



2023-2028

Enfield Early Childhood Community Plan



What **RESULT** do we want for Enfield's children and families?

Enfield children are:

- Healthy, safe and happy;
- Living in thriving families with strong ties to their neighbors and to the broader community; and
- Gain the skills they need to succeed both in school and life.

Our commitment to **EQUITY**

KITE believes that **all** Enfield children and their families need equitable access to the opportunities and supports that foster inclusiveness and success. All includes race, ethnicity, religion, socio-economic status, gender, cognitive/physical abilities, lifestyle choices, and family circumstances.

KITE will work to support children and families by:

- Asking the difficult questions.
- Providing a forum for discussion and sharing ideas.
- Serving as a catalyst to action.
- Sharing resources, tools and supports for children, families, and community members.

Enfield's Early Childhood Community Plan and **KITE** are generously supported by the Town of Enfield, Enfield Public Schools, and other Regional and State partners.

Plan Overview

Long-Term Goal	Short-Term Objectives	Healthy Children	Thriving Families	School & Life Success
1 Infuse play in the daily lives of young children	1.1. The Play Lab has a permanent location	●	●	●
	1.2. Purposeful play is expanded to additional early childhood education programs and K-2 classrooms			
	1.3. Play opportunities are expanded in the community, with equitable access for all families			
2 Re-build family, school, and neighbor connections	2.1. Expand family and neighborhood connections via Goal 1 play efforts, with equitable access for all families	●	●	●
	2.2. Promote family connections in existing activities and programs			
3 Support the mental health needs of families, especially as we emerge from the stress and challenges of the pandemic	3.1. Infuse family supports in Goal 1 and Goal 2 activities	●	●	
	3.2. Expand Circle of Security to reduce stress and improve parent-child relationships			
	3.3. Expand access to mental health services and supports for young children and their families, with equitable access for all families			
	3.4. Launch social media campaign with actions and resources for families			
4 Improve translation and interpretation for non-English speaking families	4.1. Recruit a cadre of volunteers to assist with translation and interpretation		●	●
	4.2. Use technology to assist with translation and interpretation			
	4.3. Promote parent leadership in language equity			
5 Support the expansion of quality, affordable early childhood education (ECE)	5.1. Engage and support school, center, and family based ECE educators, with outreach to programs reaching underserved populations		●	●
	5.2. Engage partners to expand affordable ECE			
	5.3. Inform parents about ECE options			

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1. Overview

In 2012, Enfield developed a community plan for all children birth through age eight. The comprehensive community plan is a road map for assessing and changing policies and practices, and provides community-wide accountability for results. It addresses the multiple domains of an early care and education system including: early care; social, emotional, behavioral and physical health; education (pre-K through Grade 3); and family engagement and support – all through the lens of equity. In 2016, Enfield updated the community plan.

Enfield **KITE** (Key Initiatives to Early Education) has been facilitating the planning and implementation process. **KITE** is a community collaborative dedicated to enhancing health, family engagement & support, and early care & education to Enfield's youngest residents. **KITE** includes parents, concerned citizens, educators, early care providers, Enfield schools and libraries, pediatricians, family-serving organizations, government leaders, businesses, and funders among others.

Enfield has made great progress in implementing our plan since 2016 (see Attachment A for details). Accomplishments include:

- Established the **Stowe Early Learning Center** as a hub for early care and education, including the creation of a Play Lab and a Family-Educator Organization.
- Implemented **Enfield Plays On** to promote the use of play for learning and development – including supporting play at home, in the community, and in early childhood education programs.
- In response to the COVID-19 pandemic, launched **One Community** to support families experiencing unemployment and food insecurity, and to showcase Enfield community members caring for one another and coming together to help their neighbors through the pandemic.
- Formed a **2Gen Steering Committee** to focus on the whole family, with co-ownership from the North Central Connecticut Chamber of Commerce.

In 2022-23, **KITE** gathered feedback from partners at the **KITE** annual meeting; surveyed parents and family members; held 12 focus groups with educators, parents and grandparents, town and business leaders, mental health providers and other professionals working with families; and held planning meetings with **KITE**'s Leadership Work Group and the full **KITE** collaborative to develop the Plan. These discussions and meetings focused on the impacts of the COVID-19 pandemic, and how Enfield as a community can address the challenges facing families with young children as we emerge from the pandemic.

