Annual Community Convening 2020

AGENDA

8:30 AM – Breakfast and Networking

8:50 AM – Welcome & Introductions
Bridget Fox, President, Stamford Cradle to Career

8:55 AM – Opening Remarks
Mayor David Martin, City of Stamford
Dr. Tamu Lucero, Superintendent, Stamford Public Schools

9:15 AM - Highlights of 2019 and Vision for 2020 – Stamford Cradle to Career staff and Community Action Network Leadership

9:50 AM – Travel to Breakout session rooms

10:00 AM - First Breakout Session (each session 40 minutes – see details below)

10:40 AM – Session concludes, travel to next session

10:45 AM – Second Breakout Session (40 minutes)

11:25 AM – Breakout sessions complete

11:30 AM – Concluding keynote – Olympia Della Flora, Associate Superintendent for School Development, Stamford Public Schools
“Working Together to Help our Kids to Thrive”

12:00 PM – Closing Remarks
Bridget Fox
Breakout Session Descriptions

Breakout Session #1: School Climate & Restorative Practices Overview (please note that this is a full 90-minute session)
GenRE Auditorium (the room we are in)

Jo Ann Freiberg, a state expert in School Climate and Restorative Practice, will take participants on an interactive journey to learn about the importance and value of integrating restorative practices in school and community environments. Over the past several years, Stamford Public Schools (SPS) and community partners have been focused on the issue of school climate. The framework of School Climate and Restoratives Practices (SC/RP) was first embraced several years ago by the city’s alternative high school program (ARTS), followed by trainings for nonprofit agencies (DOMUS, Family Centers and Building One Community). In the spring of 2019, two district middle schools, Rippowam and Dolan, initiated a pilot program of training administrators, teachers and staff to bring restorative practices district wide. Jo Ann has been integral to this work happening in Stamford and we are so pleased she is with us today.

Breakout Session #2: Waterbury Bridge to Success Youth Talk BACK!
Room Number: 215

Waterbury Bridge to Success Community Partnership introduces Youth Talk BACK! - a training series that engages youth in critical and meaningful conversations around race, racism, oppression, equity and liberation. Learn about the impact of creating spaces for youth of color to speak honestly about their racialized experiences and how you can bring Youth Talk BACK! to your communities.

Presenters:

Akia S. Callum, Community Outreach & Marketing Coordinator, Bridge to Success
With over 8 years of experience as a community organizer, political strategist, social justice advocate, educator and branding consultant for cross sector entities, Akia S. Callum knows firsthand the importance to ‘Engage. Empower. & Inform’ communities around equitable practices regarding youth and race. She holds a Bachelor’s Degree in Legal Studies and is pursuing a Master of Education in curriculum and instruction.

Roslyn Sotero, Director of Community Schools, Bridge to Success
With nearly a decade of experience as a Boricua community educator in the city of Waterbury, Roslyn Sotero has focused primarily on engaging youth, families, and practitioners in critical learning about race, culture, gender, and sexuality as it relates to the liberation of historically oppressed communities. Roslyn holds a Bachelor of Arts Degree in Human Development and Family Studies from the University of Connecticut.
Breakout Session #3: How a State Local Partnership Is Establishing an Early Childhood System in Norwalk: One Step at a Time

Room Number: 216

According to the research, developmental delays, learning disorders, and behavioral and social-emotional problems are estimated to affect 1 in every 6 children. Only 20% to 30% of these children are identified as needing help as they enter kindergarten. If social-emotional problems are identified and addressed early, children are less likely to be placed in special education programs and, later in life, they are also less likely to experience school failure and unemployment.

In response to these research findings, the Grossman Family Foundation has been supporting a unique state/local partnership, which is The Norwalk/Child Development Infoline (CDI) Early Childhood Initiative. This Initiative has been established to ensure that children enter kindergarten developmentally ready to learn. This presentation will describe the unique state/local partnership between CDI and Norwalk’s early childhood stakeholders and our work to empower families in promoting their children’s early development by using the Ages and Stages Questionnaire (ASQ), a developmental screening tool. We will review our structure, systems’ building efforts, our challenges, and we will share the data that has been collected to date. We will discuss our lessons learned, challenges and what is next for this Initiative.

Breakout Session # 4: Building the Bridgeport Baby Bundle Ecosystem: Through a Collective Impact Approach

Room Number: 218

This session will focus on the work of Bridgeport Prospers and their focus on their Prenatal-3 outcome goal of all children being healthy and developmentally ready by the age of three. Through the “Bridgeport Baby Bundle” approach, we simultaneously build community champions, create coordinated systems of care, and align to state policy— under the StriveTogether model of collective impact.

Concluding Remarks: Olympia Della Flora, Associate Superintendent for School Development, Stamford Public Schools “Working Together to Help our Kids Thrive”

Olympia Della Flora wants to seek solutions versus focusing on problems. Perhaps this is the reason why she became a principal at one of the lowest performing schools in Ohio. She believes that it truly takes a village to improve schools and has found ways to engage multiple stakeholders in this work including students, staff, parents, and community members. Through focusing on this philosophy, Olympia was able to successfully lead efforts to eventually move that elementary school in Ohio out of failing status with the state. Olympia attributes this success to collaborating with community partners and providing ongoing professional development for staff around social emotional learning supports for students. She strongly believes that schools should seek ways to address and support the whole child when it comes to learning, addressing not only academics but social emotional outcomes as well. She now is expanding this work through supervising and supporting principals in Connecticut where she serves as the Associate Superintendent for School Development for Stamford Public Schools.