



Education Committee - Board of Representatives

Michael Molgano, Co-Chair Andy Sklover, Co-Chair Mary Savage, Vice Chair

Committee report

Date: Thursday, June 24, 2010
Time: 7:00 p.m.
Place: Democratic Caucus Room, 4th Floor, Government Center,
888 Washington Boulevard

The Education Committee met as indicated above. Present were Co-Chairs Sklover and Molgano, Vice Chair Savage and Committee Member Reps. Cerasoli and Layton. Excused were Committee Member Reps. Wallace and Young. Also present was Clerk Summerville, Jennifer Hallissey, United Way; Bridget Fox, School Readiness Liaison; and Michele Sabia, Stamford Public Schools.

Co-Chair Savage called the meeting to order at 7:00 p.m.

Item No.	Description	Committee Action
1. E28.005	REVIEW & UPDATE; Stamford's early childhood education blueprint (document collaborated on by BOE and CLC).	REPORT MADE

Ms. Hallissey, Sabia and Fox distributed a "Presentation" (see [attached](#)) intended to update the Committee since the June 2009 presentation on the construction of the Early Childhood Education Blueprint. The document was reviewed, and it was noted:

Section I

- The City receives School Readiness funds of \$3.7 million. It is contracted out to providers who are selected on a competitive basis.
- CLC is located in 3 sites: William Pitt (325 kids), the Old Rogers School and Palmer's Hill.
- They are trying to coordinate the instruction at all 3 programs. The Head Start program, because it is federally-funded, is the most difficult to control because of the federal requirements.

Section II

- Since 2008, the economy has been poor, and the priorities of the Blueprint have shifted.
- In response to Co-Chair Molgano's question as to whether this addresses the State's requirements of Stamford (since it was deemed a "district in need of improvement"), it was explained that this is a private effort funded by a private grant.
- Ms. Sabia stated that they are concerned about closing the achievement gap. Because some children start kindergarten well behind others, this will indirectly help the efforts to reduce the gap. Pre-K is very, very important for lower income children.
- Ms. Sabia reviewed the three assessments that are being used and provided a sample folder that will go along with the child to his/her kindergarten teacher (see available in board office).
- Ms. Sabia stated that the most alarming item she discovered was that so many parents do not know what school their child will be attending, and she is working with the enrollment staff to try and solve this. This is due to language barriers and issues with providing addresses as well as confusion about magnet schools.
- Ms. Sabia discussed the English-language proficiency screening that is required by all kindergarten teachers. They are trying to conduct these in July so that teachers are ready to start teaching on Day One. These are very time consuming.
- They are using 3 different assessments so that a child is not constrained by a single assessment.
- These assessments will help demonstrate a child's improvement over time.
- SPS has ceased administering the reading assessment (DRA) in kindergarten, which Ms. Sabia favors. SPS has several programs to deal with literacy education, and the State requires 3 levels of intervention in this area.
- While the number is an estimate, about 150-200 children arrive each year with no Pre-K experience; about 70% of children do have a Pre-K experience. However, the quality of the Pre-K is the important aspect, especially for children from lower economic backgrounds. For other children from stimulating home environments, lack of Pre-K may not pose any problems.
- The Health Committee is making great strides in dealing with the obesity issue.
- Professional development is suffering because 1) the state has eliminated the funding; 2) the teachers are not well paid and the education is expensive; and 3) it is difficult to attract college graduates to this field. Norwalk Community is doing a lot in this area, there is some activity in on-line learning, and they are hopeful that UCONN will be able to partner with them to provide a Bachelor's program at Stamford.

- They are working on increasing parent involvement but are having difficulty finding someone to chair the Committee. Co-Chair Molgano suggested they contact the SPS Office of family outreach for referrals.
- Rep. Cerasoli asked about the time line, and they were not certain they would accomplish all that was aimed for by 2012. The assessment piece created by Ms. Sabia was a great accomplishment over the last year.

In conclusion, Vice Chair Savage stated that the assessment piece is a great asset and she commended them on their work.

The meeting was adjourned at 8:00 p.m.

