**Commonwealth of Massachusetts**

**Preschool Planning Grant**

**Strategic Plan**

**Pittsfield Public Schools**

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**EXECUTIVE SUMMARY**

The Pittsfield Preschool Expansion Grant (PEG) Advisory Committee has developed a strategic plan for expanding preschool programs to meet the needs of all children in the city. As indicated on Table 1, with 1,544 preschool age children in Pittsfield, of which 75% have all parents in the labor force, there is potentially a large pool of children who could benefit from quality preschool programs. While it is challenging to quantify the need for preschool, data collected indicates that there is unmet demand. Given the high percentage of high needs and special education students in the Pittsfield schools, and with half of third grade Pittsfield Public Schools (PPS) children not reading proficiently, expansion of high quality preschool capacity is essential. The Pittsfield PEG Advisory Committee and leadership team have developed a strategic plan to start with two new PEG classrooms of 18 to 20 children each and expand after the first year if funding is available and there are continued unmet needs. The plan calls for a rollout that provides time for developing the program and adapting it to the needs of children and families.

|  |  |  |  |
| --- | --- | --- | --- |
| **TABLE 1: Early Childhood Data for Pittsfield demonstrates unmet need** | | | |
| **TOTAL PITTSFIELD POPULATION**  43,303 | **NUMBER OF PRESCHOOL AGE CHILDREN**  1,544 |  | **NUMBER OF EARLY CHILDHOOD EDUCATION PROGRAMS**  4 public school preschool programs  22 center-based programs  60 licensed family childcare providers |
| **PREK-12 STUDENTS AT PPS**  56% are high needs; 20% receive special ed  44% are economically disadvantaged | |  | **541 PRESCHOOL SPOTS INCLUDING**  118 at PPS  423 at centers & family based |
| **3RD GRADERS READING PROFICIENTLY IN 2014**  49% | |  | **% OF CHILDREN UNDER AGE 6 WITH ALL PARENTS IN THE LABOR FORCE**  75% |
| **DEFINING THE NEED**  40-60 children on waitlists to attend largest center-based programs  up to 91 children on EEC Kinder Waitlist  9% of current PPS kindergarten class did not have a preschool experience  38% of PPS Kindergarten students who had a preschool experience attended for <15 hours | | | |
| **PROPOSED PEG CLASSROOMS**  2 classes, up to 40 children total in Year 1, Possible expansion in Year 2 | | | |

**Sources of Information:** U.S. Census, Strategies for Children, \*PEG Advisory Committee survey

PPS will be the lead entity managing the implementation of expanded preschool. Working with an actively engaged Advisory Committee as well as a highly supportive community, PPS will implement a new program to serve unmet need. The plan calls for selecting two early learning providers (ELPs) through a competitive process to each operate one of the two classrooms. Each ELP will cover half the cost of a Program Director and a Family Engagement Coordinator and will hire and manage their own teaching staff. Each classroom will have a staff of 3.5, including two lead teachers who have bachelor’s degrees.

The two classrooms will be set up to provide free, high quality environments that offer a wide range of family engagement activities and convenient access to services for children that do not qualify for special education. PPS will provide classroom space, access to special education services, data analysis services and housekeeping. Busing will be provided to ensure that transportation is not a barrier to children attending. We will closely review data and gather feedback during the first year, realizing that adjustments may need to be made in our original plan. We look forward to an ongoing relationship with current and new grantees across the state so that we can learn from the experiences of other regions.

We have compiled estimated costs, which call for a budget of $761,623, or $19,041 per child served. After the initial start up year, some of the initial costs will not be necessary, but we would need additional staffing, space and resources if we decide to expand to serve a higher number of children. We strongly advocate for the Department of Early Education and Care, the Department of Elementary and Secondary Education and the State Legislature to provide early education funding that is not connected to parents’ work and income status. With a strong birth to grade three alignment system in place through Pittsfield Promise and the Early Childhood Impact Council, the capacity for free, high quality preschool programs will further our efforts to greatly improve early childhood literacy rates and strengthen families. By providing quality preschool care that is affordable and accessible, we will be part of a larger effort in Massachusetts to reform child care programs and ensure that every child has the opportunity to be served.

## **LEADERSHIP PLAN**

**BUILDING UPON EXISTING PARTNERSHIPS**

Pittsfield’s Preschool Expansion Program will build upon community support and an early childhood education leadership structure that is in place and has been effectively working together for more than a decade. As the lead organization, the Pittsfield Public Schools (PPS) will draw upon the expertise in the community, utilizing the strengths of each organization. Table 2 lists the organizations that will be involved in planning, implementation and/or oversight of the program.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 2: Collaborating Organizations** | | | | |
|  | **Plan** | **Implement** | **Oversee** | **Positions to be engaged** |
| **City of Pittsfield & Pittsfield Public Schools** | ü | ü | ü | Mayor Linda Tyer, PPS Superintendent, Deputy & Assistant Superintendents |
| **Lead early childhood partners:** Two lead ELPs will be selected to operate first two classrooms. May expand to four partners/four classrooms. | ü | ü | ü | Executive Directors/CEOs and Program Directors |
| **Early learning partners:** Berkshire Children & Families, Berkshire County Head Start,  Berkshire Family YMCA; Boys &  Girls Club, Child Care of the Berkshires, Gladys Allen Brigham Center, Kid’s Zone, Pediatric Development Ctr | ü | ü |  | Executive Directors/CEOs and Program Directors |
| **Community Partners:** Berkshire Community Action Council, Berkshire Health Systems, Berkshire United Way, Brien Center for Mental Health & Substance Abuse, Department of Children & Families, Department of Transitional Assistance | ü | ü |  | **BUW:** President & CEO, Community Impact Manager, Board member/Chair; Early Childhood Impact Council, Pittsfield Promise **BRPC:** Executive Director; GIS, Data, IT Manager  **BCAC:** Executive Director, staff  **BHS, Brien Center, DTA, DCF:** Staff & clinicians as needed. |
| **Educational Partners:** Berkshire Community College, Berkshire Compact for Education, Mass.  College of Liberal Arts (MCLA), Preschool Enrichment Team | ü | ü |  | **BCC:** Asst. Professor of Early Childhood Education  **Berkshire Compact:** Co-chair of  Early Education Committee  **MCLA:** Program Coordinator of Improving Teacher Quality grant  **PET:** Program Coordinator; Berkshire County Consultant |

The partners that need to be involved are already working together to improve early childhood education and outcomes through Pittsfield Promise. Made up of approximately 50 community members, Pittsfield Promise has set a goal to have at least 90% of Pittsfield third graders reading at grade level by 2020. Pittsfield Promise has a strategic plan and a network of working groups from various community sectors to drive and coordinate a full range of Birth-Grade 3 activities.

The Preschool Enrichment Team (PET), which serves as the Educator and Provider Support organization for Western Massachusetts, also provides a framework of resources that will benefit the PEG program. PET will continue its leading role in professional development by providing four annual early education training workshops free to all educators in the county as well as scholarship support for educators to pursue associate’s and bachelor’s degrees.

When the PEG planning grant was in the early stages, Mayor-elect Linda Tyer pledged her support for early childhood education and became a member of the Advisory Committee. Now that she is several months into her 4-year term, her continued involvement will be essential. Early childhood education remains a top priority for the Mayor and she has committed her support for the implementation of PEG.

**Role of Pittsfield Public Schools (LEA):** PPS will serve as the grant recipient and lead partner. PPS is a PreK- 12 district with total enrollment of approximately 5,600 students, of which more than half are designated as high needs. The PPS Superintendent, Deputy Superintendent, and Assistant Superintendent for Business and Finance have been actively involved in the planning process and will continue to provide strong leadership during implementation. The Superintendent will continue to chair the PEG Advisory Committee, which will have oversight over the new preschool classrooms and will track and monitor progress.

PPS brings many strengths to the partnership. They are experienced at overseeing early childhood programs, with PreK programs in place at four of the district’s eight elementary schools -- Capeless, Conte, Crosby and Morningside. Total PreK enrollment at these elementary schools was 150 in 2015-16. They also bring strength in the area of professional development. PPS provides monthly half day professional development trainings for teachers and staff to ensure that they are knowledgeable about current initiatives and programs.

PPS will assign student ID numbers (SASID) to the children enrolled in the program so that they can be tracked as they transition into school. They will ensure that assessment data for each child is transmitted from the preschool program to their kindergarten classroom and continues to travel with them through Grade 3.

In addition, PPS will offer the benefit of access to their specialized staff. One of the district’s Data Specialists will provide data analysis for the program. Special student needs will be met through the District’s occupational therapists, physical therapists and speech pathologists.

**Role of Early Learning Providers (ELPs)/provision of direct services:** We anticipate setting up two PEG classrooms, each of which is operated by a different ELP, to provide direct services to children. This is consistent with the demand we have identified in our needs assessment and we are prepared to increase to more classrooms after the first year. Two lead ELPs will be chosen through a competitive Request for Proposal process to each operate one classroom of 18 to 20 students. The ELPs will be responsible for hiring and supervising their own teaching staff. Each organization will cover one half of the expense of a full-time Program Director and a full-time Family Engagement Specialist. The Program Director position will include oversight of the grant and the two classrooms as well as responsibilities for coaching, overseeing and planning professional development, and developing curriculum. The Family Engagement Specialist will work to engage families and address individual children’s’ needs for both classrooms. Substitute teachers will also be shared among the two classrooms, drawing upon existing pools of substitutes and possibly some of the bus monitors. We will ensure that job descriptions, policies and expectations for staff are consistent among the partnering programs. Job descriptions have been developed and are provided in Attachment 1.