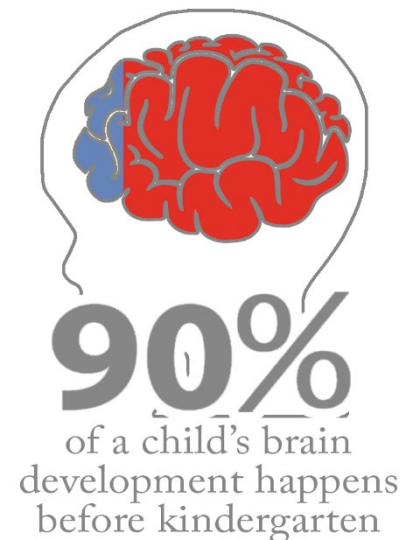


2. Why Invest in Early Childhood?

Proven Strategies

Investments in young children produce substantial educational, social, and financial benefits for children and their communities. Effective investments include:

- **High-quality pre-kindergarten.** Children who attend quality programs are more likely to read, graduate from high school, and go on to college.
- **Better health outcomes.** Evidence supports that early childhood programs help to reduce healthcare costs. Every \$1 invested in early childhood developmental screening and treatment saves \$17 in health and societal costs.
- **Home visiting programs for low-income, first-time mothers and teen mothers.** Proven programs offer a return on investment ranging from \$1.80 to \$5.70 for every \$1 spent.
- **Nutrition support for pregnant women and young children** results in a 20% decrease in food insecurity.



High Future Costs

Investments in young children and their families also reduce child abuse and neglect, school dropouts, criminal activity, teen pregnancy, drug and alcohol abuse, and health problems. These problems generate huge costs to society. For example:

- The cost of **just one** young person dropping out of high school is at least \$262,000 on the broader community, as well as an estimated \$689,000 reduction in lifetime earnings.
- Teenage pregnancy costs taxpayers \$11 billion annually. Children of teenage parents are at a higher risk of incarceration, lower educational achievement, and living in poverty.

Critical for Economic Development

These investments are also good for our economy. Investments in early care and education can return as much as \$17 to society for every dollar invested. Harvard's Center for the Developing Child found that "healthy development in the early years (particularly birth to three) provides the building blocks for educational achievement, economic productivity, responsible citizenship, lifelong health, strong communities, and successful parenting of the next generation." Two-thirds of children younger than six have all available parents in the labor force — meaning that children's early education programs are fundamental to parents' incomes.

Art Rolnick, Senior Vice President of the Federal Reserve Bank of Minneapolis, calculated the economic benefit:

16%

“ *Quality early education for at-risk children can produce an annual rate of return as high as 16% – higher than most stock portfolios. It should be at the top of any state's economic development agenda.* ”

3. Context for the Plan

It's difficult to overstate the impacts of the COVID-19 pandemic on families with young children and communities throughout the world. In our focus groups and planning meetings, stakeholders discussed the many ways the world has changed over the past three years and how it's affected parents, children, educators, and the community as a whole. Key themes from these discussions included:

- **Stressed families.** Even in "normal" times, raising young children can be stressful. However, the social isolation of the past few years – where parents and children were isolated or gathered with social distancing restrictions – limited opportunities for parents to build supportive social networks and for children to develop the social and communication skills needed for success in school and life. In addition, many families faced major financial stresses – with increased demand for basic needs including food and housing.
- **Mental health challenges.** The pandemic exacerbated mental health challenges for many adults and children, with long waiting times for access to mental health services. This was especially true for children, where it could take months for access to treatment.
- **Child development challenges.** As noted above, children had fewer opportunities to engage in play and activities with other children and had social distancing restrictions that limited direct child-child and child-educator play and communication. Screen time increased, whether via online learning or children staying at home with working parents. This has affected child development across multiple domains, including speech, communication, physical development, and social-emotional development among others. Educators in Enfield's pre-schools noted that their incoming class of 3-year-olds have never known a world without COVID.
- **Isolation and loneliness.** Many stakeholders noted how social distancing has eroded family-family, neighbor-neighbor, and school-family connections. During the pandemic, being a "good neighbor" meant staying apart from each other. Re-learning these neighborly skills after several years is challenging for many adults as well as for children. Surgeon General Dr. Vivek Murphy cites the many negative health consequences of the increase in loneliness during the pandemic – "chronic loneliness is associated with a greater risk of heart disease, dementia, depression, and anxiety. It's also associated with a shorter life span. Being lonely is associated with a greater increase in mortality than obesity or sedentary living is."¹ See sidebar for Dr. Murphy's recommendations for addressing loneliness.

