

Stamford School Readiness Council Meeting

Thursday, February 11, 2021

12:00pm

Meeting Via Zoom

SRC Members Present:

Dena Booker	SPS Family Resource Facilitator/ McKinney-Vento Coordinator
Olympia Della Flora	SPS Associate Superintendent, Superintendent Designee
Terri Drew – Co Chair	Director of Youth Services City of Stamford
Karen Feder – Co Chair	Director of Youth Services, ABILIS
Cindy Grafstein	Special Assistant to the Mayor, Mayor Designee
Helma Gregorich	Senior Program Mgr./Clinical Supervisor, Parents as Teachers, Family Centers
Elizabeth McKay	Youth Services Librarian, Ferguson Library

Grant Recipients/Advisors/Guests:

Donna Arcuri	School Readiness Liaison, City of Stamford
Linda Barge	Education Manager, CLC Child Day Care Programs
Mary Basso	Director of Child Day Care, CLC
Kathy Belmont	SPS Instructional Coordinator
Antonia Better-Wirz	Assoc. Dir. Provider Showcase Ed. Coach / Consultant, AOK Stamford / Norwalk
Kendra Brown	Director of Early Childhood, SPS
Danielle Celaj	Director, Building Blocks
Lisa Cody	Assistant Director of Early Childhood, SPS
Phyllis DiFrancia	Assistant Director, CLC William Pitt
Jane Faherty	Director, JCC Jumpstart
Liz Gebert	Director, JCC Kinderplace
Beth Genovese	Education Coordinator, CLC
Marsha Guthrie	Director, CLC Head Start
Yazmin Iglesias	Director - Stamford, Norwalk & Danbury, AOK
Penny Lehman	Director, CLC Program Services
Alex Morris	Education Coordinator, CLC
Kate Murphy	Assistant Director, Child First
Brooke Nilsen	Director, First United Methodist Nursery School
Tiffani Olenik	Early Childhood Consultant, ECCP
Enrique Pabon	Education Manager, CLC Maple and CLC Early Head Start
Marie Roc	Disability and Mental Health Manager, CLC
Ellen Reardon	Co-Director, Stamford Museum and Nature Center Preschool
Robyn Santagata	Director, Mead School
Dr. Debby Schreiner	SPS Instructional Coordinator
Tashi Shuler-Drakes	Project Associate, Stamford C2C, UW of Western Connecticut
Tara Stickney	Parent Participant, SRC Meeting Administrator
Inge-Lise Titherage	Early Childhood Consultant, ECCP
Nathalie Tocci	Care to Care Coordinator, Family Centers
Dori Walker	SPS Instructional Coordinator
Anna Witkowski	Director of School Readiness, CLC

I. Welcome

Karen Feder welcomed all and attendance was taken virtually.

II. Approval of Minutes

The December 2020 and January 2021 SRC Minutes were unanimously approved.

III. School Readiness Provider Reports

- SR provider reports were previously sent electronically to members and attendees for review.
- January, 2021 School Readiness Provider reports are attached here as Addendum A, B, C, and D for BOE at Rippowam, CLC William Pitt, CLC Palmers Hill, CLC Westover, CLC Lathon Wider, CLC Franklin Commons and CLC Maple respectively.