Respectfully submitted,

Mary Savage, Vice Chair

Stamford Early Childhood Blueprint
Presentation to the Education Committee of the Board of Representatives
June 24, 2010

By Bridget Fox, Stamford School Readiness Council Chairperson
Jennifer Hallissey, Director of Community Impact, United Way of Western Connecticut
Michele Sabia, Early Childhood Curriculum Associate, Stamford Public Schools

I. Stamford Early Childhood Landscape – Overview (Bridget)

There are 48 licensed day care centers in Stamford; approximately 55 licensed family home day care providers.

Stamford has the capacity to serve 2,540 preschool aged children in licensed centers. As of the spring of 2010, there were 2,351 children being served in licensed centers.

There are three sources of public funding for early childhood services:

State Department of Education School Readiness Program (564 slots)

The City of Stamford contracts with the following providers for School Readiness services:

Childcare Learning Centers (CLC):

- 334 Full Day/ Full Year slots;
- 97 Part Day/Part Year slots;
- 113 Extended Day slots

Sacred Heart School (One Schuyler Avenue):

- 20 School Day slots

State Department of Social Services Preschool slots: (227 slots)

The City of Stamford contracts with CLC for all 227 DSS slots.

Federal Head Start slots: (221 slots)

CLC is the provider of all Head Start slots in the City.

How does Stamford compare to the rest of the State?

- Stamford is the fifth the largest priority school district in the State of Connecticut (preceded by Bridgeport, Hartford, New Haven and Waterbury).

- 35% of Stamford households speak a language other than English at home, as compared to 15% statewide.

II. Early Childhood Blueprint Process (Bridget)

- The William Caspar Graustein Memorial Fund initiated the funding process for communities to create strategic plans around early childhood in 2008. This funding was made available through the "Discovery" program of the Memorial Fund.
- Family Centers had been the recipient of the Discovery funding in Stamford until the winter of 2010 when United Way became the collaborative agent for the Memorial Fund's Discovery grant. In collaboration with the City, United Way of Western Connecticut was successful in receiving funding for the next phase of the Blueprint process in the amount of \$25,000 for FY 2010-2011.

III. What progress has been made since we last presented to the Education Committee in June 2009? (Jennifer Hallissey, United Way of Western Connecticut)

- Although Education has always been important to United Way, we have made early childhood education one our top three initiatives and are pleased to support the community work.
- In November of 2009, the Blueprint document was published.
- In December of 2009, Michele Sabia assumed the position of Early Childhood Curriculum Associate with the Stamford Public Schools. This two- year position is supported by federal AARA funding and is dedicated to aligning preschool and kindergarten curriculums as well as creating an assessment system for incoming kindergartners. Michele represents the critical progress in the Blueprint work this past year.
- In April of 2010, the School Readiness Council adopted a new governance structure that incorporates the three committees of the Early Childhood Blueprint: Early Childhood Education, Health and Wellness, and Parent Outreach (org chart attached)
- Chairs for the Education Committee (Anne Farrell, Ph.D., UCONN Stamford) and the Health Committee (Dr. Madhu Mathur, Stamford Hospital) were chosen and unanimously approved by the School Readiness Council. A Chairperson for the Parent Outreach Committee has yet to be identified.

- The \$25,000 grant will fund a part-time Discovery Coordinator who will oversee the implementation of the Early Childhood Blueprint. That person has been hired and will begin in the position in August of 2010. The position will be housed at United Way offices on Palmer's Hill and will work closely with the School Readiness Council.
- The Education Committee met in May 2010 to identify priorities and will meet again in September to move forward on recommendations.
- The Health and Wellness Committee will meet on June 28th to participate in a prioritizing strategy to determine which initiatives the committee will pursue.

IV. Next Steps

- **Prioritizing:** Each committee will refine its goals and determine priorities to act upon.
- **Data collection:** The William Caspar Graustein Memorial Fund will provide training around RBA (Results Based Accountability) for the Discovery Coordinator and Council chairs. This will help us refine our plan and measure our progress in meeting our goals.
- **Community engagement:** committees will continue to find ways to engage the community and obtain broader community support.

V. What challenges does the community face in implementing the Blueprint?

- Resources;
- Coordination efforts.