Although only two providers will operate the classrooms, we anticipate continued collaboration among the whole early childhood community. Both public and private partners have contributed to the planning process and will stay involved to ensure the success of the new programming. The early childhood community in Berkshire County is a tight knit group that has collaborated for many years to offer programs that benefit children and families. They serve together on planning groups such as the Pittsfield Promise early literacy initiative, the Coordinated Family and Community Engagement (CFCE) committee, the Early Childhood Director’s Cohort and the Early Childhood Impact Council. In recent years, early childhood providers have used funding from the Early Learning Challenge Grant to conduct collaborative training among their organizations. This has strengthened relationships as well as been a cost-effective way to educate staff.

Regardless of whether or not they have been chosen to operate a PEG classroom, we anticipate continued collaboration from the following organizations that have been part of the planning process, each of which has provided a letter of endorsement in Attachment 3:

* Berkshire Children and Families
* Berkshire County Head Start
* Berkshire Family YMCA
* Boys and Girls Club of Berkshire County
* Child Care of the Berkshires
* Gladys Allen Brigham Community Center
* KidZone Child Care

Each of the above organizations will bring strengths and knowledge to the implementation process. The Executive Directors of these organizations are highly experienced professionals with vast early childhood knowledge. They have provided valuable input and shared information that helped greatly with the planning process. For example, the Executive Director of Child Care of the Berkshires shared a Memorandum of Understanding that could be adapted for the Pittsfield PEG program. The Executive Director of Gladys Allen Brigham shared budget information to help plan for transportation costs and the Executive Director of Head Start provided job descriptions and budget information. All of the ELPs on the committee completed a survey providing information about family engagement and communications strategies, salary levels, transportation needs and other topics. We anticipate a continued role for the ELPs during the implementation phase. As members of the Advisory Committee, they will help to guide the program, troubleshoot any problems, and monitor program outcomes.

Pittsfield’s Early Intervention Provider, **Pediatric Development Center**, will be actively involved, as children leaving their programs who are not accepted for special services by PPS will be a primary target group for the PEG classrooms. They will help to inform families about their options for early childhood education programs and let them know if PEG is an option they should consider.

**Role of Berkshire United Way:** Berkshire United Way (BUW) is a focal point for early childhood education in Berkshire County. Early childhood literacy is one of their three primary focus areas. They approach their work through a collective impact method, bringing together partners to work toward the common goal of increasing third grade literacy. BUW invests over $600,000 of their resources in early childhood programs and services. They guide community partners so that they are working toward common goals and using the same assessment tools to measure success. High quality early education programs and birth to grade three alignment are key components of their work.

BUW’s President and CEO has expressed a strong commitment to addressing early childhood literacy and has a leading role on the PEG Leadership Committee. BUW’s Community Impact Program Manager is the lead staff member for Pittsfield Promise and the Early Childhood Impact Council and chaired the PEG planning subcommittee on Program Design. BUW will remain actively involved in implementing the PEG classrooms as part of their long lasting commitment to early childhood education. Their leadership will be important in integrating PEG in the greater Berkshire early childhood community and in helping to identify resources to sustain the PEG classrooms.

**Role of Berkshire Compact for Education:** The Berkshire Compact for Education is a county-wide collaborative group working under the oversight of Massachusetts College of Liberal Arts and Berkshire Community College to support all Berkshire residents in aspiring to and accessing post-secondary education and lifelong learning opportunities. The Compact’s work encompasses early childhood, K-12, college and beyond. Its members include more than 80 educational, business and civic leaders from Berkshire County. The Compact has played a leading role in supporting the workforce development needs of early childhood educators by identifying needs, obtaining grant funds and implementing programs in coordination with other education partners. These resources will be a source of support for the PEG classrooms.

**Role of EEC in program oversight and quality improvement:** We will be looking to EEC to provide forums for us to share information with other PEG grantees. It was helpful during the planning process to have an informational meeting and a conference call to exchange ideas with current PEG grantees and other recipients of planning grants. Continued opportunities such as these will be helpful during implementation. We will also count on getting continued support of the EEC Scholarship Program and the Educator and Provider Support grant.

EEC can contribute to the oversight and quality improvement of our program by allowing us to have flexibility. The planning period has allowed us to identify needs and develop this detailed plan. However, as we learn from implementation, we will need to be flexible about making changes where they are needed. We will closely track assessment results as well as consider staff input in overseeing the quality of the program. It will be helpful if EEC provides flexibility for this pilot program so that if changes need to be made, we can adjust our original plan.

**GOVERNANCE AND STAFFING STRUCTURE**

The governance and staffing structure is depicted in Table 3, the Program’s Organizational Chart. The mechanisms for communication that were established for the planning process will continue throughout implementation. The current Advisory Committee for the PEG planning grant will provide oversight of the program, under the direction of Pittsfield Superintendent Jason McCandless as chair. The Committee will meet monthly during the first year of implementation to review progress and troubleshoot issues. There is a tremendous amount of expertise represented on the Advisory Committee. Their continued commitment will not only help improve child care options in Pittsfield, but will also be part of the comprehensive effort to reform child care programs through the statewide system.

While PPS will have an oversight role, the direct service positions will be hired and managed by the ELPs. Two early childhood education partners will be selected through a Request for Proposals process and will work under the oversight of PPS, with guidance from the Advisory Committee and community partners. Each ELP partner will cover half of the expense of the Program Director and the Family Engagement Specialist. These two full-time positions will serve both classrooms, requiring flexibility and collaboration on the part of both ELPs. The ELP partners will hire their own teachers and teaching assistants and will share a pool of substitute teachers.

The anticipated hours of operation for the programs are Monday – Friday, 7:30 a.m. to 5:30 p.m. Each classroom will have 3.5 positions including two lead teachers, one teacher, and one half-time teaching assistant. The teachers’ schedules will be staggered so that one lead teacher opens and the other lead teacher closes. There will always be at least two fulltime educators in the classroom.

Community partners will serve as resources for the program. The Family Engagement Specialist will make connections with a referral base of organizations such as Berkshire Health Systems, Department of Children and Families, Department of Transitional Assistance, Berkshire Community Action Council, Brien Center for Mental Health and other relevant organizations to ensure that the basic needs as well as physical and mental health needs of children and families are addressed. Pittsfield Promise has built connections to many other resources in the community that can provide support and services. The existing ELPs already have these relationships in place to draw upon. It will also be important to foster connections to community organizations such as the Berkshire Athenaeum (Pittsfield’s library) and the Berkshire Museum, both of which are active partners in Pittsfield Promise and are involved in implementing literacy initiatives and events to increase third grade reading proficiency.

Each of the two preschool classrooms will have their own weekly team meetings to address classroom planning. Once a month, instead of separate weekly meetings, there will be a joint team meeting between both classrooms in which they share best practices and discuss successes and challenges they have encountered. The Program Director and Family Engagement Specialist will attend both the Advisory Committee and team meetings periodically and will share information about trainings and resources that each classroom can use. They will also make broader connections with other programs and the community through Pittsfield Promise and the Director’s Cohort, which is a group of early childhood leaders that meets regularly to collaborate on early childhood education planning and programs.

**Involvement of program staff, teachers and families in decision making:** The Program Director will work with the teachers as a team, building trust and respect and seeking their active involvement in addressing challenges. Major changes will not come as a surprise to the staff as they will be involved in the decision making process.

Families will be kept informed of changes that have an impact on them in a timely manner. Outreach to families will include written communications, newsletters and phone calls when appropriate. Their input will be sought in the decision making process in several ways. We will let families know that this is Phase 1 of a preschool expansion program and that we need their input to be successful. Surveys will be issued periodically to get their ideas about topics such as programming, field trips and classroom logistics and rules. Family members will also be involved in decision making through a Parent Advisory Council that will meet monthly.

**Adapting to changes:** The advisory board members are experienced in addressing unanticipated challenges. As educational leaders, executive directors and program directors, they understand the challenge of introducing new programs and working out issues that arise. As demonstrated in prior collaborations, they work well together as a group in a noncompetitive way, focusing on what is best for children and families.

We are fortunate that the current PEG grantees in other regions of Massachusetts have been forthcoming in sharing issues and challenge they have faced. For example, we know that some of them initially targeted large numbers of children and realized that recruitment would be more difficult than anticipated, so scaled back. This has encouraged us to start small and expand if and when necessary. They have also shared with other regions issues they have faced with hiring staff. In a tight-knit community with limited staff available, we will need to fill the PEG positions without creating staffing problems for other programs.

The governance of our Advisory Group will be set up to address challenges as they arise. Throughout the first year, we will plan to make adjustments that are needed to ensure an effective delivery of services that addresses the needs of children and families.

**PROGRAM MONITORING AND GRANT MANAGEMENT**

PPS and the Advisory Committee will oversee program monitoring. The Program Director will be responsible for reviewing data and writing reports to track data required by EEC as well as any additional data that PPS requests.

Teaching Strategies Gold will be used as the primary assessment tool. We will collect data that is required by EEC as well as any other data that can help assess students and identify specific areas of need. The Program Director will work with the two classrooms and the Data Specialist to collect data that can be used to assess children’s individual progress and overall classroom progress in the following areas.