IV. School Readiness Liaison Report – Donna Arcuri

- January SR utilization - Full Day 233 / 406 available, Part Day/ Distance Learning 42 / 60, Extended day 44 / 66, School day 12 / 16. CLC earned \$338,393 / 345,486.
- The OEC required all funded programs provide Distance Learning Attestation (s). Attached here as Addendum E. This Attestation is required for Distance Learning as a family choice, Hybrid Distance Learning and if the program must temporarily close due to COVID-19, Distance Learning will be offered. Programs are also required to attest that all teachers currently teaching distance learning classes have been properly trained in OEC approved distance learning training programs. This requirement is detailed in OEC Memo 34 has been emailed to SRC members and providers.
- The OEC will continue to provide SR and CDC funded classrooms received full funding for February no matter utilization. Classrooms are expected to provide remote learning options for families in accordance with OEC guidelines in posted memos. Attendance and participation are being collected and retained for the SRC and OEC.
- Mask wearing health guidance for children was emailed to all community providers
- The Summer Start program inquiry form is available for children entering kindergarten in September 2021.
- Technology training and SPEF's "Here to Help" link was emailed to community preschool programs for family and program support.
- ECE Reporter is an OEC revised platform for funded programs to report all children receiving state-funded preschool. Programs were asked to enter child enrollment data for July 1 through December 31, 2020. Once that data is submitted, programs will continue to use ECE Reporter on a monthly basis to keep their child enrollment data up to date. Liaisons do not have access yet.

V. QE FY 22 / RFP FY 22 Continuation – Donna Arcuri – Vote

- Due to COVID-19, the FY22 SR RFP is considered a continuation year for current programs. Communities have a choice whether or not to issue a public notice for either QE or SR RFP and soliciting new applicants and open applications for either grant. The SRC has the option to maintain funding configurations as they currently stand.
- Yazmin Iglesias of All Our Kin pointed out the Quality Enhancement funding difference that All Our Kin has applied for and that of Family Centers.
- She recognized that family child care providers do participate in the Quality Enhancement services that Family Centers offers and asked if there are Spanish speaking services for those that are not English speaking.
- Nathalie Tocci of Family Centers explained that Family Centers/Care to Care offers Health Consultation services, medication and CPR training to both center-based and home-based daycare providers. All pay the same discounted fee for services because of Quality Enhancement support. Fees are collected to supplement supplies required for

classes. Care to Care charges \$45 per CPR class and \$25 for medication training. Nathalie stated this is in contrast to nearly \$100 per class charge for CPR by other organizations. The Care to Care CPR class focuses on OEC and licensing child care provider requirements. Many CPR classes are not accepted by licensing.

- Nathalie further explained that many centers contract with Care to Care for their OEC required nurse consultant. Home daycare programs are not required by the OEC to maintain a nurse consultant. However, many home daycare providers have contacted and have received medical guidance from Care to Care.
- Nathalie reported Care to Care serves many students where English is a second language, such as in their Literacy Volunteers class. In this instance, the class moves at a slower pace, video and phrases are re-worded to accommodate. Classes are video based and hands-on.
- Members were provided Quality Enhancement Guidelines via email.
- The School Readiness funding summary was provided to attendees: \$4,282,464 BOE at Rippowam - 96,000 to serve 16 School Day/School Year preschoolers CLC- \$4,086,464 to serve 66 Part Day/Part Year, 406 Full Day/Full Year and 60 Extended Day preschoolers. Total 532 preschoolers
Members unanimously voted to maintain current funding and not open the application.
- The Quality Enhancement funding summary was provided to attendees: \$48,970 Family Centers/Care to Care - \$43,990 to provide a nurse consultant, health educator, CPR/Epi training to the Stamford early childhood community.
All Our Kin – \$4,980 to provide family home-care education and coaching program
- Members unanimously voted to maintain current funding and not open the application.

VI. Community SRBI in Preschool Overview – Kendra Brown, SPS

- To satisfy the need to support programs and students in the community with professional development.
- SRBI program was presented to the community pre-COVID-19.
- A Google form was distributed to the community for programs to participate in the program.
- Information is then compiled and Kendra, Lisa Cody or one of the SPS Instructional Coordinators will reach out to the program to develop strategies.
- The SRBI inquiry form has been sent via email and also provided in the chat.

VII. Cradle to Career Update – Tashi Shuler Drakes

- C2C has multiple positions available. An Administrative position, College and Career Readiness Manager position, Sparkler parent Liaison and Community Engagement position.
- Tashi added her email in the chat for those interested or that have a referral.