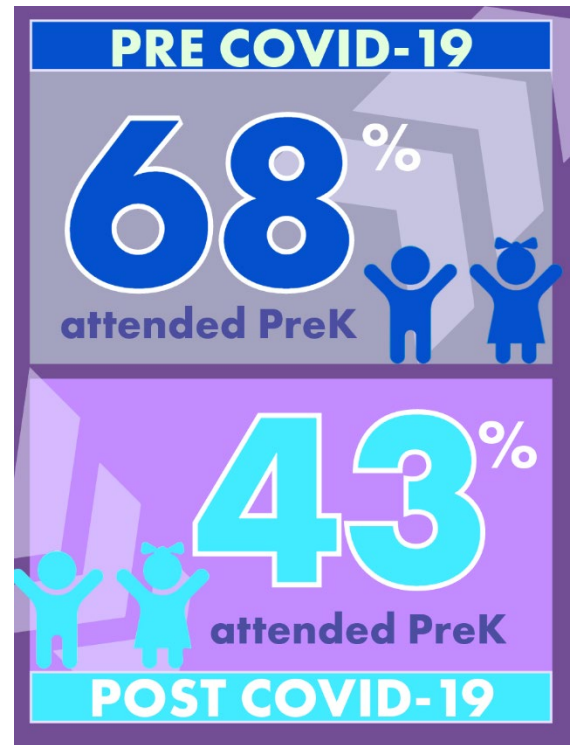


¹ *The Coronavirus Could Cause a Social Recession.* By Vivek H. Murthy and Alice T. Chen, The Atlantic, March 22, 2020. <https://www.theatlantic.com/ideas/archive/2020/03/america-faces-social-recession/608548/>

INTRODUCTION

- **Need for affordable, quality early childhood education (ECE).** While a perennial issue, the pandemic highlighted the importance of early childhood education for parents and children, and the increased need for accessible ECE programs that address the challenges cited above. Only 43% of entering kindergartners in 2021-22 had pre-school experience, compared with 68% pre-COVID. The cost of care continues to rise; the average pre-school costs more than \$200/week.

Enfield's Early Childhood Plan incorporates strategies that address these challenges – with a focus on those strategies that address multiple challenges and build on recent successes.



4. Plan Goals, Objectives, and Strategies

Overall Approach: Building on Progress, Responding to Our Changed World

Our overall approach for the Plan is as follows:

- **A 5-year time frame with short-term objectives.** In order to respond to the profound challenges cited in Section 3, we set a longer time frame for the Plan. The Plan includes long-term goals and short-term objectives for Years 1-2 of the Plan, with flexibility to pursue new opportunities that arise and will address our 5-year goals. The **KITE** collaborative will utilize the approach of the 3:3 Committee, where the committee annually reviews progress and develops 1-year action plans.
- **Strategies that address multiple results.** Given limited resources, top priorities should include strategies that address multiple challenges and help achieve results across all three domains: healthy children, thriving families, and children ready to succeed.
- **Building on success.** Enfield should build on its successful efforts – continuing and expanding strategies to reach more educators, families, and community partners.
- **Equity woven throughout the Plan.** Rather than including a stand-alone equity goal, equity is infused throughout the Plan – encompassing multiple dimensions of equity described in **KITE**'s Equity Statement.
- **KITE as catalyst and convener.** **KITE** will help start activities and pair them with follow-up actions that partners and other stakeholders (agencies, parents) can implement and build upon. **KITE** will organize conversations that engage people in addressing challenges and developing responses.

The following table summarizes our long-term goals, and their contribution to our desired results for young children and their families.

5-Year Goals	Healthy Children	Thriving Families	School & Life Success
1 Infuse play in the daily lives of young children	●	●	●
2 Re-build family, school, and neighbor connections	●	●	●
3 Support the mental health needs of families, especially as we emerge from the stress and challenges of the pandemic	●	●	
4 Improve translation and interpretation for non-English speaking families		●	●
5 Support the expansion of quality, affordable early childhood education (ECE)		●	●

Goals, Objectives, and Strategies

The specific short-term objectives, strategies, and activities for each goal are described below. See Attachment B for a workplan that includes details on activities, roles, and resources.