**Transition to Kindergarten:
Stamford Public Schools Preschool Assessment Spring 2010
Michele Sabia**

Goals:

- To administer a universal screening to all incoming kindergarten children to determine the need of further assessment or evaluation
- ❖ To provide building administrators and kindergarten teachers with baseline skills data prior to the start of school

Early Screening Inventory-Revised

- ❖ A district committee convened in January
- ❖ The committee selected the **ESI-R** for universal screening
- ❖ Includes a parent questionnaire
- ❖ **40** SPS staff members were trained to administer the ESI-R
- ❖ Assessment was given to approximately **530** children enrolled in the Child Care Learning Centers' Head Start, Child Development and School Readiness programs, Sacred Heart School Readiness program and **4 private** preschool programs during the month of May
- ❖ Remaining incoming students will be assessed in September

School Readiness Screening

- ❖ A uniform **Transition Folder** was designed and printed
- ❖ School Readiness Screening revised and updated to match the required kindergarten district assessments
- ❖ **633** children enrolled in the Child Care Learning Centers' Head Start, Child Development and School Readiness programs, Sacred Heart School Readiness program and **11 private** preschool programs
- ❖ **1** private preschool sent their own readiness assessment so they could be included in the process
- ❖ Instructional Coordinators reviewed the Summary Sheets and the contents of **650** Transition Folders with the elementary principals on June 16th
- ❖ Sue Paley developed a database to record data electronically
- ❖ Data will be entered in September