* Communication/language skills
* Cognitive skills
* English language acquisition
* Literacy
* Mathematics
* Physical skills: fine and gross motor skills
* Science and technology
* Social-emotional skills
* Social studies
* The arts

The Program Director will write grant management reports and budget updates. The reports will be provided to EEC as well as to the PEG Advisory Committee on at least a quarterly basis or as requested. These reports will be the basis of discussions about what is going well, how children are progressing and what changes may need to be implemented. Pittsfield’s Assistant Superintendent for Business & Finance along with her staff will work with the Program Director in preparing and submitting the budget components of the reports.

**MEMORANDUM OF AGREEMENT AND ENDORSEMENTS**

It will be important to clearly outline the expected roles of PPS and the two ELPs that will operate the PEG classrooms. A draft Memorandum of Agreement (Attachment 2) has been developed to distinguish roles and help guide the process of selecting early childhood partners. The MOA will clarify the financial agreement as well as specific responsibilities. It can be updated periodically if more detail is needed or if roles change.

Each of the partners on the Advisory Committee is strongly committed to the program and will remain actively involved. Letters of endorsement from each of the partners are provided in Attachment 3.

## **PROGRAM DESIGN AND DEVELOPMENT**

**NEEDS ASSESSMENT RESULTS**

As a starting point for assessing the need for expanded preschool programs, the Project Manager reviewed data from the U.S. Census, Strategies for Children, and Massachusetts Department of Elementary and Secondary Education regarding the demographics and characteristics of the Pittsfield population. The data is summarized in Table 1 in the Executive Summary. With a total population in Pittsfield of over 43,000, the number of preschool age children (2.9 to five years) is estimated to be just over 1,500. Strategies for Children estimates that 75% of all children under 6 in Pittsfield have both/all parents working. This suggests the possibility that over 1,100 children potentially need to attend a program based on their parents’ work schedule. Regardless of their parents’ work status, preschool is recommended for all children. The impact that high quality early education programs have on a child’s later success in developing literacy and numeracy skills, finishing high school and attending college are well documented. Yet the combined number of preschool spots at PPS and other center-based and family based programs in Pittsfield (541) is only 35% of the full population of preschool age children (1,544), indicating that it may be difficult for all children to access programs.

Furthermore, PPS serves a population in which more than half of the children are high needs and 44% are economically disadvantaged. Children in these families need to have access to high quality affordable care and those that do not qualify for special education services may need to access individual services.

With these statistics suggesting that at least some Pittsfield children may not be accessing preschool programs, we conducted a needs assessment to better define the need. The needs assessment included three components: 1) Three different surveys were conducted among families and early learning providers; 2) Information was gathered about need-based waiting lists for early childhood education programs; and 3) Our early intervention provider, Pediatric Development Center provided input and collected data from the families of current children served.

* SURVEYS

Three separate surveys were gathered to collect information about the demand for preschool programs and the extent to which the demand is being met.

**1st survey -- Parents of 3 and 4 year olds:** The first survey was designed to learn more about the preschool experiences of three and four-year-old children. Respondents were asked to report how many three or four-year-old children they have, how many hours a week they each spend in a preschool program, what program they attend if any, and reasons why they may not be in a program. We also asked families to identify the types of educational and social activities in which their children are involved and factors that are most important to them in a preschool program. Respondents provided the name of their street or neighborhood to help us determine the location where services may be needed. The survey was available to be taken electronically on Survey Monkey or filled out manually. It was administered through a variety of distribution channels:

* + PPS included the survey link in their weekly electronic newsletter for families.

* Committee members distributed the survey to families that they thought might have children who are not being served.
* The survey was distributed at the School Readiness Fair and at CFCE activities and other events. Copies were also dropped off at Hillcrest Dental Centers, New England Farm Workers, housing developments in Pittsfield, the Berkshire Immigrant Center and at the outdoor festival Third Thursday in downtown Pittsfield.

**Out of 102 responses to the survey of preschool children ages three and four, 9 percent (9 respondents) have children that did not have some kind of prior preschool/childcare experience.** We cannot necessarily generalize this percentage to the whole population and assume that 9% of children are not being served, as the surveys were handed out to specific groups rather than randomly. Children already in programs were most likely overrepresented.

**Table 4 shows that among the nine respondents who did not have a preschool experience, four had reasons related to finances.** Thirty-three percent (three families) said the cost was too high and 11% (one family) said they were not eligible for a voucher.

* Among the nine respondents who did not have a preschool experience in the past 12 months, 78% of them participated in educational and recreational activities including:

v Museum visits, library visits

v Informal playgroups with friends

v Story hours

v Community playgroups

v Parent child home program

v Did preschool activities daily at home for one hour

* Among the children who **did** attend preschool in the past 12 months, approximately **13% attended home daycare programs** and the remaining **87% attended center-based programs**.
* **Table 5 indicates that nearly all of the 102 respondents feel that affordability and convenient location are important factors in choosing a preschool experience.** Availability of transportation is an important factor for just under 60%. This is consistent with data from the ELP survey, which indicated that for the programs providing transportation, it was used by up to 50% of the children.

**2nd survey -- Parents of Pittsfield kindergarten students:** Realizing that the initial survey may be reaching more families with children in programs that those not in programs, we conducted a second survey. Surveys were provided to all of Pittsfield’s 2015-16 kindergarten students to take home to their parents. They were asked whether or not their child had attended a preschool, preK or childcare program prior to kindergarten, and to list which program(s) they attended. If their child did not attend a preschool program, they were asked to identify the reasons. The assumption is that the percentage of children who did not attend a program will be roughly the same from year to year, allowing us to quantify demand. By surveying a full class, the survey had the potential to reach both children who had and hadn’t attended preschool.

The survey was sent home with approximately 392 students, and 180 surveys were returned, for a response rate of 46%. The surveys were sent to Pittsfield’s eight elementary school buildings with clear instructions to the kindergarten teachers to send the surveys home with children for their parents to fill out. Families from seven out of eight schools submitted survey responses. There were no responses from Stearns School.

The results showed that 91% of children had a preschool/childcare experience during the two years prior to kindergarten, while 9% (17 survey respondents) did not. If the 9% were applied to all 392 students, that would mean that 35 children in all of Pittsfield’s kindergarten classes had not had a preschool experience. Again, as with the other survey, families whose children did not attend a program may have been less likely to fill out the survey and send it back to school with their child, so the number of children who did not attend preschool may be underestimated.

Among the 17 children that did not attend a program, as Table 6 shows, there were various reasons why, ranging from personal reasons such as preferring to stay home with child or feeling it was not necessary, to financial reasons, such as cost too high or couldn’t get a voucher. One-third of the respondents that didn’t send their child to preschool indicated that they called preschools that were full or had waiting lists.

It should be noted that approximately 38% of the respondents that attended preschool went for no more than 15 hours. In addition to the estimated 17 children that did not have a preschool experience, there may have been others whose hours were limited due to finances or other constraints. We conclude that the potential need for expanded preschool could be drawn from both the 9% who weren’t served at all as well as the 38% who attended fewer than 15 hours per week.

**3rd Survey: PEG Committee ELPs:** The early childhood education programs serving on the PEG advisory committee were asked to provide information regarding enrollment numbers, waiting lists, salary levels and family engagement strategies. This information provided further guidance in assessing demand as well as useful information for components of the plan.

Seven organizations responded to the survey (Berkshire Children and Families, Berkshire County Head Start, Berkshire Family YMCA, Child Care of the Berkshires, Gladys Allen Brigham Community Center Inc., KidZone Child Care, Pittsfield Public Schools preschool program). Together these organizations have **475 spots** in their Pittsfield facilities for three and four-year-olds. With 1,544 preschool age children in Pittsfield (Strategies for Children data), this indicates a potential gap in services. Although the largest programs were included in the survey, there are many other children served by other centers and home-based care.

The ELP survey also provided useful information on space, assessment tools, QRIS and NAEYC, and communication and engagement strategies.

* **SPACE.** Four of the seven programs have space available for one or more additional classrooms, but building renovations would be required.
* **ASSESSMENT.** Six of the seven programs use **Teaching Strategies Gold**. Pittsfield Public

Schools uses Learning Accomplishment Profile – Diagnostic

* **QRIS and NAEYC.** Four of the seven programs have been granted QRIS Level 3 status and the other three organizations have not reached any of the milestones toward Level 3. Five of the organizations have been accredited by NAEYC – three of those five have also been granted QRIS Level 3 status.
* **COMMUNICATION AND ENGAGEMENT WITH FAMILIES.** The seven programs shared strategies for communicating with families and for engaging families from diverse backgrounds. These strategies are incorporated into this plan.

Ø WAITING LISTS

* While the results of the surveys did not identify a large number of three and four-year-old children that had not had any preschool experiences, waiting lists for programs and for vouchers indicate that there is indeed a need. Five of the seven programs that responded to our Advisory Committee survey have waiting lists for their 3 and 4-year-old spots. The waiting lists total between 40-60 children, and may vary at different times of the year. One organization is full but doesn’t have a waiting list and only one organization has any unfilled spots.
* The status of the Kinder Waitlist and the Department of Children and Families (DCF) waitlist were checked as part of the process of assessing demand.

v **Kinder waitlist:** We reviewed current waiting lists for subsidized early childhood education

slots and found further indications that there is unmet demand for affordable preschool slots. The number on the waiting lists is constantly changing and reaches its highest as fall approaches. We checked the EEC Kinder Waitlist for state subsidized vouchers at various points during the development of this plan, and the number of age 2.9 to 5-year-old children on the list ranged from 44 to 91. We recognize that there may be children on the list who are already in care but waiting for financial assistance to stay in their current program. The list also includes some children who are in DCF slots, but their cases are going to close soon and their families want them to remain in care. The highest priority on the waitlist is 4-year olds, who are likely to be in slots by September.

v **DCF waitlist:** We have also been tracking the Department of Children and Family wait list

for children who are trying to access a Priority Populations contract slot due to being under a care plan or protection order from DCF or the courts. While there were only a few children on this list as of mid-May 2016, the number is constantly changing and is usually much higher in the summer months.