Goal 1. Infuse play in the daily lives of young children – in schools, early childhood education (ECE) programs, the community, and families. Decades of research tells us that play is an essential part of children’s healthy growth and development.² Play helps children increase their memory, critical thinking skills, self-regulation, social skills, oral language skills, literacy skills, mathematical and problem-solving skills, and lays the foundation for all academic learning. Play can also help families in ways that contribute to thriving families and can provide opportunities for physical activity that contribute to healthy children. (See Attachment E for testimony that **KITE** and Enfield Public Schools submitted to the Connecticut legislature in support of play.)

We have set the following short-term objectives and strategies:

- 1.1. **The Play Lab has a permanent location.** Across multiple focus groups, participants talked about the need to “bring back the Play Lab.” With limited space at the Stowe Early Learning Center, the plan calls for securing a permanent location in the next 1-2 years. To achieve this objective, we will:
 - Develop and implement an action plan for the Play Lab. Key steps include: convening **KITE** partners to develop the plan, identifying potential locations for the Play Lab; identifying funding sources for the Play Lab and utilizing existing funding sources that can support Play Lab operations; and engaging key stakeholders in the process.
 - **KITE** will serve as the convener and catalyst for this effort – working with Enfield Public Schools, the Town of Enfield, the Chamber of Commerce, **KITE** members, local legislators, and prospective funders.
- 1.2. **Purposeful play is expanded to additional ECE programs and K-2 classrooms.** Enfield can build on the success of the purposeful play pilot – which is working with 11 kindergarten classrooms at 3 schools. The 3:3 Committee can lead efforts to:
 - Continue to deliver professional development for ECE educators in play and invite other family-serving organizations to participate in workshops.
 - Partner with Enfield Public Schools to expand and sustain purposeful play. This can include the development of a curriculum statement, classroom observation rubric, and a train-the-trainer approach to expand the number of staff who can lead purposeful play efforts.
 - Continue to advocate for Play legislation in the Connecticut legislature – building on the testimony submitted by Enfield Public Schools and **KITE** in spring 2023. If passed, this legislation may contribute additional resources for supporting play in schools.

² See <http://families.naeyc.org/learning-and-development/child-development/10-things-every-parent-should-know-about-play>, http://www.childaction.org/families/publications/docs/guidance/Handout13-The_Importance_of_Play.pdf, and <http://www.ebay.com/gds/7-Reasons-Why-Pretend-Play-Is-Good-for-Children-/1000000177633904/g.html>.

- Utilize the Play Lab as a critical resource for building support for purposeful play – including through kickoff events, invitations for local and state leaders/ funders to experience the Play Lab, and programming that builds family support for purposeful play.
- Work with ECE providers and Enfield Public Schools to design and implement a town-wide play event (e.g., modeled after [Caine’s Arcade](#)).

1.3. **Play opportunities are expanded in the community, with equitable access for all families.**

KITE members and focus group participants shared many ideas for expanding play in the community. **KITE** can take the lead in convening partners – including Enfield Public Schools, Town of Enfield departments such as Recreation and Youth Services, ERfC, sports leagues, and other family-serving organizations – to infuse and expand purposeful play into existing activities. Activities can include:

- Provide training and technical assistance (TA) for community partners to strengthen purposeful play in activities and communications with families.
- Explore opportunities for parent ambassadors to support summer play activities (pending Office of Early Childhood funding), drawing on the Play Campaign model of Playground Park Tuesdays.
- Identify a lead agency/champion to hold regular play opportunities in neighborhoods (e.g., volunteers for organizing regular kickball games), and engage businesses to recruit volunteers.
- Expand intergenerational activities, including Rocking Chair Readers.

Goal 2. Re-build family, school, and neighbor connections. As noted in Section 3, the pandemic has isolated many families and weakened connections and bonds among families and neighbors, and between families and schools. Goal 1 can help re-build these connections through fun and engaging play that brings children, families, schools and neighbors together. In addition, **KITE** can support schools, parents, and community partners to intentionally infuse connections into their existing activities, as well as bringing in additional resources to build school-family-community partnerships.

