

# CAMBRIDGE OFFICE OF EARLY CHILDHOOD NEWSLETTER

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**CAMBRIDGE**  
Office of Early Childhood

The mission of the Cambridge Office of Early Childhood is to **connect** the city's early childhood ecosystem, **align** early childhood services and information, and **advocate** for and **advance** the needs of all young children, their families, and the early childhood workforce.

The Cambridge Office of Early Childhood is a collaboration supported by the **City of Cambridge** and **Cambridge Public Schools**.



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naeyc®

# Week of the Young Child®

**CAMBRIDGE**  
Office of Early Childhood

**REGISTRATION  
NOW OPEN!**



Caring Together for Young Children & Families

**6<sup>TH</sup> ANNUAL CAMBRIDGE OFFICE OF EARLY CHILDHOOD  
WEEK OF THE YOUNG CHILD, APRIL 11-16<sup>TH</sup>  
EARLY CHILDHOOD CONFERENCE | SATURDAY, APRIL 11<sup>TH</sup>**

We look forward to welcoming you to the Cambridge Office of Early Childhood's yearly celebration of young children and early childhood professionals! Aligned with NAEYC's Week of the Young Child, we are pleased to invite you to join us for both in-person and virtual professional development opportunities.



**PLEASE REVIEW OUR CATALOG OF  
EVENTS AND REGISTER TODAY!**



[WOYC EVENT CATALOG](#)

[CONFERENCE REGISTRATION](#)

## Focus Topics

### THE OFFICE OF EARLY CHILDHOOD / CAMBRIDGE PRESCHOOL PROGRAM FAMILY ADVISORY BOARD

This month, we are excited to share new family engagement work underway at OEC.

This school year, we launched the first-ever OEC/CPP Family Advisory Board (FAB). The board is made up of 10 parents representing families with 3- and 4-year-old children enrolled in the Cambridge Preschool Program (CPP). These families come from DHSP preschools, CPS pre-K classrooms, and community-based preschools. Together, they reflect the diverse backgrounds, experiences, and family structures that make Cambridge such a vibrant community.

OEC created the Family Advisory Board to deepen our engagement with families and ensure that family voices are meaningfully included in all aspects of the Cambridge Preschool Program. The group was modeled after the DHSP Afterschool Caregiver Council, which was established several years ago. Using an equitable selection process, we began building partnerships with parents who are committed to sharing their knowledge, valuable perspectives, and lived experiences to help strengthen CPP. Families participating in FAB are compensated for their time and contributions, recognizing the value of their expertise and lived experience.

We are grateful to be working with **Emie Michaud Weinstock**, a highly skilled and experienced community engagement facilitator. Emie's extensive work in family engagement initiatives—such as co-creating and implementing strategies that center families—has been invaluable in supporting the successful launch of the OEC Family Advisory Board. Emie co-facilitates the group alongside **Megan Postal**, OEC Director of Family and Community Engagement; **Cheryl Ohlson**, OEC Executive Director; and **Yadling Richemond**, OEC Child Care Information Specialist, who also participates in the group. With OEC staff participation, we aim to demonstrate to participants—and the wider community—that parents and caregivers are critical stakeholders in the development of CPP. Staff participation in these meetings also allows us to

hear families' experiences firsthand and carry those insights into our work.  
*(continued on next page)*

#### THE OFFICE OF EARLY CHILDHOOD STATEMENT OF INTENTION FOR CREATING THE OEC/CPP FAMILY ADVISORY BOARD

Parents are the experts on their children. Their knowledge is essential to building an equitable early childhood system that serves all families. To strengthen partnerships with parents, the Office of Early Childhood (OEC) created the OEC/CPP Family Advisory Board. This Board will work with families to review and improve OEC policies and programs, with a focus on advancing equity.

The Family Advisory Board brings together parents from diverse backgrounds. Board members share their experiences, review policies, and advocate for changes that support young children, their families, and caregivers who are often underserved. Parents and the OEC staff will learn from each other, co-create solutions, and make sure family voices are at the center of decision-making.

