

Stafford Childhood Collaborative By-laws

Article I: Name

The name of the organization shall be the Stafford Childhood Collaborative (SCC).

Article II: Purpose

The purpose of this Collaborative shall be:

- To encourage coordination and cooperation among programs and prevent duplication of services.
- To help establish policy and provide oversight for the School Readiness Grant, Family Resource Center Grant, After School Grant (PASS), and Early Head Start Grant in cooperation with the Stafford Board of Education.
- To involve parents and community members in programs for children established in Stafford.
- To use data and needs assessments to determine the focus of the activities of the Collaborative.

Article III: Functions

The function of this Collaborative shall be:

- Make recommendations to the chief elected official and the superintendent of schools on issues relating to school readiness, including any applications for grants pursuant to sections 10-16p, 10-16u, 17p-749a and 17b-749c.
- Foster partnerships among providers of school readiness, prekindergarten programs, community based Early Childhood Education programs, and family childcare providers.
- Assist in the identification of the need for school readiness/pre-k programs and the number of children not being served by such a program.
- Identify existing and prospective resources and services available to children and families.
- Facilitate the coordination of the delivery of services to children and families, including referral procedures and before and after-school child care.
- Receive reports from child and school initiatives regarding the programs and services being offered in Stafford.
- Participate in annual evaluation and accreditation.
- Cooperate with the Office of Early Childhood in program evaluation using measures developed pursuant to section 10-16s of the C.G.S. for purposes of evaluating the effectiveness of School Readiness programs.
- Submit all reports on the number and location of School Readiness spaces and estimates of future needs, as requested by the Office of Early Childhood.

- Improve communication and networking to broaden resources available through other community organizations serving children and families.
- Make recommendations to school officials concerning the transition from School Readiness programs to kindergarten.
- Oversee all eleven School Readiness components (see Appendix A)

Article IV: Membership

Section 1. Composition

The membership of this Collaborative shall include, but is not limited to, the following:

First Selectman/designee	Family Resource Center Program Representative
Superintendent of Schools	DCF representative
Parents	Early Head Start Representative
Director of Curriculum and Instruction	Local Pediatrician/Family Practice Physician
Director of Pupil Services/LEA Homeless Liaison	Stafford Public Library Representative
Principals from early childhood schools	Stafford Family Services Representative
District Pre-K staff	Members of the business community
Local Center Based Child Care Providers	School Readiness Liaison
Adult Education Coordinator	B-3 Representative
After School Program (PASS) representative	

Section 2. Decision making Process

Each Collaborative member shall have one vote. Voting may take place at a Collaborative meeting or via e-mail in cases when a meeting cannot be held before an upcoming deadline. E-mail votes may only be initiated by the chairperson(s) and votes must be returned within the specified time period. All voting will be through majority.

A 2/3 majority shall be required to amend the by-laws, providing that written notice of such amendment be given to the entire membership at least 30 days in advance. Individuals invited to the Collaborative as resources or guests are not eligible to vote.

Article V: Officers and Duties

- The officers shall be a Chairperson and a Vice-Chairperson. The chief elected official shall designate the Chairperson and Vice-Chairperson [and, therefore, the School Readiness Council].
- The School Readiness Liaison may not serve as the Chairperson or Vice-Chairperson.
- A Chairperson shall preside at Collaborative meetings.
- The Vice-Chairperson shall perform the duties of the Chairperson in his or her absence.

Article VI: Meetings of the Collaborative

- Meetings of the Collaborative will be held a minimum of 4 times per year.
- An agenda and notice of meeting will be sent out at least five **(5)** days before a meeting.
- Meetings of the Collaborative shall be open to the public.

Article VII: School Readiness Liaison

- The Liaison is responsible for the coordination, program evaluation and administration of the School Readiness Grant and serves as liaison between the local or regional SRC and the OEC. One of the primary responsibilities is to recruit eligible programs for potential funding.
- The Liaison shall maintain ongoing communication between the OEC, the local or regional SRC, the First Selectman (or designee), the superintendent (or designee) and the sub-grantees.
- The Liaison serves as the Secretary for the Collaborative and shall be responsible for:
 - Meeting agendas
 - Meeting minutes
 - Completing reports related to School Readiness
 - Maintaining membership in collaboration with the Chairperson and Vice-Chairperson
 - Communicating legislative requirements of the School Readiness Grant
 - Providing resources to and guiding, reviewing and updating policy and procedure development with the SRC.

- The Liaison shall oversee the School Readiness and Quality Enhancement grant application processes.
- The Liaison provides outreach to the community to assist families in the enrollment process for School Readiness and other early care opportunities
- The Liaison meets regularly with SR providers to provide a forum to:
 - Share information and best practices
 - Review and clarify policies
 - Disseminate information
 - Assess needs and set priorities
 - Problem solve
 - Share resources
 - Develop Collaborative initiatives
 - Provide technical assistance on policies and practices related to the School Readiness Quality Components or seek those with expertise to provide assistance
- The Liaison conducts regular site visits to monitor compliance with all of the School Readiness Grant regulations and develop action plans as appropriate.
- The Liaison represents the SRC in the community and across the state

Appendix A

School Readiness 11 Quality Components

Each grantee is responsible for monitoring their sub-grantees to ensure programmatic and fiscal responsibility, accountability for children served and that the 11 quality components under Section 10-16q of the Connecticut General Statutes are implemented for each program, as summarized below:

1. A plan for collaboration with other community programs and services including public libraries and for coordination of resources in order to facilitate full-day and year-round child care and education programs for children of working parents and parents in education or training programs;
2. Parent involvement, parenting education and outreach;
3. (A) record-keeping policies that require documentation of the name and address of each child's doctor, primary care provider and health insurance company and information on whether the child is immunized and has had health screens pursuant to the federal Early and Periodic Screening, Diagnostic and Treatment Services Program under 42 U.S.C. Section 1396d, and (B) referrals for health services, including referrals for appropriate immunizations and screenings;
4. A plan for the incorporation of appropriate pre-literacy practices and teacher training in such practices;
5. Nutrition services;
6. Referrals to family literacy programs that incorporate adult basic education and provide for the promotion of literacy through access to public library services;
7. Admission policies that promote enrollment of children from different racial, ethnic and economic backgrounds and from other communities;
8. A plan for transitioning participating children from a School Readiness program to kindergarten and provide for the transfer of records from the program to the kindergarten program;
9. A plan for professional development for staff, including but not limited to, training (A) in pre-literacy skills development, and (B) designed to assure respect for racial and ethnic diversity;
10. A sliding fee scale for families participating in the program; and
11. An annual evaluation of the effectiveness of the program.