We have set the following short-term objectives and strategies:

- 2.1. **Expand family and neighborhood connections via expanded play, with equitable access for all families.** See Goal 1 for details.
- 2.2. **Promote family connections in existing activities and programs.** Activities can include:
 - Convene **KITE** members to identify additional partners to engage and champions to lead the effort, incorporating the Community Conversation on Equity action plans. Potential partners and volunteers include: Enfield Public Library, Enfield Fire Department, veterans, parents, and current/retired pediatricians.
 - Support PTOs and schools as they bring back more school-based family events and identify ways to connect parents by neighborhood while adhering to confidentiality policies. As a first step, convene PTO presidents and principals to share themes and suggestions from the focus groups and community conversations – including ways to

- intentionally connect parents and families at events and ideas for reaching all families.
- Pursue opportunities to support family engagement (e.g., [Connecticut Family-School Partnership](#) training and supports including Welcoming Schools and Parent-Teacher Home Visits), align [Gesell institute](#) work on family engagement with Enfield Public Schools efforts.
 - Expand engagement of Parent Leadership Academy (PLA) and People Empowering People (PEP) alumni and parent ambassadors; identify and engage parent and community leaders from underserved groups to serve as ambassadors to their communities.
 - Expand playgroups and family activities at Alcorn/Social Services, engaging kith & kin providers as well as parents.

Goal 3. Support the mental health needs of families, especially as we emerge from the stress and challenges of the pandemic. As noted in Section 3, the pandemic has placed great stress on families – in addition to the ongoing challenges of raising children and addressing basic needs. Goals 1 and 2 can help address these challenges by promoting healthy child development and building connections. Goal 3 focuses specifically on addressing the stresses of parenting young children and improving access to mental health services for both children and caregivers.

We have set the following short-term objectives and strategies:

- 3.1. **Infuse family supports in Goal 1 and Goal 2 strategies.** Plan activities that engage families in play and community connections can help address family stress and connect families to community resources.
- 3.2. **Expand [Circle of Security](#) to reduce stress and improve parent-child relationships.** Circle of Security Parenting helps parents improve relationships with their young children over 8 weekly sessions. Based on decades of attachment research, Circle of Security emphasizes the importance of parent-child relationship and acknowledges the experiences of parents and how they were parented. The Enfield Family Resource Center (FRC) has successfully implemented Circle of Security in different contexts, including online sessions during the pandemic and through partnerships with local pediatric practices – with parents reporting major improvements in their parenting practices, stress levels, confidence, and relationships after completing the 8 sessions. Activities to expand Circle of Security can include:
 - Expand training of Circle of Security facilitators to include parent alumni and K-3 educators and school staff – building on facilitator training for Stowe educators.
 - Engage Circle of Security Parenting International to identify options for parents of children with special needs.
 - Create more parent support groups that can infuse lessons from Circle of Security and Child First curricula. These could be parent-led with support from facilitators and PTOs.

- Have tables with resources/sign-ups for Circle of Security and support groups at family events.
- 3.3. **Expand access to mental health services and supports for young children and their families, with equitable access for all families.** KITE has launched a new **Mental Health Committee** (2023) to develop strategies to increase access to mental health services. While the Committee will develop the final set of strategies, initial ideas from focus groups and planning meetings include the following:
- Organize a pediatrician dinner to identify priorities for supporting children’s mental health.
 - Partner with Child First and CHC to expand school-based mental health services in Pre-K through Grade 3.
 - Develop ideas for a school- and/or community-based campaign to help families with young children as they re-enter public spaces (e.g., “Handle with Care” approach that police and teachers use for children experiencing trauma or having difficult mornings).
 - Provide training/resources for family-serving organizations and support groups (e.g., CT Alliance of Infant Mental Health materials) – either directly via Mental Health Committee or by identifying a partner to deliver.
 - Advocate for expansion of Head Start Family Advocate model to K-2 schools and for increased health resources (e.g., school-based health centers).
 - Publicize existing tools like [Ready Rosie](#) and [Sparkler](#) with families, building on the FRC’s Sparkler Committee to sustain and expand on its use in the community.
- 3.4. **Launch social media campaign with actions and resources for families.**
- Produce videos that provide concrete actions parents can take to address common parenting challenges and connect families to additional resources (e.g., Circle of Security, support groups).
 - Share videos via social media (e.g., Tik Tok) and at community/school events.

Goal 4. Improve translation and interpretation for non-English speaking families. While the Plan infuses equity throughout, the Leadership Work Group (LWG) highlighted the need to improve translation of materials and language interpretation for families whose primary language is not English. More than 1 in 10 households in Enfield speak a language other than English at home. Improving translation and interpretation can utilize both people and technology (see below).

