

<p>Title: CBO K1/BPS K2 Connector Update</p>	<p>Date: Nov 26, 2018</p>
<p>Presentation Overview/Action Proposed:</p>	<p>For a second year we propose piloting a CBO K1/BPS K2 connector while developing Boston Universal Pre-K and planning for UPK expansion in order to:</p> <ul style="list-style-type: none"> ● increase family engagement ● streamline the transition process and requirements ● minimize the number of transitions for all children ● identify areas of support for our most high need population ● mitigate economic impact on CBOs ● test the connector model prior to scale <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Continue the initial East Boston connector pilot which connects the East Boston YMCA to the McKay K-8. The K1 enrollment numbers in the East Boston YMCA and the district's K2 enrollment numbers remain low in SY 2018-19. 2. Expand the pilot in Dorchester to add a 3rd community-based program to the pilot. This would increase the pilot from 40 seats to 60 seats (East Boston would have 20 seats and and Dorchester would have 40 seats). We recommend adding the Walnut Grove ABCD Head Start as the 3rd community-based program. Rationale: Adding this PEG CBO into the pilot creates an opportunity to learn more about how to connect across Dorchester, why families leave, why they stay, and what they need as they transition from the CBO into BPS. <ol style="list-style-type: none"> a. UPK data indicated Dorchester is an area where demand slightly exceeds the number of Pre-K seats and the BPS school choice varies by Dorchester zip codes. This Dorchester PEG CBO had 13 families leave for BPS K1 in 2017-18 and 10 children so far for 2018-19. b. Headstart is the largest provider in the city and a likely UPK partner, so the pilot affords the



	<p>opportunity to learn across systems.</p> <p>3. Expand the connector pilot to add a larger selection of BPS K2 options in the Dorchester area for both CBOs not just one, testing out the pros and cons of a non one to one relationship between program and school. In addition to the Everett which was already a part of the connector pilot we propose adding the following K2 schools for the Y2 connector Holmes Innovation School and Up Holland.</p> <p>Rationale:</p> <ol style="list-style-type: none"> a. This addresses the ineligibility of some families. Families at the BGCD and ABCD who are not eligible for the connector based on their Dorchester zip code would have a connector option.
<p>Educational and Racial Equity Implications:</p>	<p>While Boston Public Schools and community-based organizations have worked together over the years, we work separately to enroll all 4 year olds in Boston.</p> <p>The lack of cohesion between the two systems results in:</p> <ul style="list-style-type: none"> ● We have found that families who need full day are more likely to enroll in community based and families who have an alternative for afterschool are more likely to enroll in BPS district. ● BPS and CBOs serving the same children. For example, students already enrolled in a CBO are often pulled out as to attend a BPS program from the waitlist. This process happens well into November and can run as high as 30% ● The lack of students is costly for CBO programs and challenges their ability to serve birth to three populations ● Little alignment between the two systems which results in missed opportunities to better serve families in special education, comprehensive services, and academic alignment.
<p>Policy Implications:</p>	<p>Before the end of the pilot in Aug 2019 and as we move to only Boston UPK, we will need to:</p> <ul style="list-style-type: none"> ● Develop connector policies and procedures that are aligned with the current BPS enrollment system and timing of school choice process. ● Arrive at a definition of the high-need population for eligibility and an assignment process to create mixed income/need classrooms. Sources that will be used to create this definition includes BPS at a Glance 2017-18, the Inclusive Preschool Learning grant, and criteria used by state and federal government for subsidy and Head Start eligibility. ● Develop a connector map to determine how to connect each UPK CBO to each BPS K2 aligned with the Mayor’s expansion plan.



	<ul style="list-style-type: none"> ● Determine how connectors are selected and what addition supports they will need. ● Communicate the Mayor’s plan to expand K1 in community-based programs. ● Align with district Build BPS plans for K1..
Budget Impact:	<p>There is no current budget impact. In the future the cost will be under Boston Universal Pre-K</p> <p>In all cases, Department of Early Childhood will leverage UPK funds to strengthen quality of the connector schools, via coaching and NAEYC supports.</p>
Implications of Yes Vote:	
Implications of No Vote:	