Based on the experience of current PEG programs, we recognize that actual enrollments may not be as high as anticipated when we open the new classrooms. The data we have collected regarding program needs in Pittsfield supports targeting two classrooms of 18-20 students in the first year. We can expand after the first year if we determine that there is still unmet need.

Ø EARLY INTERVENTION RESEARCH

The Executive Director of Pediatric Development Center (PDC), Pittsfield’s early intervention (EI) program, provided input into the research process. She noted that some children who do not qualify for special education after receiving EI services may not be easily finding preschool programs that can serve them. When PDC refers a client with developmental delays for a team meeting, the outcomes typically include: 1) a placement in a special education pre-school for children with multiple needs; 2) a recommendation for “drive-in” services where families can access individual therapies at the school; or

3) the child is found to be not eligible (special preschool programming requires a delay in two areas of development for services to be provided). For children who need the “drive-in” services, both transportation and parents’ work schedules often interfere with families accessing these services. With two new PEG classrooms in place, the Executive Director believes that would create a third option for the schools to offer parents. The child could attend the PEG classroom and receive the individual therapies they need onsite, as well as transportation to and from the classroom at the beginning and end of the day.

While it was difficult to gather specific data about preschool attendance patterns PDC’s former clients are attending, the PDC Executive Director was able to use the contacts with families to get more general preschool attendance information about siblings of PDC clients. Among 174 PDC clients living in Pittsfield, they identified 32 that have three or four-year-old siblings. The siblings may or may not have been PDC clients. Among these, seven (22%) of them have not had preschool experience – six families felt the cost was too high and one family was home schooling their child. In the future, PDC will conduct more detailed follow-up of the children they serve to determine if they are able to access preschool experiences. Although this is based on a small number of children, the 22% is much higher than the 9% of respondents to the surveys we conducted.

**TEACHER CAPACITY AND CLASSROOM**

Each of the two classrooms will be staffed with the following positions, as indicated on the Organization Chart (Table 3 above). More details are provided in the job descriptions in Attachment 1.

**Lead Teachers (Two per classroom):** Bachelor degree, EEC certified - preferably Director I or II certified; First Aid and CPR certified; familiar with: QRIS, NAEYC, TSG, Creative Curriculum, Strengthening Families.

**Teacher (Two per classroom)**: Associate degree, working on Bachelor degree, EEC certified, current First Aid and CPR certification; familiar with QRIS, NAEYC, TSG, Creative Curriculum, Strengthening Families

**Teaching Assistant (.5 per classroom):** High school graduate, preferably working on Associate degree, Child Growth and Development course completed, preferably Introduction to Early Childhood also; First Aid and CPR (willing to complete)

Our advisory committee has identified **potential challenges** that we may face regarding staffing:

* **Recruiting staff:** One issue is regarding how the new programming will affect other early childhood education programs in the community. There is concern that other programs will lose staff if the PEG classrooms pay their teachers higher salaries. For programs that lose teachers to PEG, it will be difficult to recruit qualified classroom teachers as many new graduates are choosing to work in K-12 schools where the pay rate is higher. The availability of early education teachers with bachelor’s degrees is limited, although educators are working toward degrees and newly trained bachelor’s degree recipients are entering the field.
* **Job security**: Another challenge is working with the uncertainty of how long the PEG classrooms will be in place. Although our intention is to sustain the program if it is successful, teachers will not have a guarantee of long term job security. This may be the tradeoff of earning a higher salary. Some teachers will choose to remain with their current program to maintain their job security. We are strongly committed to this program and to be successful, we urge EEC, ESE, the legislature and the governor to come together and make early childhood education for all a priority. We will do our part to work in creating a sustainable funding stream.
* **Hiring structure**: Another issue will be that if the PEG program is only in place for a few years, the programs will not want to incur ongoing unemployment expenses. They may need to hire the teachers through contract positions to address this issue.

**Teacher professional development:** The management from the two ELPs will work together, under the direction of PPS and the Advisory Committee, to develop a professional development plan for all the staff of the PEG classrooms. There is a strong system of professional development in place to support the career development and retention of early childhood professionals. Individual Professional Development Plans will be in place for each staff person. As required for QRIS Level 3, the staff will receive formal professional development in the curriculum, using the MA Guidelines for Preschool Learning Standards and also working with children from diverse languages and cultures and second language acquisition. Continuing Education Units (CEUs) will be required as a part of the program – they will be focused on meeting the needs of the staff and the program, as well as the yearly training hours required by both EEC and PPS. Some of the topics we will include are:

* Creative Curriculum
* Teaching Strategies Gold – use this tool to inform/define curriculum
* Training to address all aspects of diversity, will include Bridges Out of Poverty and Understanding Cultural Differences
* Working with children with special diets, allergies and specialized feeding issues

In addition to customized professional development on the above topics, the Preschool Expansion classrooms will have access to current resources. The Program Director will work with these programs to access training that is relevant and needed for the PEG staff:

* **Improving Teacher Quality (ITQ) program** – The ITQ program at Massachusetts College of Liberal Arts provides workshops and classes for early childhood educators related to STEM disciplines, with art also incorporated (STEAM). This program is funded to run at least through 2017. A cadre of early childhood educators have been enrolled in these workshops and are building their skills in implementing engaging STEM-related curriculum.
* **Preschool Enrichment Team** (PET) – The Preschool Enrichment Team is the lead agency for the Educator and Provider Support grant for Western Massachusetts. PET supports a skilled early childhood and out of school time workforce by providing training and consultation on core competencies, academic and career advancement support, NAEYC Accreditation and the Quality Rating and Improvement System (QRIS). Berkshire United Way provides funding to support quarterly collaborative training through PET that is open to Berkshire County early childhood programs. Multiple large providers close their facility on the same day and the trainings are open to all providers. Training topics are based on EEC requirements as well as specific needs of the organizations. BUW also supports PET in offering training to raise QRIS levels and diversity training.
* **Pittsfield Public School training** -- PPS offers regularly scheduled half-day professional development sessions for their staff. This includes training for early educators. Their required training focuses on Department of Elementary and Secondary Education (DESE) requirements rather than EEC requirements. However, there will be opportunities for collaborative training with the preschool enrichment programs.

**QRIS levels and NAEYC accreditation:** We will partner with programs that are at Level 3 of QRIS and actively working on moving toward Level 4. We will also require that they have current NAEYC accreditation and continue to renew this designation. Based on our survey of ELPs on our advisory committee, there are three organizations that have NAEYC accreditation and have been granted Level 3 QRIS status or approval is pending. Although there are other early childhood providers in the community that are not represented on the committee, none of them have both NAEYC accreditation and QRIS status.

**Location and accessibility for families:** In identifying a location for the program, we looked at spaces that are conveniently located and accessible for families and will meet the Level 3 QRIS standard of demonstrating healthy, safe and clean indoor and outdoor environments. Berkshire United Way’s CEO took the lead on exploring space. She met with a realtor and looked at potential spaces that were primarily in houses. The spaces would require some renovations, which could be complicated and costly.

We also considered the possibility of purchasing or leasing portable classrooms so that the facility could be conveniently located, but would not be permanent. These classrooms could be placed on the grounds of two PPS elementary schools.

Another space option we explored would be to have the new classrooms at existing early childhood education facilities. Among the seven programs that responded to the PEG early childhood provider committee survey, four have space available for extra classrooms, but building renovations would be required. This would add extra cost and complexity to our plan.

After considering these options, PPS determined that they will be able to house the new classrooms in existing school buildings. Due to some downsizing in the schools, PPS will be able to provide one classroom at Allendale Elementary School and one at Capeless Elementary School. These schools are based in two separate sections of the city and both serve a large percentage of economically disadvantaged students. Allendale is in the eastern section of the city and 51% of the students they serve are economically disadvantaged, while Capeless is in the northern section of town and 35% of the students they serve are economically disadvantaged. While Capeless currently has a PPS preschool program in place, Allendale does not. The Allendale site offers the potential to reach low income families that may not have found the location of the other PPS preschools convenient. These locations offer the benefit of having the classrooms based in the schools so that they can be served by dedicated school buses and PPS resources will be more easily accessible. The locations will also make it easier to share special education services that are available in the schools. While housing the programs in PPS schools seems like the best option we have explored, we will take into account any experiences of the five communities that have implemented the federal grant. If their experiences suggest other options for space, we will consider them.

**Transportation challenges:** With the classrooms based at existing public school buildings, we anticipate offering transportation to students. Among Pittsfield’s current preschool programs, 50% of students use transportation provided by the school district. On the survey of families with three and four-year-old children, 58% indicated that transportation is an important factor in choosing a preschool program. Using this as a guideline, we anticipate that the PEG programs will need to provide transportation to at least 50% of children.

The budget we have provided includes contracting for a bus as well as a special needs van operating at each of the two PEG classroom locations, a total of four vehicles in use. Each vehicle will make one trip in the morning and one return trip in the afternoon. With 18-20 children at each facility, one bus and one special needs van will provide enough capacity to transport all students who need transportation, even if it turns out to be more than the 50% we are estimating. Bus monitors will be hired to help children get in and out of their seats.