We have set the following short-term objectives and strategies:

- 4.1. **Recruit a cadre of volunteers to assist with translation and interpretation.** There needs to be multiple people who can support translation (vs. over-relying on a single person). Volunteers can include Asnuntuck Spanish-language faculty members and students seeking projects/practice, Enfield High School Spanish 4 students seeking practice and volunteer opportunities, and staff at Enfield partners (e.g., a middle school teacher has volunteered).

- 4.2. **Use technology to assist with translation and interpretation.** Identify backup technology solutions for circumstances where interpreters are not available (e.g., apps, headphones). Imperfect translation programs can serve as backups where interpreters are not available – these programs are improving rapidly.
- 4.3. **Promote parent leadership in language equity.** Work with UConn PEP to support delivery of PEP in multiple languages. Utilize existing resources on language equity, including those available via the CT State Department of Education and the Connecticut Family School Partnership.

Goal 5. Support the expansion of quality, affordable early childhood education. Enfield will build on existing efforts to improve the quality of early childhood education (ECE) and continue partnering with the Chamber of Commerce to engage local businesses in supporting ECE access.

We have set the following short-term objectives and strategies:

- 5.1. **Engage and support school, center, and family based ECE educators, with outreach to programs reaching underserved populations.** The 3:3 Committee will:
 - Continue to conduct 1-1 outreach to engage (and re-engage) ECE providers as we emerge from the pandemic, and open opportunities to Enfield High School students in the early education class.
 - Continue to provide training, resources, and peer-peer support on a variety of topics of interest to educators. This can include holding the *Dine & Discuss* sessions at ECE centers.
 - Engage ECE providers in Play Lab events and activities (e.g., Make and Take activities).
 - Develop a communication platform to support ongoing professional development.
 - Build an online resource list for educators (e.g., Amazon Wish List, Project Open Books).
- 5.2. **Engage partners to expand affordable ECE.** The 2Gen Committee – co-led by the Chamber of Commerce and **KITE** – will lead this effort. Activities can include:
 - Organize and hold an event for businesses in fall 2023 to explore expanding access to ECE.
 - Partner with the Asnuntuck Early Childhood Education Program to explore options for expanding ECE (e.g., expand high school Child Development program hours/capacity).
- 5.3. **Inform parents about ECE options.** **KITE** members suggested bringing back the Preschool Fair (post-COVID) as a first step in informing parents about ECE programs and options. Other options include promoting a Saturday tour of area preschools.

5. Evaluation and Continuous Quality Improvement

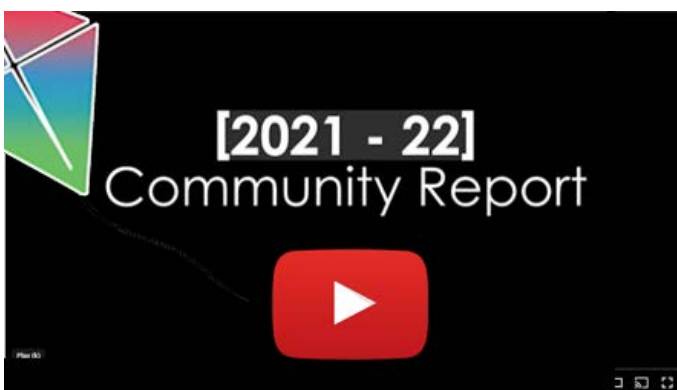
The Early Childhood Plan will be a living document, with ongoing opportunities for **KITE** partners and staff to reflect on progress and make adjustments in the objectives and strategies needed to achieve our goals and desired results for young children and their families. The Leadership Work Group (LWG) will develop **annual workplans** that include a limited set of progress measures – utilizing a **SMARTIE** framework (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable).

Attachment C provides a template for **assessing progress** on the Plan. **KITE** staff and the Leadership Work Group (LWG) will use the template for assessing progress at least **twice/year**. If there are Plan goals where Enfield is making little progress or facing changed circumstances, the LWG can share these challenges with the full **KITE** collaborative to discuss and revise its approach.