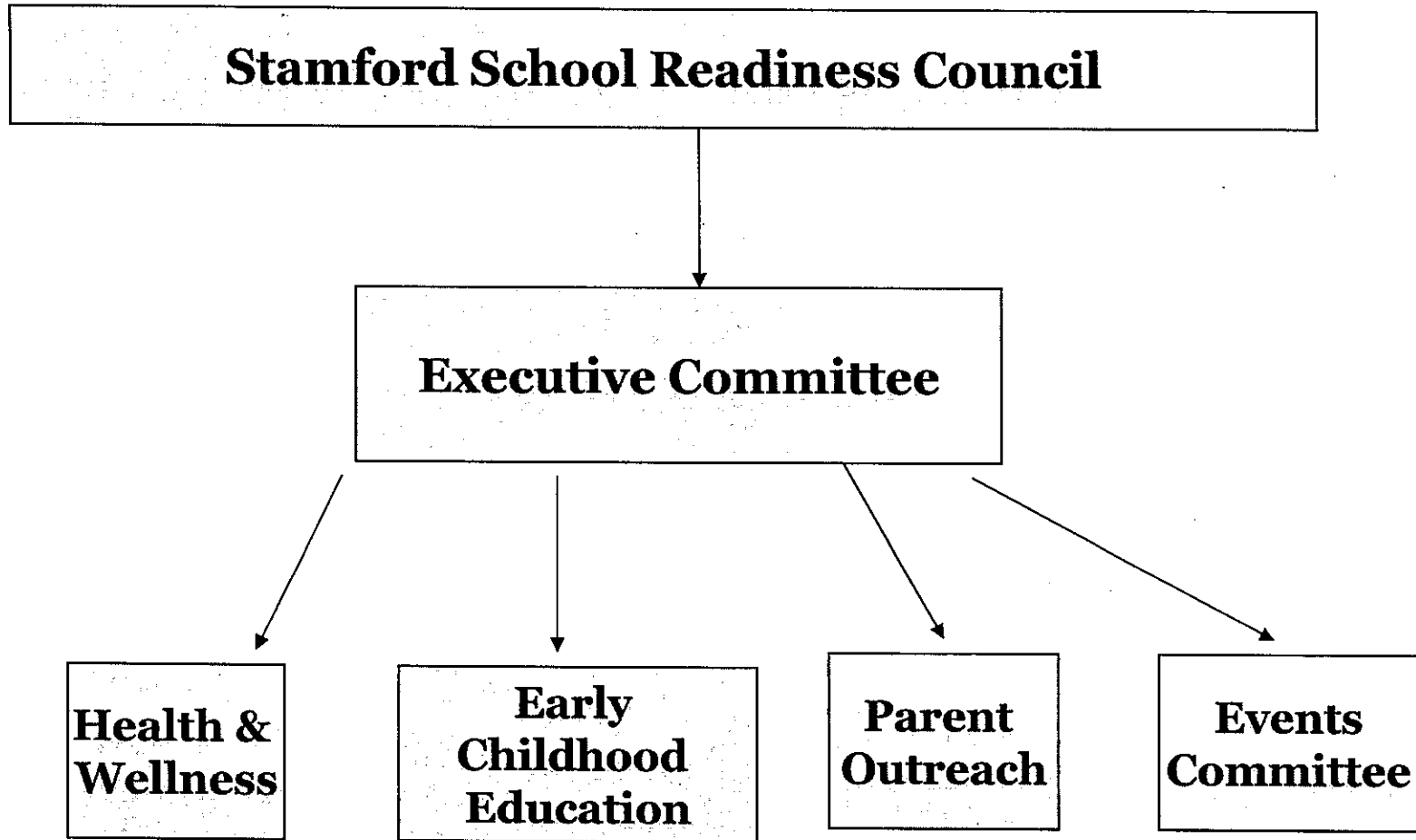
Pre-LAS

- ❖ Home Language Surveys, from families of incoming kindergarten children in the Child Care Learning Centers' Head Start, Child Development and School Readiness programs, identified **273 children** whose first language is a language other than English
- ❖ Appointments will be scheduled in July for the preLAS assessment to determine children's English Language proficiency

Preschool Program	ESI-R completed	Readiness Screening completed	Other	Number of Children
CLC William Pitt	X	X		225
CLC Palmer's Hill	X	X		51
CLC Maple Avenue	X	X		91
CLC Chester Addison	X	X		17
CLC Franklin Commons	X	X		20
CLC Stillmeadow	X	X		31
CLC Westover	X	X		9
CLC Yerwood	X	X		13 [460]
SPS Spec Ed Pre-K	X	X		
Sacred Heart School	X	X		6
All About Kids	X	X		13
Baby Cottage	X	X		7
Creative Care		X		11
First United Methodist		X		46
Mark of Excellence	X	X		13
Piper's Hill		X		21
Stamford Museum and Nature Center	X	X		22
UBS Bright Horizons		X		2
Sara J. Walker			X	17
Mother's Little Helper		X		2
Our Lady of Grace		X		21
Brookdale N. School		X		19 [650]

Number of Children by Program

	CLC School Readiness	CLC Head Start	CLC Child Development	Private	TOTAL
Davenport	19	1	4	13	37
Hart	23	10	11	8	52
K. T. Murphy	29	7	9	11	56
Newfield	22	17	8	22	69
Northeast	6	9	8	35	58
Rogers	23	1	4	9	36
Roxbury	26	3	14	17	60
Springdale	27	7	1	16	51
Stark	37	1	5	14	57
Stillmeadow	23	12	16	20	71
Toquam	46	10	3	9	68
Westover	16	4	23	18	61
Unknown	1	3	4	4	12
Private	2	2	3	6	13+
Out-of-District	1	1	2	?	4+



The School Readiness Council functions as the Early Childhood Collaborative

Fall 2009 Kindergarten Entrance Inventory Results

		Performance Level 1 (%)	Performance Level 2 (%)	Performance Level 3 (%)
Language Skills	Stamford	26.5	40.1	33.4
	*State	22.1	40.5	37.3
Literacy Skills	Stamford	29.6	43.9	26.5
	*State	23.8	41	35.2
Numeracy Skills	Stamford	22.3	39.7	38.0
	*State	19.5	42.8	37.6
Physical/Motor Skills	Stamford	9.6	38.8	51.6
	*State	11.1	42	46.7
Creative/Aesthetic Skills	Stamford	10.7	38.6	50.7
	*State	10.8	41.9	47.2
Personal/Social Skills	Stamford	16.8	45.8	37.4
	*State	15.9	43.3	40.6

Performance Level 1 – Generally, students at this level demonstrate emerging skills in the specified domain and require a large degree of additional instructional support.

Performance Level 2 – Generally, students at this level inconsistently demonstrate the skills in the specified domain and require some additional instructional support.

Performance Level 3 – Generally, students at this level consistently demonstrate the skills in the specified domain and require minimal additional instructional support.

