g. phone calls, face to face, texts) and time (e.g. on parent’s lunch break) that is convenient for the family.   The PEG teachers will reach out to the bilingual family liaison as needed for translation services for parents.

**Curriculum and Assessment**

The PEG Leadership Team will ensure that research-based developmentally appropriate, culturally and linguistically responsive curriculum and assessment is aligned to the MA Standards and used within each PEG classroom. We will also ensure that classroom practices are aligned with the new Social and Emotional Learning and Approaches to Play and Learning standards.

**Objectives and Plan for Year 1:**

1. Fall River Public Schools and most of the early education and care providers have selected Teaching Strategies Gold as the standard for comprehensive assessment of children, and as a tool to plan instruction. We will continue to use this assessment within the PEG classrooms.
2. We will allow some flexibility with the curriculum selection for PEG classrooms as long it is research-based, aligns with our high standards, and incorporates differentiation for all students.

**Birth to Grade 3 Alignment**

Fall River early childhood stakeholders have worked together over the last 20 years with and without grant funding to align our curriculum, assessment and transition supports so that children and families could experience smooth transition between programs.

**Our Objective and Plan for Year 1:**

1. We will continue to collaborate on planning and share professional development opportunities that support the alignment of curriculum (ELA and Math), assessments (Teaching Strategies Gold) and smooth transitions (several committees meet regularly).
2. PEG teachers will join public school teachers for professional development opportunities provided within public schools.

**Addressing Challenges to Implementation**

1. A barrier to increasing levels within the QRIS is the lack of teachers with a BA degree. With lack of salary commensurate with expectations and a lack of benefits compounded by no local college in the city offering a Bachelors in Early Childhood Education, the PEG Leadership Team is exploring how to replicate online education and on-site local satellite opportunities like the one currently being implemented by Head Start and their partner Fisher College.
2. In order to ensure that the curriculum being used within PEG classrooms is developmentally appropriate, the PEG Leadership team will need to develop/replicate a tool to crosswalk with standards and Preschool guidelines. Early education and care providers participating in this PEG program will need to use this tool to show that their curriculum is research-based and meets our high standards.
3. Leveling up within the QRIS is challenging when the physical environment is older and does not include bathrooms and sinks within every classroom. Some providers do not have new playgrounds or need to utilize public playgrounds.
4. We anticipate a challenge due to the PEG teacher making more money than other classroom teachers, or directors, and we want to be clear about the expectations and responsibilities of the PEG teacher. We will need to make clear that this person will need a BA degree and be responsible for meeting all the priorities of the PEG program, and assist with improving the quality of their program and colleagues. They will need to attend regular professional development to build their own capacity, as well as share in the planning and implementation of professional development for their colleagues within the community.
5. **Plan for Costs and Sustainability**

**Budget Narrative**

The following budget is based on adding 75 high quality early childhood education slots for PEG eligible children throughout the community. The budget outlines our formula for planning overall costs and investments using the Federal Model amount of $16,500 per child. We will plan to share the cost of some staff with other early childhood grant funding such as the Coordinated Family and Community Engagement grant and the Quality Full Day Kindergarten grant.

 Our plan includes opening 3 classrooms (20 slots in each classroom), in addition to providing 15 slots (approx. 5 slots in 3 integrated classrooms) within 3 early education and care programs within the city. We will use an RFP process to select classroom locations.

The total budget will be $1,237,500 and this will support:

Full PEG Classrooms: Full day, Full year childcare for 60 children

3 PEG Teachers @ 26,000 each with benefits (Diff in salary and benefits cost) $78,000

3 Classroom Aides @ 6,500 each with benefits (Diff in salary and benefits cost) $19,500

3 Regular Preschool Teachers to cover classes as needed for meetings, PD, extra support for high risk children, absent teacher or Aide, etc. @ 25,000 $75,000

Supplies and Materials for start up $15,000 per classroom $45,000

Cost for Childcare services $35.28 X 260 days = $9,173 x 60 children $550,380

Amount offered to preschool programs per child for 15 slots in integrated classrooms:

$15,000 per child to support cost of child care services, increase in teacher salary, supplies and materials to create a high quality environment that meets high standards and levels in QRIS or NAEYC 15 students X $15,000 $225,000

PEG Comprehensive Services Team:

Child Development Specialist Coach .5 FTE includes benefits (shared w/CFCE) $40,000

Curriculum and Quality Coach 1 FTE includes benefits $80,000

Speech/OT/PT Consultants $75 per hour 100 hours each = $22,500

Family Liaison / Bilingual .5 FTE $25,000 includes benefits (shared w/CFCE) $25,000

Administration:

Coordinator for PEG Program .5 FTE includes benefits (shared w/CFCE) $50,000

Bookkeeper .25 FTE includes benefits (shared “ “) $10,000

Supplies for classrooms, quality improvement, etc. $10,000

Supplies for professional development/supplies/books etc. $4,000

Supplies for parent engagement activities $3,120

**Total Budget for PEG Proposal $1,237,500**

**Sustainability**

Current collaboration between and across PEG Leadership partners and the roles imbedded into the newly refined CFCE/PEG infrastructure—along with in-kind/shared services and curriculum alignment resources and expertise from CFCE staff within the Comprehensive Services Team staff—the Fall River PEG Program will initiate the development of curriculum and assessment tools, PD opportunities for all early education and care staff and provide model classrooms to support the improvement to high quality programs throughout the community for like-minded programs that appeal to high standards.

We will continue to map the current landscape of available classroom space for new classrooms, as we did for this plan identifying potential classroom space in public housing sites where Head Start has space, and another local early education and care provider that has an open classroom for us to use.

With the development of an electronic portal or “hub” this will provide one-stop-shopping for parents and providers for many years to come.

Our local MA legislators, Representatives Alan Silvia and Carole Fiola, have fully endorsed our plan (see attached letters) and are advocates at the state level for quality preschool programs and the expansion of slots for our neediest families. They will continue to fight for additional funding for Fall River and are committed to advocating for the preschool expansion legislation .

We will also try to implement this plan, at least partially, with the new funding that is allocated in the FY17 budget for Quality Improvements.