As we did in developing the Plan, **KITE** will **assess progress using an equity lens**. At the May 2023 **KITE** planning meeting, each small-group was asked how Enfield can ensure equitable access for all children and families to proposed Plan strategies – with considerations of multiple aspects of equity as described in **KITE**'s equity statement. Each committee and lead agency will address these questions as part of the semi-annual evaluation process.

The full **KITE** Collaborative will continue to annually **assess the functioning of our collaborative**, using the Community Assessment that **KITE** has refined over the past 4-5 years. As noted in Attachment B, Enfield needs to ensure that **KITE** has the capacity and structure to effectively support Plan implementation. This includes:

- Strengthening the partnership Enfield Public Schools – starting with quarterly meetings with the superintendent. This will also support implementation of multiple Plan strategies.
- Aligning LWG membership with Plan priorities.
- Continuing to use annual Community Assessments to address challenges and improve operations (e.g., leadership development/transition planning).



KITE will continue to produce **annual reports** – see [the 2022 video for a sample](#) – that document achievement of Plan milestones and progress on Plan objectives (e.g., number of play activities). **KITE** will also develop a **one-page infographic** (see Attachment D for sample) to visually share progress on the Plan.

6. Financing

KITE and its partners have been successful in sustaining the collaborative and supporting key initiatives including Enfield Plays On, professional development and support for educators, parent leadership training, and the One Community campaign among others. This Plan is designed to build on existing efforts and work with local and state partners to extend activities and launch new efforts.

Our overall approach to financing the Plan is as follows:

- Quantify and communicate the **success** of different initiatives – building on enhanced communications vehicles such as videos and the use of social media. Make the economic development case for early childhood investments. Make the case for the **KITE** collaborative as a catalyst for recent successes. Make the case for family support – particularly in supporting families as we emerge from the pandemic.
- Identify potential **funding** sources and cultivate current and past funders. Partner with the Chamber and Town to build support from businesses. Identify opportunities for funders to make one-time investments that lead to permanent improvements (e.g., Play Lab). Work with state legislators to expand state-level funding for purposeful play, early childhood education, and expanded mental health services for families.
- Identify specific, time-limited **volunteer** opportunities. For example, businesses can put information in company newsletters. Cultivate volunteers and parent leaders over time, starting with specific requests. Publicly recognize parent leaders and volunteers.

7. Organizational Structure and Performance

As a broad-based collaborative that has been successfully promoting school readiness since 2001, **KITE** will serve as the entity to oversee Plan implementation. **KITE** will continue to work through committees and form ad hoc groups to focus on specific efforts like play. Our revised organizational structure is discussed below.

KITE's committee and workgroup structure is organized as follows:

- **School Readiness Council (SRC).** The full **KITE** collaborative serves as the School Readiness Council (SRC). Connecticut's School Readiness Preschool Program provides affordable, high-quality early care and education services in high-need communities that help young children prepare for kindergarten. Local SRCs make recommendations about the school readiness grant program, and include a **SRC Parent Advisory** group that advises on policies.
- **Leadership Work Group (LWG).** The LWG directs the work of the collaborative and ensures that the work undertaken by the collaborative links tightly to Enfield's Early Childhood Community Plan. Membership on the Leadership Workgroup changes as needed, but currently includes: Past and Present **KITE** Chairpersons, **KITE** Director, Enfield Public Schools Representative, Social Services Representative, and **KITE** Advisor (with **KITE** staff attending as necessary).
- **3:3 Committee.** Leads efforts to improve the quality of ECE (from age 3 to grade 3) and transitions from pre-k to kindergarten. The committee will lead Plan efforts for expanding purposeful play in ECE and improving ECE quality.
- **2Gen Committee.** **KITE** and the Chamber of Commerce co-lead the 2Gen Committee, which focuses on supporting the whole family (two generations). As noted in the Plan, 2Gen will lead efforts to expand affordable, quality ECE.
- **Mental Health Committee.** This newly formed committee will lead efforts to support families dealing with mental health challenges and the additional stresses on families from the pandemic.

We will ensure public accountability through the following actions:

1. **Partner MOUs.** Key partner organizations sign Memoranda of Understanding to formalize roles and responsibilities (e.g., Plan coordination with school district efforts).
2. **Annual Report.** Each year, we will produce a public progress report and share findings at **KITE**'s annual meeting. **KITE** will continue to create multimedia reports – building on the video annual reports produced in recent years.

Governance Structure to Support Enfield Early Childhood Plan Implementation