VIII. Early Childhood Announcements and Events

- Nathalie announced a virtual medication training on Monday, February 22 at 6pm. A mass email was previously sent. Donna will share via email also.

IX. Adjourn

Addendum A



Stamford BOE @ Rippowam School Readiness Council Report

January 2021

- **Program Utilization**
 - a. Authorized Capacity: 16 School Day, School Year slots
 - b. Spaces currently occupied 12
 - c. Ages: 4 year-olds
 - d. Students with disabilities: 2
- **Program Attendance:**
 - Attendance has been consistence for the most part. A few children have absent due to colds.
- **Staffing:**
 - Staffing is in place.
- **Training:**
 - a. Teacher is working toward her 097 certification in remedial reading.
 - b. Teacher and para will attend diversity training this month

Classroom Activities for January:

Theme: Winter, Snow, Hibernation

Focus questions: What do you notice about winter? Why do animals hibernate? What happens when it snows?

Home school connection: Decorate a snowman with their families, Culture Week presentations, Hibernation Day

Block center- adding characters from the mitten on the blocks and a big mitten for retell/ hibernation cave in block center, cotton balls for snow

Story focus: The Mitten, Bear Snores On, Snowmen at Night, Over and Under, Snowballs

Literacy: Heggerty phonemic awareness curriculum, writing names, writing letters with curved lines, onset rime and syllable games/ sorting by initial

sound

Math: Bear counting game (roll dice and put that many bears in the cave), measuring a bear with cubes and bears, matching snowmen shapes

Art: Snowy painting scene, snowflakes, mitten collage, self-portraits, Sleepy Bear craft, free paint with “icy paint” salt in paint, snowman painting

Writing: I feel like a sleepy bear when_____.

My new year goal is_____.

Who is your favorite character from The Mitten?

Name Writing

Science: ice experiment/ nature walk to observe changes in winter

Fine Motor: tweezer marshmallows in a snowman water bottle/ finger gym (beads, marbles, golf tees, playdoh cutting)

Gross Motor: Winter yoga, nature walk

Classroom Activities for February

Unit of Study- Healthy Habits/ Kindness

Literacy: Repeated Interactive Read Alouds- Fill A Bucket, The Three Billy Goats Gruff, The Napping House

Blocks/ Dramatic Play: dentist materials & healthy foods

Math: Sorting healthy foods, measuring food containers with cubes/ teddy bears, heart counting, sorting healthy vs. not healthy foods, longer/ shorter activities

Art: painting with toothbrushes, healthy food collages, heart collage, February self-portrait, kindness letters/ projects

Writing: Healthy food words, Valentine’s Day letters, “I love _____”, healthy grocery list, writing name, letters in sand

Science/ Sensory: rice with Valentine’s Day objects and letters on hearts, measuring cups

Social emotional: Breathing techniques, Compliment circle, kindness chain

Fine motor: beading, dental playdoh center, flossing playdoh/legos

Homeschool Connection: Decorate a Heart, culture week, Google classroom activities

Addendum B

School Readiness Report
Children's Learning Centers of Fairfield County
January 2021

CLC William Pitt/ CLC Lockwood

- **Program Utilization:** Hours of Operation 8-5pm (M-F)
5 sessions offered: 8-3:30pm, 8:30-4pm, 9-4:30pm, 8-5pm, 9:30-5pm
Total number classrooms open SR: 17 (William Pitt-13, Lockwood-4)
William Pitt has 5 classrooms closed.

Total children enrolled SR: 206
Lockwood classrooms total: 49 children
William Pitt classrooms total: 157 children

Staggered times for drop off and pick up has allowed for social distancing of families. Provided separate entrances and traffic patterns in the building. Children and teachers are required to wear masks. Teachers provide children mask breaks through-out the day.