One challenge of providing transportation is that children will have to conform to the pickup schedule and parents will have to be present at drop off and pick up. We will make sure that families understand their responsibilities in getting children on and off the buses at the scheduled time.

**COMPREHENSIVE SERVICES AND FAMILY ENGAGEMENT**

Many family engagement activities are coordinated through the local Coordinated Family and Community Engagement (CFCE) programming. Existing programming includes partnerships with the Berkshire Athenaeum, the Berkshire Museum, Pittsfield Housing, and Pittsfield Public Schools. CFCE programming will be expanded through the PEG program resources and other family engagement efforts will be implemented.

**Supporting family-school connections:** The Family Engagement Specialist will work with each of the two classrooms to support children’s experience in preschool and foster relationships with families, foster families and other caregivers. The Family Engagement Specialist will:

* Build relationships with the families to help set goals for the child's success.
* Assist families in connecting with community resources they may need.
* Provide up to three home visits for each child.
* Hold regular meetings with families to help support their role as their child's first educator.
* Engage parents in monthly Parent "Council" Meeting involving parents in the planning of the classroom/curriculum.
* Work with the Program Director to plan special events and send out newsletters to families.

The teachers will reinforce family-school connections by making personal contact during drop off and arrival, having conferences with parents, sending home notes and journals to foster daily two-way communication and communicating through phone calls, emails, text messages and Facebook to keep parents informed.

**Needs of families in the community/Building families’ understanding of child development and supporting children’s learning at home:** Through the existing programs of our early childhood community, there are many forums for soliciting family input. Parents have opportunities to provide input through a variety of meetings, groups and family activities. Through the use of the CFCE model, families will participate in:

* Strengthening Families Protective Factors through Parent Cafes –CFCE Coordinator could facilitate. Pittsfield Promise has had great success with this model through collaborative partnerships.
* Workshops covering topics such as positive communication, understanding behavior, oral and written literacy, parenting skills, use of technology and financial literacy.

**Family referrals to other comprehensive services:** The Family Engagement Specialist will provide referral services, as needed, to the following resources and will follow up to make sure that children’s needs are being met:

* **Health:** Students will be referred to dental, medical and mental health services. Vision screenings will be offered onsite.
* **Individual medical plans** as needed for children with medical conditions.
* **Nutrition:** Meals will be available to children through coordination with the PPS food service, which provides meals at no cost to children. Family activities will include a focus on nutrition and food preparation with the children and their families. Screening for Body Mass Index will be provided.
* **Specialists**: Through the resources of PPS, services will be provided in mental health, behavioral, speech, physical and occupational. Students will have Individual Education Plans or 504s as needed. The budget includes time for contracting with a mental health provider to conduct regular group observations and individual observations as needed.
* **Family Needs**: Referrals will be made to help families with food, clothing, fuel and housing, and language barriers. This will be accomplished through collaboration with: 1) Berkshire Community Action Council, whose role is to assist low-income, elderly and working-poor of Berkshire County towards achieving sustainability and self-sufficiency; and 2) The Family Resource Center at Berkshire Children and Families, which provides supportive services for youth, families and the community.
* **Getting Ahead Program:** This program will be offered through the Working Cities grant that Pittsfield just received. The grant is centered on the Bridges Out of Poverty approach to ending poverty, which has effectively brought together individuals from all sectors and economic classes in communities around the country.

**Engagement with diverse families:** Emphasis will be placed on understanding cultural differences, being able to communicate with families in their native language, and supporting parents and families in learning English. The ELPs on the advisory committee have shared the following best practices for engaging diverse families, which will be used as a model for the PEG program. Parents will be surveyed about the best times to hold family meetings and events so that they have the opportunity to participate.

* Offer multi-cultural curriculum throughout the year.
* Have children’s packets, parent handbook and other materials translated into different languages.
* Provide interpreters for family meetings.
* Hold multi-cultural pot luck dinners so everyone can experience food from different cultures.
* Encourage all families to share books, foods and holiday traditions.
* Have Family Engagement Specialist reach out to resources such as the Berkshire Immigrant Center to help families who require assistance.
* Seek support for translation services from Berkshire Immigrant Center, Multicultural Bridge and other community groups.
* Ensure that staff take part in training that addresses diversity issues.
* Hire a diverse staff and provide at least one on-site bilingual Spanish speaking staff member if possible.

**INCLUSION**

The benefit of having the PEG classrooms located at two Pittsfield elementary schools is that SPED services can be provided through the school system. Children will have the opportunity to get speech, OT, PT, behavioral or other services during the school day. Collaboration with early intervention services will be emphasized to recruit children/families who are aging out of Pediatric Development Center’s domain. Emphasis will be placed on identifying the children who do not meet PPS criteria for continuing intervention but would benefit from continuing support through their preschool years.

**Communication with families:** Communications with families of special education students will be similar to communications with all families, but will be more frequent. Communication methods will include regularly scheduled conferences with the teacher and with the SPED team as well as emails and phone calls between parents and teachers or the Family Engagement Specialist. Families will learn about what is happening at the program through newsletters that are sent home. At least four times a year, parents will be invited in to attend special events with their children.

Parents who wish to take a leadership role in special education programs and policies will have the opportunity to serve as a member of the Special Education Parent Advisory Council. This will be a way for them to be involved in the planning, development and evaluation of the PPS special education program.

**SPED Team:** The SPED team will include the Program Director, the Family Engagement Specialist, the lead teacher and the relevant provider of special services from Pittsfield Public Schools, which may include speech, OT, PT, or behavioral services.

**Transportation for children with special needs:** As mentioned above, a dedicated van for children with special needs will be provided at each of the two PEG classroom sites. The vans will be properly equipped to address the specific needs of the SPED students in the classrooms.

**CURRICULUM AND ASSESSMENT**

**Use of Teaching Strategies Gold and other tools:** The PPS preschool programs are the only provider among those represented on our Advisory Committee that is not currently using ***Teaching Strategies Gold (TSG)***. The ELPs that are likely to respond to the RFP are using TSG and have been through extensive training. We will also utilize other tools that the selected providers may use, including CLASS and Ages and Stages. CLASS will provide an assessment of the program quality and environment for learning while Ages and Stages will provide useful information on children’s abilities when they enter the program and will be used as a family engagement strategy. PPS uses ***Learning Accomplishment Profile – Diagnostic,*** which like Teaching Strategies Gold, assesses children in the four main domains of gross motor, fine motor, cognitive and language skills.

In our survey of ELP partners on our Advisory Board, six out of seven respondents are using Teaching Strategies Gold. These are the organizations that are most likely to be the ones bidding to operate the PEG classrooms, as several of them meet the required QRIS status. The only ELPs that are not using Teaching Strategies Gold are the current preschool programs of the Pittsfield Public Schools.

**Shared professional development among partners:** Professional development opportunities on curriculum and assessment will be shared among the partners. We will build upon previous training they have had in TSG to make sure that they have the skills they need and that they are working as a group to fully utilize this tool.

**Coaching:** The Program Director position will include responsibility for coaching teachers. The Director will be responsible for helping teachers effectively implement curriculum, engage children and share best practices between the two classrooms and among other ELPs in the community. The Director will also meet regularly with the teachers to coach them, being responsive to their individual needs for assistance. We had initially contemplated having a separate coaching position, but with just two classrooms, decided that this role could be incorporated into the Program Director position.

**Transitioning assessment information:** All partners will be responsible for ensuring that assessment information is shared when children transition to kindergarten or to other programs. As the lead organization, PPS will facilitate the sharing of assessment information to make sure that it happens not only during the transition from PreK to Kindergarten but also into first, second and third grade.

PPS is strongly committed to support this transition process as it will allow K-3 educators to better address the individual needs of students and provide differentiated instruction where needed. We asked the ELPs serving on the PEG committee to share with us their successful strategies for sharing assessment information. We will build upon these strategies, which include:

* Have ELP teachers/staff meet personally with the child’s kindergarten teacher.
* Send home a letter along with the child’s final assessment that can be shared at intake at the beginning of the school year.
* With parents’ permission, share the TSG assessment with the child’s new school as well as any other pertinent information about the child’s strengths and weaknesses.

**BIRTH TO GRADE 3 ALIGNMENT**

Through the work of Pittsfield Promise, a clear birth to Grade 3 pathway has been established with programs and resources to support alignment of early childhood and K-3 education. Pittsfield Promise was established in 2012 with the goal of increasing reading proficiency among Pittsfield third graders to 90% by the year 2020. Through Pittsfield Promise, early childhood providers meeting on a regular basis with Pittsfield Public Schools, community organizations, civic leaders and businesses to ensure that programs are working together and aligned to achieve common goals. The need to align services beginning at birth is addressed by including organizations such as Berkshire Health Systems, Berkshire Nursing Families and Pediatric Development Center as collaborators.

The Early Childhood Impact Council addresses early literacy issues on a countywide basis, meeting quarterly and working toward the same goal of 90% reading proficiency. The Council advises BUW about early childhood investments, and focuses on alignment of quality early childhood education programs, out of school time programs that address early literacy, early intervention services and treatment, and partnerships and best practices around family engagement. Through these efforts, planned activities support and enhance the grant funded activities of EEC and DESE. Examples of collaborative initiatives that have come out of Pittsfield Promise and/or the Early Childhood Impact council include:

**Expansion of Reach Out and Read:** Through the national Reach Out and Read program, pediatricians distribute books to children during their well visits to promote the importance of early literacy. Under the guidance of Pittsfield Promise and BUW, this program has expanded to all pediatric practices in Pittsfield and throughout Berkshire County.