The Family Advisory Board is an important part of OEC's efforts to make the Cambridge Preschool Program (CPP) more equitable. It also reflects OEC's commitment to valuing parents as partners in shaping CPP. Together, OEC and the Family Advisory Board are creating a space where parent voices are centered, lived experiences are honored, and ideas lead to meaningful change for families.

# Focus Topics

Our first meetings focused on relationship- and community-building. FAB provides an opportunity for OEC to actively practice elements of the Strengthening Partnerships Framework. To guide our early conversations, we shared Guiding Principle #3 from the framework:

***“Building a respectful, trusting, and reciprocal relationship is a shared responsibility of families, practitioners, organizations, and systems.”***

This principle helped set the stage for meaningful discussions about trust within large systems. During these initial meetings, the group identified two collective goals for our work together:

- Building greater trust between Cambridge families and the OEC and CPP providers.
- Support families through accessible and transparent CPP processes

**Through these conversations, families have shared valuable insights, including:**

- What families need in order to build trust with OEC and CPP preschools
- Reflections on, and feedback about, the CPP application process
- What families appreciate most about CPP and where barriers may still exist
- Examples of where the system can better support children experiencing behavioral health challenges and children with special needs
- Ideas for strengthening children’s and families’ sense of connection to their preschool communities
- The importance of clear, frequent, and transparent communication from both OEC and CPP providers
- The need for more information to help families experience a smooth transition into their CPP preschool
- Interest in opportunities for families applying to CPP to connect with current CPP families during the application process

We are currently halfway through the eight FAB sessions scheduled for this school year. In the coming months we look forward to deeper equitable engagement of the entire OEC staff through transparency, listening, collaboration, and prioritizing the needs of families who experience barriers to equity all while supporting parent advocacy to create change in CPP.

**On the agenda for upcoming meetings is to get input on several key areas, including:**

- The CPP application process
- The CPP Quality Monitoring policy
- How we are implementing the Strengthening Partnerships Framework within our family engagement work

Many of us at OEC can already see how the lived experiences and perspectives of FAB members are shaping and informing our work. Our hope is that you will also begin to see and hear family voices reflected in the work we share. At the end of the school year, we will provide an update on the progress and outcomes of this first year of the Family Advisory Board.

If you have questions or would like to learn more, please reach out to **Megan Postal**, Director of Family and Community Engagement, at **mpostal@partnerof.cpsd.us** or **617-349-9751**.

# From The Field

## GROWING A CULTURE OF TRUST AT WESTERN AVENUE CHILDREN'S CENTER

By: Western Avenue Children's Center

As a new program, creating spaces of trust and security has been a focus in the classrooms at Western Avenue Children's Center. We have benefitted from the modeling of experienced teachers, who come with the understanding that predictability and consistency are essential in helping children feel secure in their classrooms. What does consistency look like? There are three areas where we see consistency that matters:

1. **Teacher focus and availability**
2. **Predictable and consistent routines and systems**
3. **An orderly classroom environment**

Teachers in successful classrooms are consistently involved with children, communicating their availability by seating themselves close to children's play and responding efficiently to children's requests and concerns. By being available they are able to see and anticipate challenges while they are still manageable, and they show that they



enjoy children and are interested in what they are thinking and doing. Children can feel secure, knowing that teachers are attuned and interested, and willing to help, if needed. Sometimes teachers new to the work need coaching in this area: being at the children's level, close to children's play and spread across classroom areas. Teachers actively discuss roles and responsibilities: perhaps one teacher focuses on welcoming families while the other sits in the busy block area where conflicts are common.

We have also learned that developing predictable routines and applying them consistently helps children feel secure and in control of their experience. Each classroom decides on a "flow" of activities that is stable, so that children know what's coming and are prepared for change. When changes need to be made children  
(continued on next page)

# From The Field

are explicitly told about the changes in advance, so that they know what to expect. Using cues, such as a soft chime or bell sound, to cue transitions between activities, ensures that children are alert to messages and not taken by surprise when things change. For some teaching teams, it has been a struggle to commit to consistency in routines, but when they finally are able to agree on a flow and consistent cues for transitions, the difference in children's behavior is palpable; feeling secure leads to cooperation for most children and an overall sense of classroom harmony.