- **Staffing:**
Staff patterns have been adjusted to meet the needs of each cohort with limited intermingling or sharing of staff. Each cluster is a cohort and averages 25 children. Staff shifts have remained the same in total hours worked, but times have been adjusted to accommodate the changes in drop off and pick up of children.
- **Curriculum Focus:**
 - a. Teachers are preparing **Learning Experience Plans** based on the CTELDS and the individual needs of the children.
 - b. Teachers focusing on **Preschool RULER**- Reinforcing Emotional Intelligence in the classroom. Especially during the pandemic, this area has been addressed carefully. New language and routines for children include; mask, social distancing, change in classroom environment, individual art supplies, smaller class size, sanitizer use, etc.
 - c. **Family Support:** Due to new protocols which prohibits families access to the classroom for safety precautions, teachers reach out to families to share information about their child's day through:
 - 1. Newsletters

2. Weekly phone calls from teachers
3. Emails
4. Monthly phone calls from Educ Coordinators
5. Monthly Family Engagement Plan
6. Daily Google meets during building closure

- d. **Distance Learning:** Allows teachers to reach children at home who are not in the classroom and gives teachers a chance to make a connection with families. 42 children are enrolled in Distance Learning. The 42 children are divided into 4 classes. The enrollment consists of many families that would have been our part day program. These families have decided not to send their children into the building for various reasons.

Distance learning is offered 5 days/week and includes:

1. Weekly phone calls/emails
2. Google meet/classroom (twice /week for 30 minutes)
3. Distance Learning Grid- emailed home (monthly)
4. Video Conferences

- **Monthly Meetings:** All virtual

- a. Education Coordinators
- b. Instructional Coordinators
- c. Head Teacher
- d. Cluster/classroom meeting
- e. Component
- f. SRBI

- **Professional Development:**

- a. Diversity: Promoting Children's Race and Identity through Books-Jan 4-NAEYC
- b. STEAM in Early Childhood classrooms-Jan 11

- **Family Engagement:** Virtual

- a. Parent Advisory Council- Jan 27
- b. Parent/Teacher conferences
- c. Distance Learning for all enrolled children
- d. Scholastic Book Fair- Fundraiser- \$66

- **Next Month:**

- a. Bookmobile- limited access
- b. Professional Development
- c. Distance Learning

- d. Parent Advisory Council

Addendum C

**CLC
Palmers Hill, Westover, Franklin Commons, Lathon Wider
January 2021**

Program Enrollment

- State Funded Preschool Serving 124 children with all CD classrooms open

Staff Opening

- Palmers Hill Room 5 Pre K Head Teacher position (full time)
- Palmers Hill Infant Room Teach Aide (full time)

Family Engagement

- Google Classrooms for all Child Development Program classes have been set up
- GMeet with teachers/families
- Phone check ins to assess families need for support, as well as teachers to gain family input on child's development at home
- Emails to families - Classroom Newsletter, Family Support Opportunities/Community Info/SPS Kindergarten Registration Information
- Sparkler Program App introduced to all new Infant/Toddler families
- Columbia- Family Nurturing Intervention Program
- Parent Advisory Council Meeting, 1/21, Distance Learning Overview and Q&A

Virtual Meetings/Trainings

- CLC Senior Staff Meetings (Mondays)
- Alliance Meetings (Monday&Wednesday)
- Child Development Education Team Meeting (Weekly)
- G Suite Tech Trainings (Monthly)
- SR Council Director Call, 1/6
- Standards, Curriculum, & Assessments Training, with CES, Liz Parmelee, for 8 CD teachers, once per month, January through June.
- Child and Family Resilience Webinar, 1/7
- CD Head Teachers Meeting, 1/13
- SR Council Meeting, 1/14
- CLC Distance Learning Committee Meeting, 1/15
- SR 2nd Quarter Virtual Monitoring, ,
- CLC Distance Learning Workgroup Meeting, (Assessments and Training), 1/20
- OEC/DPH Webinar, (Vaccine Discussion), 1/21
- SC2C CAN - Screening and Assessments Workgroup Meeting, 1/21
- CLC FACE Committee Meeting, 1/22
- CLC Board of Directors Meeting, 1/26