**Word of the Day:** This city-wide program expands the vocabulary of children during the summer by

publicizing a new word each day. Through the collaboration of the Berkshire Museum, Berkshire Athenaeum and PPS, the yearly list is developed and distributed to all public school children before they break for the summer, to all independent preschool programs, and on a daily basis to families who come into the library. The Berkshire Museum also provides free age appropriate books for families to download from their website.

**Literacy Bags:** Pittsfield Promise partners collaborated to distribute early literacy materials to new

parents through WIC to promote early literacy in the early stages of a child’s life.

**Parent Cafes:** Parents are brought together and given opportunities to discuss parenting and family issues as well as early childhood literacy through a collaborative partnership with Head Start, CFCE, Healthy Families, Parents as Teachers and BUW.

**Third Thursdays:** Literacy activities are offered at this monthly outdoor festival held in Pittsfield

during the spring, summer and fall months (May – October). This collaborative effort involves the work of BUW, Berkshire County Head Start, Child Care of the Berkshires Healthy Families Program and other community organizations.

In addition to the work of Pittsfield Promise, the PEG classrooms will benefit from the resources of a full day kindergarten program at PPS, the Coordinated Family and Community Engagement Program, Educator Provider Support, home visiting and early intervention.

**Full Day Kindergarten:** In Pittsfield, kindergarten programs at all eight elementary schools are full day. Starting in the 2016/17 school year, students must be five years old by September 1 to enter kindergarten. The program was increased from half-day to full-day through the collaborative efforts of PPS and Community Partnership Council grant funding from EEC. PPS has sustained full-day kindergarten since the funding ended and is committed to its continuation.

**CFCE:** Pittsfield’s CFCE program provide parents with access to area resources, parent education and child development screenings as well as opportunities for families such as playgroups, Play and Learn, story hours and family events. All groups are open to families and children through the age of 8. The Pittsfield CFCE coordinator is based at Berkshire County Head Start and works closely with the other CFCE’s in Berkshire County to plan coordinated programming. Through additional grant funding, the Lunch and Read program in community elementary schools will be expanded, providing free lunch during summer programs.

**Educator Provider Support.** Berkshire County’s Educator Provider Support (EPS) grantee is the Preschool Enrichment Team (PET). PET supports a skilled early childhood and out of school time workforce by providing training and consultation on core competencies, academic and career advancement support, NAEYC Accreditation and the Quality Rating and Improvement System (QRIS). Trainings are available to family child care, center based and out of school time educators. They can be anywhere from one to two-hour sessions, to several multi-date sessions or courses that span several months. Depending on the duration of the training, participants receive training hours, CEUs or college credit toward an associate or bachelor’s degree. Berkshire United Way and the Berkshire Compact for Education work closely with PET to ensure that training programs address the specific needs of Pittsfield early educators. PET will be an important component for the professional development strategy for the new PEG classrooms.

**Home visiting.** DPH supports funding through Healthy Families (Child Care of the Berkshires) and Healthy Families sub-contracts with Parents as Teachers (Berkshire Children and Families). Both programs are evidence-based and serve Pittsfield and North Adams. Healthy Families just completed a record year for parent groups, holding 51 groups. They also won the "All Star Award" from MA Healthy Families, in recognition of being the best out of all the 25 programs in the state. Both home visiting programs have been very involved with Pittsfield Promise. PPS holds the contract for the CFCE grant and subcontracts with Head Start for the CFCE Coordinator and with CCB for the Parent Child Home program.

**Early Intervention.** Collaboration between the Pediatric Development Center (PDC), Pittsfield’s early Intervention Agency, and PPS is a critical union for birth to grade three alignment. The transition from PDC to the PEG classrooms will be coordinated as the needs of the children transitioning are met. Transition from Preschool Expansion to PPS Kindergarten will be coordinated with parental consent to continue to meet the needs of the children. Emphasis will be placed on information flowing to the individual Kindergarten classrooms to insure continuity in meeting the needs of the children.

***Framework for Planning, Implementing and Evaluation PreK-3rd Grade Approaches*** by Kristie Kquerz and Julia Coffman will be one of the resources used to plan smooth transitions.

## **PLAN FOR COSTS AND SUSTAINABILITY**

The following budget provides an estimate of the resources needed to offer two classrooms for Pittsfield’s expanded preschool program. Estimated costs are based on information provided by some of the early learning providers represented on the Advisory Committee. Staffing costs for teachers with Bachelor’s Degrees are consistent with what Pittsfield pays their teachers, but are expanded to cover 12 months per year rather than 9.5. The costs for teaching assistants and substitutes are based on what ELPS reported paying their teachers on the survey we conducted.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Start Up Budget/Year 1** | **Quantity** | **Unit Cost** | **PPS** | **ELPs** |
| **STAFFING** | | | | |
| Program Director | 1 | $52,000 |  | $52,000 |
| Family Engagement Specialist | 1 | $45,000 |  | $45,000 |
| Lead Teachers – bachelor’s degree required, 2 per classroom – based on a 10-month PPS salary of $40,000, pro-rated to 12 months @  $48,000 | 4 | $48,000 |  | $192,000 |
| Teacher – associate’s degree required, working on bachelor’s degree, 1 per classroom | 2 | $35,000 |  | $70,000 |
| Teaching Assistants (.5 per classroom),  $13/hour, 40 hours/week, 52 weeks/year | 1 | $27,040 |  | $27,040 |
| Benefits for above positions, 30% |  |  |  | $115,812 |
| Time to attend meetings, PD: 3% of salaries (not including benefits), 150% of salary for overtime |  |  |  | $17,372 |
| Pool of substitute teachers for both classrooms,  $13/hour, 1,000 |  |  |  | $13,000 |
| **TOTAL staffing for ELPs** |  |  |  | **$532,224** |
| Data Analyst | .1 | $60,000 | $6,000 |  |
| Janitor/cleaning, $35/hour \* 13 weeks (summer and vacation weeks) \* 15 hours/week (this covers hours when classrooms are open beyond regular school hours | 2 | $6,825 | $13,650 |  |
| PPS retirement, FICA & health insurance 30% |  |  | $5,895 |  |
| **TOTAL staffing for PPS** |  |  | **$25,545** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TRANSPORTATION** | | | | |
| **Start Up Budget/Year 1** | **Quantity** | **Unit Cost** | **PPS** | **ELPs** |
| Special Education Vans | 2 | $10,000 |  | $20,000 |
| Buses, two trips daily for each site | 2 | $10,000 |  | $20,000 |
| Bus monitors, 2 monitors per bus, one monitor per an, total of 6 monitors \* 50 weeks \* 5 days/week \* 3 hours/day \* $11/hour - $8,250 | 6 | $8,250 |  | $49,500 |
| Car seats, 15 children per site (estimating 75% will use transportation), $150 per seat | 30 | $150 |  | $4,500 |
| **TOTAL transportation costs** |  |  |  | **$94,000** |
| **SPACE-RELATED COSTS** | | | | |
| Rent – to be provided in-kind by PPS, value to be determined when exact space is identified |  |  | In-kind |  |
| Utilities – to be provided in-kind by PPS |  |  | In-kind |  |
| Furniture |  |  |  | $25,000 |
| Toys, learning materials, office supplies |  |  |  | $25,000 |
| **TOTAL space-related costs** |  |  |  | **$50,000** |
| **OTHER COSTS** | | | | |
| Meals for children |  |  | Covered by PPS |  |
| Mental health providers, 6 1-hr group observations per room, 6 1-hr meetings with staff per room, 2-hr parent meeting per year per room, 6 1-hour observations for specific children per room, total 20 hours \* $50/hour | 2 | $1,000 |  | $2,000 |
| Travel, $.575 \* 2,500 miles, travel to meetings within Massachusetts |  |  |  | $1,438 |
| **TOTAL other-costs** |  |  |  | **$3,438** |
| **Subtotal** |  |  |  | **$705,206** |
| **Administrative Fee 8%** |  |  |  | **$56,417** |
| **TOTAL BUDGET: $761,623 COST PER CHILD (based on 40 slots): $19,041** | | | | |

**Sustainability:** The Advisory Committee and program leaders are committed to evaluating the impact of the PEG classroom model and, if successful, sustaining this model into the future. While we will advocate for continued support from EEC, we will also work to identify city, state and philanthropic resources that can support programs in the long run. If we determine that the need for preschool classrooms exceeds the two classrooms that we are planning, we will make plans to increase the scope of the program. The steps involved in rolling out the program and bringing it to scale will involve:

**Start up --** We anticipate spending six months on the process of issuing an RFP, selecting early childhood partners, outfitting the space, enrolling students and getting the program up and running. If the program is to begin in 2017, ideally we would enter into a funding contract with EEC no later than March 1, 2017 and could begin the pilot phase by September 2017.

**Pilot Phase --** During the first one to two years, we will operate two PEG classrooms and will assess our progress on a quarterly basis. Based on the success of the program as well as the level of demand for slots, we will work toward expansion at the end of the pilot phase.

**Full-scale Implementation --** If our assessment and evaluation information supports continued expansion, and there is increasing demand for slots, we will expand our program to up to four classrooms after the initial phase.

Our exploration of funding will include the following sources:

* ***Local and philanthropic:*** City of Pittsfield, Berkshire United Way, Berkshire Taconic Community Foundation, Harold Grinspoon Charitable Foundation, Berkshire Bank Foundation, other banks and local corporations
* ***State:*** We advocate for the Department of Early Education and Care, the Department of Elementary and Secondary Education and the State Legislature to provide early education funding that is not connected to parents’ work and income status. We would like to see the Chapter 70 program direct its state aid toward early education programs for public school districts.