**No data was provided by Greenwich, Middletown and Wethersfield School Districts in 2009.*

Connecticut Mastery Test

Score Summary Report Grade 3, 2009

Print Date: 6/24/2010

Group	Year	Number Tested	Mathematics			Reading			Writing				
			Average Scale Score	% At/Above Goal	% At/Above Proficiency	Average Scale Score	% At/Above Goal	% At/Above Proficiency	Average Scale Score	% At/Above Goal	% At/Above Proficiency		
State	2009	40005	256.7	63.0	82.8	39639	239.2	54.6	71.1	40852	254.3	62.6	83.2
Stamford	2009	1084	247.1	53.1	75.6	1075	234.5	48.0	65.4	1112	250.3	58.0	81.8

Results are not presented for groups fewer than 20.

Connecticut Mastery Test

Score Summary Report Grade 3, 2009

Print Date: 6/24/2010

Mathematics Total Mathematics

Reading Total Reading

Percent by Level

Percent by Level

Group	Year	Mathematics						Reading					
		Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Goal	Below Basic	Basic	Proficient	Goal	Advanced	% At/Above Goal
State	2009	8.9	8.3	19.8	34.3	28.7	63.0	17.5	11.4	16.5	37.6	17.0	54.6
Black	2009	21.6	15.9	28.6	24.5	9.4	33.9	34.5	17.6	19.6	23.9	4.4	28.3
Hispanic	2009	19.6	14.8	26.6	28.3	10.7	39.0	35.9	17.4	19.7	22.7	4.2	27.0
White	2009	3.8	5.3	16.5	38.1	36.4	74.5	9.6	8.7	15.1	44.2	22.4	66.7
Asian American	2009	3.0	3.1	13.7	34.1	46.2	80.3	8.1	8.3	15.7	41.1	26.8	67.9
Am. Indian	2009	17.1	10.1	20.2	35.7	17.1	52.7	27.3	7.8	18.8	35.9	10.2	46.1
F/R Meals	2009	20.0	14.9	27.2	27.6	10.3	37.9	35.1	17.5	19.9	23.8	3.7	27.5
Full Price	2009	3.6	5.1	16.1	37.6	37.7	75.3	9.0	8.4	14.9	44.2	23.5	67.7
Special Ed.	2009	27.4	16.4	25.4	22.7	8.0	30.7	50.9	14.6	15.1	16.6	2.7	19.3
Not Special Ed.	2009	7.4	7.6	19.3	35.3	30.5	65.8	14.9	11.1	16.6	39.2	18.1	57.3
ELL	2009	26.0	16.6	27.7	21.6	8.0	29.7	50.7	20.3	16.6	11.0	1.4	12.4
Not ELL	2009	7.8	7.7	19.2	35.1	30.0	65.2	15.4	10.8	16.5	39.3	18.0	57.3
Stamford	2009	13.4	11.1	22.4	30.1	23.1	53.1	20.7	13.9	17.4	33.8	14.2	48.0
Black	2009	24.3	19.3	28.9	17.9	9.6	27.5	30.8	18.7	22.0	24.3	4.2	28.5
Hispanic	2009	18.6	12.2	28.0	31.6	9.7	41.3	29.0	17.5	18.9	29.5	5.0	34.5
White	2009	5.5	7.8	15.8	34.2	36.8	71.0	11.5	8.7	14.7	41.3	23.9	65.1

Asian American	2009	1.5	0.0	13.6	34.8	50.0	84.8	4.6	10.8	12.3	38.5	33.8	72.3
Am. Indian	2009	-	-	-	-	-	-	-	-	-	-	-	-
F/R Meals	2009	22.9	16.1	28.8	23.9	8.2	32.2	33.1	18.2	20.0	25.9	2.8	28.7
Full Price	2009	4.9	6.6	16.7	35.5	36.2	71.8	9.8	10.0	15.1	40.7	24.4	65.1
Special Ed.	2009	48.6	24.3	10.8	13.5	2.7	16.2	75.0	12.5	6.3	3.1	3.1	6.3
Not Special Ed.	2009	12.1	10.6	22.8	30.7	23.8	54.4	19.1	13.9	17.7	34.7	14.6	49.3
ELL	2009	33.0	14.2	28.4	17.6	6.8	24.4	50.0	19.7	12.9	16.9	0.6	17.4
Not ELL	2009	9.6	10.5	21.3	32.5	26.2	58.7	14.9	12.7	18.3	37.1	16.9	54.1

Results are not presented for groups fewer than 20.