Volunteers/ Collaboration

- CLC Youth Board Members -Donation of 'Take Home Art Kits' for our CD children

Classroom Learning Experiences

- Weather permitting, outdoor learning experiences are still part of every day's plan. Classrooms have scheduled nature walks where children observe the ever-changing environment. The nature walk extends learning taking place through classroom science experiences; i.e. bringing snow indoors and observing changes that occur over time. Additionally, children build snow people and for the Palmers Hill children, sledding on the small hill in our playground area.
- This month's Author Study focused on Jan Brett. Many Jan Brett books were read, and favorite stories were extended and developed throughout the curriculum. *The Mitten* had the children creating an extra-large mitten and collecting stuffed animals to put in their dramatic play area where they reenacted the story, and also created their own versions of it. In the math center the children sorted and classified mittens and learned the nursery rhyme, *The Three Little Kittens*. The teacher introduced Jan Brett's, *The Three Snow Bears*. Children created a winter environment in their block area that mimicked the setting in the book. Snow scenes adorned the classroom walls and cozy igloos were made from large boxes. The children spent lots of time sitting in their igloos as they enjoyed reading *The Three Snow Bears* and others over and over again.

Home/School Connection Activity

- Through the use of Google Classroom the teachers post current classroom songs, games, finger plays, etc so parents can sing along and play at home with their child. When the game of Dominos was shared on Google Classroom, informing families on various ways to play and how to incorporate math skills, many families bought the game for their homes as they found it to be lots of fun and beneficial to their child's development.

Addendum D

School Readiness Report
Childcare Learning Centers, Inc.
Maple Avenue SR/HS Classrooms 2, 3, 7, 11

January 2021

- Program Utilization
 - a. Authorized Capacity: – 240– Full Day; 20- Extended Day= 60
 - b. Enrolled: 57 (just SR rooms)
 - c. Ages (on site): 3 year olds- 27; 4 year olds-30; 5 year olds-0
 - d. Children with disabilities: - IEP; – 9
 - e. Average Daily Attendance: 85%
 - f. Number of children attending on site- 54
 - g. Number of children enrolled in distant learning- 3
- Program Attendance:
 - a. 71% of slot Utilization – January

CLC Maple Avenue

- Staffing:
Open Positions- Room 2 Head Teacher, Room 2 Teacher Aide, Room 7 Head Teacher, Room 10 Teacher Aide,

- Activities/Enrichment/Specials:

Teachers prepared lesson plans based on the CTELDS and focused on the following units of study: Lights & Shadow, Neighborhood

- Monthly Meetings:

<p>Curriculum Collaboration Meetings:</p> <ul style="list-style-type: none"> ● Provided all HS/SR classrooms with their Creative Curriculum kits, in preparation for January training. ● Identified initial unit of study (clothes) to start on February 1, 2021 	<p>Staff Development:</p> <ul style="list-style-type: none"> - Individual CLASS Coaching for HS/SR classrooms at Maple - 6 hour training on Creative Curriculum (1) 3 hour session, (2) 2 Hour sessions. 	<p><u>Community Involvement / Enrichment Program:</u></p> <ul style="list-style-type: none"> ● Filling in the blanks dry goods food distribution
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- Next Month

- a. Policy Council
- b. SHINE Data Review follow up meeting
- c. SR Council Meeting
- d. Teaching Strategies Gold Training

Addendum E

Remote Learning Attestation School Readiness and Child Day Care

I attest that our program complies with these requirements for using state funding to provide a **hybrid model for learning**.