**ATTACHMENT 1: JOB DESCRIPTIONS**

## **Program Director Job Description – PEG**

##### **Job Purpose:**

To provide leadership and oversight of the Pittsfield PEG preschool classrooms and work in coordination with all program partners

##### **Essential Duties:**

* Participates in setting up two new Pittsfield PEG classrooms and related services and activities to ensure high quality child care so that children can flourish, using the Environmental Rating Scale and NAEYC criteria to ensure quality.
* Works in close coordination with the Pittsfield Public Schools, two early learning providers, an Advisory Committee and community partners.
* Coordinates recruitment, hiring, training and supervising of teaching staff and substitutes.
* Coordinates purchasing of supplies, learning materials, toys and furniture for new classrooms.
* Oversees administration of bus transportation and hiring and supervision of bus monitors, following EEC’s busing policies.
* Responsible for meeting Department of Early Education and Care, Department of Children and Families, and other source of accountability and funding including intake management, assessment (Teaching Strategies Gold), NAEYC Accreditation, maintaining QRIS and mandated reporting.
* Works in coordination with Family Engagement Specialist to support family engagement activities.
* Prepares appropriate reports and updates for the Department of Early Education and Care to meet requirements of grant funding. Travels to EEC meetings as required.
* Prepares publicity, public relations and marketing materials for the Pittsfield PEG program.
* Periodically reviews operating procedures and makes recommendations as necessary to insure that they are current, appropriate and more fully developed.
* Insures proper staff coverage and activities in the Pittsfield PEG program.
* Participates in and contributes to in-service trainings.
* Acts in accordance with the Pittsfield PEG purpose, policies and goals, representing Pittsfield PEG in community activities in consonance with established policies.
* Supervises staff daily, in collaboration with lead teachers, to ensure that they are following EEC’s regulations.
* Completes yearly employee reviews on all staff members, with input from lead teachers.
* Holds monthly staff meetings to help build staff relationships and to discuss any areas of concern.
* Ensures that all staff are registered in the PQ registry through EEC.
* Ensures that all staff, including this position, receive 20 hours of raining per EEC licensing.

##### **Minimum Qualifications**

* Bachelor’s Degree in early childhood education or related field.
* EEC Director I/II license, preferable Director II.
* Has/maintains an active professional qualifications registry per EEC regulations.
* Has/maintains a current Individual Professional Development Plan per EEC regulations.
* Has knowledge of/experience in NAEYC accreditation procedures.
* Has knowledge of/experience in QRIS Levels 3 and 4 criteria.
* Has knowledge of/experience with Teaching Strategies Gold.
* Has experience in supervisory role, preferably two to three years or more.
* Is familiar with with Strengthening Families and community resources.
* Knowledge of and experience with standard office software and data management systems.

##### **Attachment 1: Job Descriptions (continued)**

**Family Engagement Specialist - PEG**

**Job Purpose:**

The Family Engagement Specialist (FES) uses knowledge of the principles of family engagement to support families in their roles as their child’s first and most important teacher and encourages parent-child interactions that promote school readiness and healthy development and enhance the family’s well being. The FES takes the lead in building social networks among families and enhancing parent leadership and advocacy through Parent Advisory Council.

##### **Essential Duties:**

***Parent and Family Partnerships and Services***

* Establish supportive, professional, and strength-based relationships with families to promote family growth and self-sufficiency.
* Foster culturally responsive interactions that respect and respond appropriately to the culture, language, values and family structures of each family served.
* Offer concrete support in times of need.
* Develop family’s knowledge of parenting and child development and ability to foster social-emotional competence of children; foster parental resilience and social connections.
* Provide vocational, informational, and referral services to families.
* Facilitate family involvement activities and monthly Parent Council Meetings.
* Engage in collaborative partnership building and goal setting and development with families.
* Ensure that parents are involved in the development of the programming for children including home visits, parent conferences, and development of curriculum.
* Encourage and support parents to increase their leadership skills by taking the lead in planning center activities

and/or holding leadership positions.

* Assist with screenings and other child assessments as needed and communicate with families regarding results and any needed follow up services.

***Community Partnerships***

* Collaborate with a variety of community partners to meet the needs of families.
* Coordinate programming and presentations by partner agencies to improve utilization of community services.
* Attend community meetings and events to stay informed on services and programming.
* Professionally represent PEG in the community, with our business partners, and working with families.
* Assist in outreach, recruitment and registration efforts.

***Service Coordination***

* Effectively communicate with multi-disciplinary team to ensure cohesive programming for children & families.
* Maintain an active list of community resources available.

***Record Keeping and Reporting***

* Coordinate team case management meetings, corresponding documentation, and maintain current and complete files for all children and families.
* Ensure height, weight, hearing, and vision screenings are provided within mandated time frame and all required

information is inputted for documentation.

##### **Minimum Qualifications**

* BA in early childhood education, social sciences or related fields.
* Knowledge of/experience in NAEYC family engagement standards, QRIS Levels 3 and 4 criteria family engagement standards.
* Knowledge of/experience with Strengthening Families protective factors.
* Knowledge of and experience with standard office software and data management systems.
* Minimum of two to three years of experience.

##### **Attachment 1: Job Descriptions (continued)**

**Lead Teacher/Teacher– PEG**

**Job Purpose:**

Provide a developmentally appropriate, high quality early childhood experience for the children and families enrolled and working collaboratively as part of the pilot PEG model.

##### **Essential Duties:**

* Consistent, on time attendance is required.
* Ensure the care, welfare, and safety of children at all times per EEC Regulations and PEG policies.
* Plan and implement developmentally appropriate curriculum for children with and without special needs, ages 2.9-Kindergarten in compliance with the Guidelines for Preschool Learning Experience, and Massachusetts Common Core Standards.
* Supervise children to ensure full compliance with EEC and safety and supervision regulations.
* Provide guidance to classroom staff and modeling best practices using a collaborative teaching model.
* Conduct ongoing assessments and screenings; completing data entry by program deadlines.
* Arrange regular opportunities for parents to be actively engaged in their child’s education including formal and informal meetings, classroom celebrations and participation in monthly parent meetings.
* Conduct a minimum of (2) parent conferences and (2) home visits per program year.
* Maintain program and classroom quality per EEC regulations, QRIS Level 3, 4 and NAEYC standards.
* Maintain child files as required by EEC regulations.

##### **Secondary Duties:**

* Complete all required in-service trainings and participate in at least 20 hours of professional development.
* Exercise supervision of the teaching team, volunteers, interns, and any other adults working in the classroom.
* Perform light housekeeping duties to maintain a clean, orderly classroom environment.

##### **Physical Requirements:**

* Able to participate and actively supervise in gross motor activities with children (walking, running, jumping, hopping, kneeling, and bending).
* Able to twist, kneel, stoop, sit on the floor, bend, and sit at child’s eye level, lift up to 50 lbs. safely.
* Able to maintain constant visual and auditory supervision of children to ensure their safety.
* Able to assist with loading and unloading of buses (helping children buckle/unbuckle car seats, manage stairs).

##### **Minimum Qualifications:**

* EEC Teacher/Lead Teacher qualified/qualifiable; Minimum of 18 years of age.
* CPR/First Aid certification preferred; Maintain active, updated Professional Qualifications Registry.
* Must have an active Individual Professional Development Plan.
* Familiar with guideline for Preschool Learning Experiences and MA Common Core Standards.
* Knowledge of and experience with standard office software and data management systems.
* Minimum of two to three years of experience.

**Lead Teacher:** Bachelor degree, EEC certified - preferably Director I or II certified; First Aid and CPR certified; familiar with: QRIS, NAEYC, TSG, Creative Curriculum, Strengthening Families.

**Teacher**: Associate degree, working on Bachelor degree, EEC certified, current First Aid and CPR certification; familiar with QRIS, NAEYC, TSG, Creative Curriculum, Strengthening Families

##### **Attachment 1: Job Descriptions (continued)**

**Assistant Teacher– PEG**

**Job Purpose:**

Provide consistent assistance, under the direction and supervision of the Lead Teacher/Teacher, in the classroom.

##### **Essential Duties:**

* Ensure the health, safety and welfare of the children enrolled in the program.
* Implement a developmentally appropriate curriculum under the direction of the Lead Teacher/Teacher
* Participate in planning meetings as appropriate.
* Support work of teaching staff and Family Engagement Specialist to support parents/families in their role as their child’s first teacher.
* Attend professional development activities as deemed appropriate.

##### **Secondary Duties:**

* Complete all required in-service trainings.
* Participate in a minimum of 20-hours of on-going professional development per EEC requirements.
* Perform general duties as assigned by Lead Teacher/Teacher to provide support to the classroom and teaching staff (duties may include washing dishes, cleaning and organizing classroom and restocking classroom supplies – or other needs as they occur).

##### **Physical Requirements:**

* Able to participate and actively supervise in gross motor activities with children (walking, running, jumping, hopping, kneeling, and bending).
* Able to twist, kneel, stoop, sit on the floor, bend, and sit at child’s eye level, lift up to 50 lbs. safely.
* Able to maintain constant visual and auditory supervision of children to ensure their safety.
* Able to assist with loading and unloading of buses (helping children buckle/unbuckle car seats, manage stairs).

##### **Minimum Qualifications:**

* 18 years of age.
* High School Graduate, preferably working on Associates degree.
* Child Growth and Development, completed or willing to complete.
* Introduction to Early Childhood, completed or willing to complete.
* Maintain active PQR and IPDP.
* First Aid and CPR, willing to complete.
* Some experience in working with young children.

##### **Job Purpose:**

**Attachment 1: Job Descriptions (continued) Bus Monitor - PEG**

Bus monitors ensure that children arrive to and from school safely through the implementation of sound transportation practices and compliance with Department of Early Education and Care transportation policies and procedures.

##### **Essential Duties:**

* + Responsible for the safety and well-being of the children riding, boarding and exiting the bus.
  + Conduct regular attendance checks as children board the bus, while on the bus, and as they exit. Completing the required attendance forms.
  + Install and remove child safety restraint system daily. Responsible for securing each child in a safety seat while riding the bus.
  + Interact with children in a warm, nurturing manner and provide teachable moments during the drive to support school readiness and safety education curriculum.
  + Responsible for behavior management on the bus according to positive guidance policies.
  + Ensure the children are only released to the appropriate adult by following the programs release policy.
  + Maintain policies and practices specific to the safeguarding of staff and child information.
  + Must be able to carry out Emergency Bus Procedures set by the program.

**ATTACHMENT 2: MEMORANDUM OF AGREEMENT**

**BETWEEN PITTSFIELD PUBLIC SCHOOLS AND**

**PEG EARLY LEARNING PROVIDER(S), INC.**

**FY 17**

WHEREAS the Pittsfield Public Schools (PPS), in collaboration with other child care and social service programs which serve young children in the Pittsfield community, has been funded as the lead agency for the Preschool Expansion Grant by the State Department of Early Education and Care with a goal of implementing a high quality preschool program for children ages 2.9 – 5 years old;

WHEREAS the PEG Early Learning Provider (PEG-ELP) is experienced in providing high quality preschool education (NAEYC accredited and QRIS Level 3 granted) in the Pittsfield community and has been selected through an open bid RFR process and meets the qualifications as described in the RFR;

THEREFORE it is mutually agreed that the Pittsfield Public Schools and PEG ELP enter into an AGREEMENT for the provision of the overall coordination and operation of the PEG Preschool Program, serving children and families in the Pittsfield community, to reduce the high risk factors that affect the Pittsfield community, including maltreatment of children, poverty, domestic violence, poor prenatal care and substance abuse, and to improve the early learning of preschool children, The arrangements are set forth as follows.

I. RESPONSIBILITIES OF THE PITTSFIELD PUBLIC SCHOOLS

1. PPS will act as the lead agency and be responsible for the fiscal management of this program, communications with the funding agency, submission of all data and reports to the funding agency, and provide SPED services as needed.
2. PPS and other members of the PEG Planning Committee will work collaboratively with the PEG-ELP to assess needs, identify and recruit families with very young children who are at risk of educational achievement gaps.
3. PPS will sub-contract with PEG-ELP for the services of the PEG team, which includes a Program Director/Coach, Educators, Assistants, Family Engagement Specialist and support staff, as outlined in the PEG Strategic Plan Grant.
4. PPS will pay the PEG-ELP a MAXIMUM of **$**XXXXX under this agreement, which will be made on a cost reimbursement basis, based on a monthly invoice with back-up details including time sheets, which aligns with the budget attached to this Agreement.
5. PPS will provide four hours a week of a Data Specialist’s time in addition to administrative oversight, in order to provide EEC with monthly data reports.
6. PPS will provide at least 12 hours a week of Special Education Services or as needed.
7. PPS will identify and provide two classroom spaces for the PEG preschool program, utilities (including access to internet) and janitorial services.
8. Staff from PPS and the PEG-ELP(s) will continue to meet regularly to share information, review data,

participate in common trainings, coordinate hours of operation and policies among the two early childhood education providers and conduct regular and ongoing evaluation of the program to determine its effectiveness and plan for future community needs.

1. RESPONSIBILITIES OF PEG-ELP
2. The PEG-ELP will be responsible for having its preschool programming conform to the high quality standards outlined in the PEG Strategic Plan, which includes (but not limited to) licensing, employing teachers with a minimum of BA degrees, NAEYC accreditation, program certification at Level 3 on the QRIS and commitment to achieve Level 4 in five years, and on-going professional development.
3. The PEG-ELP will hire, house, and supervise a full-time Program Director, Family Engagement Specialist, educators and support staff persons to implement the PEG preschool program. PEG-ELP will ensure that PEG staff have participated in a CORI, DCF, SORI background check and fingerprint process as part of the hiring process. Specific titles, FTE’s and salaries are outlined in the attached budget.
4. Program services will be offered year round. Scope of services will include:
   * outreach to high risk children 2.9 years up to pre-kindergarten age (up to 5 years of age);
   * enrollment of 18-20 children per classroom;
   * enrollment and accompanying paperwork;
   * development and monitoring of each child’s individual educational plan and a family service plan, including a family assessment;
   * monthly meetings with parents and home visits as deemed appropriate;
   * assessment of the children, using the Ages and Stages Questionnaire; and ASQ-SE;
   * implementation of the Teaching Strategies GOLD curriculum;
   * quarterly progress reports and parent conferences;
   * quarterly family group activities and events, a total of four each year;
   * parent education, using an evidence based curriculum;
   * referrals to other support services, including the health, dental, mental health, basic needs, educational and employment resources; substance abuse and domestic violence counseling;
   * transitional planning for children moving to Kindergarten;
   * communication and collaboration with other social services;
   * data management and reporting as required.
5. Children with at least one parent or guardian residing in Pittsfield will be the highest priority for enrollment. Any slots that are not filled by children residing in Pittsfield may be filled by children from neighboring towns.
6. Days and hours of operation must be 7:30 a.m. to 5:30 p.m. or other agreed upon hours.
7. The staff of the PEG-ELP are considered employees of the PEG-ELP and not employees of PPS and will adhere to PEG-ELP policies and protocols.
8. Designated staff from PPS and the PEG-ELP will actively participate in the PEG Advisory Committee that meets quarterly to share information, conduct regular and on-going evaluation of the PEG program to determine its effectiveness and plan for future community needs.
9. Required documentation:

* PEG-ELP will provide resumes of the Program Director, Family Engagement Specialist, teachers and all other key staff members.
* PEG-ELP will provide copies of annual training logs.
* PEG-ELP will provide quarterly reports that document outputs, i.e. number of children enrolled, progress reports, parent conferences, home visits, number of assessments, number of groups held and attendance, etc.
* PEG-ELP will provide quarterly reports that document impact and effectiveness, i.e. **TBD.**

number of families who demonstrate improved parenting skills, etc.

* PEG-ELP will submit a copy of their Annual Audit.

1. Liability Insurance

PEG-ELP shall secure such insurance as needed to cover its possible liabilities in regard to any and all PEG Preschool program activities and for the duration of this agreement, and submit a copy to the Pittsfield Public Schools.

1. BILLING FOR SERVICES
2. The PEG-ELP will be reimbursed up to $1XX, XXX for all costs associated with the hiring, employment, administrative support and supervision of the Program Director, Family Engagement Specialist, educators and support staff, based on a budget which serves as attachment to this Agreement.
3. Bills for salaries and other costs associated with the PEG Preschool Program will be submitted to the Pittsfield Public Schools on bi-monthly basis. Payment will be made to PEG-ELP during the duration of this AGREEMENT, based upon the receipt of funds from the Department of Early Education and Care and submitted invoice. PPS will reconcile salary allocations prior to receiving additional funds.

IV. TERMS OF AGREEMENT

1. Durability

This AGREEMENT will remain in effect from July 1, 201X through June 30, 201X, at which time this AGREEMENT may be renewed, based on the continued funding from the Department of Early Education and Care.

1. Amendment

The terms and conditions set forth herein, including the duration of the Agreement, may be amended only by means of writing, executed by a duly authorized representative of the Pittsfield Public Schools and PEG-ELP.

1. Integration Clause

Pittsfield Public Schools and PEG-ELP agree that this Agreement states the two agencies' full and complete understanding for the terms and conditions under which the services described above will be provided. The Parties agree that no other terms or conditions, verbal or written, exist for this purpose and that no additional terms or conditions shall be held applicable or enforceable except if they are reduced to a writing that is executed by an authorized representative of PEG- ELP and by an authorized representative of Pittsfield Public Schools.

1. Confidentiality

PPS and PEG-ELP will comply with all laws and regulations relating to confidentiality and privacy. PPS and PEG-ELP shall at all times recognize the Department of Early Education and Care’s ownership of data related to program operation: including the numbers of children served, ages, whether or not children are on an individual education plan (IEP), first language of the children, type and duration of services, income level of families of children served.

1. Title to Furnishing and Equipment

The subcontractor must keep a record of the equipment and furnishings purchased under the contract. As long as the equipment and furnishings purchased under this grant are used in programs for young children, PPS or PEG-ELP do not need to return equipment or furnishings on completion or termination of a funding award.

1. Non-Discrimination in Employment and Affirmative Action

PEG-ELP shall not discriminate against any qualified employee or applicant for employment because of race, color, national origin, ancestry, age, gender, religion, disability, handicap or sexual orientation.

1. Conflict of Interest and Undue Influence Prohibited

PEG-ELP may not use any funds, programs, or services funded under this Agreement or any funding award for any partisan political activity or to further the election or defeat of any candidate for public office.

In witness thereof, both parties sign all as of the date shown below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Superintendent, Pittsfield Public Schools

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Executive Director, ELP 1

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Executive Director, ELP 2

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_