- ☐ We intentionally plan opportunities as a part of a comprehensive curricular approach based on the Connecticut Early Learning and Development Standards (CT ELDS).
- ☐ We focus on developmentally appropriate practice, including support for play-based learning and relationships.
- ☐ We pay special attention to supporting social and emotional development due to disruptions in routines and relationships and potential trauma.
- ☐ We keep the total on-screen remote learning time as close to one hour per day as possible, with no more than 30 minutes of time when a child is expected to be watching/listening to the teacher. Individual check-ins by video call do not count toward remote learning screen time.
- ☐ We coordinate with any supplemental services provided for young children.
- ☐ On remote learning days, we offer a combination of recorded videos, resources, and activities expected to last at least 2.5 hours.
- ☐ We provide an individual check-in with each family at least once every two weeks.
- ☐ We meet the expectations in the OEC Requirements for State-Funded Programs Providing Distance Learning related to the format and estimated times for asynchronous and synchronous learning opportunities.
- ☐ We monitor family and child engagement. We reach out to families who are not engaging to gain feedback and provide support.
- ☐ Staff providing remote learning has, or will, participate in professional learning opportunities related to remote learning offered by OEC through the Technology in Early Childhood Center at the Erikson Institute and the RESCs.
- ☐ Full time staff support no more than 20 children.

Remote Learning Attestation School Readiness and Child Day Care

I attest that our program complies with these requirements for receiving state funding to provide **remote learning as a program model**.

- ☐ We intentionally plan opportunities as a part of a comprehensive curricular approach based on the Connecticut Early Learning and Development Standards (CT ELDS).
- ☐ We focus on developmentally appropriate practice, including support for play-based learning and relationships.
- ☐ We pay special attention to supporting social and emotional development due to disruptions in routines and relationships and potential trauma.
- ☐ We keep the total on-screen remote learning time as close to one hour per day as possible, with no more than 30 minutes of time when a child is expected to be watching/listening to the teacher. Individual check-ins by video call do not count toward remote learning screen time.
- ☐ We coordinate with any supplemental services provided for young children.
- ☐ We provide at least one synchronous opportunity to children/families each day.
- ☐ We provide a combination of synchronous and asynchronous opportunities expected to last at least 2.5 hours per day.
- ☐ We provide an individual check-in with each family at least once each week.
- ☐ We monitor family and child engagement. We reach out to families who are not engaging to gain feedback and provide support.
- ☐ Staff providing remote learning has, or will, participate in professional learning opportunities related to remote learning offered by OEC through the Technology in Early Childhood Center at the Erikson Institute and the RESCs.
- ☐ Full time staff support no more than 20 children.

Remote Learning Attestation School Readiness and Child Day Care

I attest that our program complies with these requirements for receiving state funding to provide **remote learning as a family choice**.

- ☐ We intentionally plan opportunities as a part of a comprehensive curricular approach based on the Connecticut Early Learning and Development Standards (CT ELDS).
- ☐ We focus on developmentally appropriate practice, including support for play-based learning and relationships.
- ☐ We pay special attention to supporting social and emotional development due to disruptions in routines and relationships and potential trauma.
- ☐ We keep the total on-screen remote learning time as close to one hour per day as possible, with no more than 30 minutes of time when a child is expected to be watching/listening to the teacher. Individual check-ins by video call do not count toward remote learning screen time.
- ☐ We coordinate with any supplemental services provided for young children.
- ☐ We provide at least one synchronous opportunity to children/families each week.
- ☐ We provide a combination of synchronous and asynchronous opportunities expected to last at least 2.5 hours per day.
- ☐ We provide an individual check-in with each family at least once each week.
- ☐ We monitor family and child engagement.
- ☐ We have communicated clear expectations for child/family engagement (at least 50% engagement in offered opportunities). There is outreach to families who are not engaging to gain feedback and provide support.
- ☐ Staff providing remote learning has, or will, participate in professional learning opportunities related to remote learning offered by OEC through the Technology in Early Childhood Center at the Erikson Institute and the RESCs.
- ☐