Predictability is also present in classroom environments. Materials are arranged in orderly and logical ways; space is provided for children's personal items and commonly used community items, such as utensils and spare mittens. Children feel in control when they can find what they need, count on finding their favorite materials and are able to help themselves and others. Several classrooms use small carts or shelves where these items are arranged; for example one classroom uses a cart that has space for children's water bottles on the top, small hand brooms for clean-up after meals in the middle and a bin for collecting soiled dishware at the bottom. Children are able to find what they need and take initiative to clean up after themselves by having everything so close at hand.



I am thankful to the dedicated teachers who have brought their expert practice to share at WACC, and hope that some of our experiences as a growing program can inspire professional growth for others!



**Lunch in a toddler classroom, including a visual to support packing up independently.**

# From The Field: Resources

## FIVE R'S FOR PROMOTING POSITIVE FAMILY ENGAGEMENT

Most early childhood educators and program leaders understand that early childhood programs should be welcoming to families and that families should be involved in their child's education. But moving from family involvement to truly collaborative and bi-directional partnerships with families can be challenging and may require examining and overcoming deeply embedded systemic barriers and power dynamics. The article below, published by the National Association for the Education of Young Children (NAEYC), offers clear and specific guidance for programs seeking to create truly transformative family engagement practices.

<https://www.naeyc.org/resources/pubs/tyc/winter2022/fiver-rs-family>

*“Developing positive partnerships with the families of the children you teach is one of your most important tasks as a teacher. It can also be among the scariest or the most challenging tasks! I offer five Rs—respect, responsiveness and reassurance, relationship, reciprocity, and reflection—to help you build trust and promote positive family engagement in your preschool classroom.”*

### FAMILIES WANT RESPECT

Showing families respect is more than being polite—it is esteeming or honoring families. Family members want to feel respected as their child's first and most important teacher; they also want to see that you respect their family values, culture, and home experiences. Respect does not equate to agreeing with every decision made by families. It means being aware of your own biases and making sure that your own ideas, beliefs, and opinions don't interfere with your work to understand each families' choices and circumstances.

Respect also calls on educators to embrace a strengths-based approach to their interactions with children and families. In other words, a strengths-based approach demonstrates respect for families by recognizing, appreciating, and celebrating what they bring to a program or school. Families are viewed as contributors, creators, and participants.

### **Here are strategies you can utilize to develop respect:**

- **Listen to families.** First and foremost, allow enough time to truly listen to families. This confirms for families that their thoughts, suggestions, and opinions matter and are valued.
- **Maintain constant communication with families through apps and other means.** Use an app (like Seesaw or Bloomz.com) or design a private, secure webpage that includes the classroom newsletter, weekly plans, photos of the children, a resources and upcoming events section, a forum for asking questions, and an activity for families to complete with their children each week. Activities should be meaningful and doable, such as an “all about me” questionnaire (which you might complete first to help introduce yourself to children and families). You can also share photos and videos. Include the same items on a family bulletin board inside or near your classroom.
- **Foster classroom community with a Family of the Week backpack.** To foster cross-cultural learning and deeper relationships in an ongoing way, ask family members to complete an “all about my family” activity that you package in a backpack. Ask families to include items that are important to them in the backpack and to unpack it in class as they share information about each item and answer children's questions. If family members are not able to join in person, don't worry. They can join virtually using video conferencing (like Zoom) or share a recorded video of themselves unpacking the backpack and

*(continued on next page)*

## From The Field: Resources

explaining the items they pull out. If families are unable to participate directly, the child can share the backpack while showing pictures of their family. Suggest that families include items that represent their culture, a favorite family memory, and a family interest or hobby.

Use the information and experiences shared to connect with the broader curriculum so that families' funds of knowledge are integrated into learning in meaningful and sustained ways. For example, find children's literature that mirrors cultures, languages, and experiences shared. (Check out [weneeddiversebooks.org](http://weneeddiversebooks.org) or [tfcbooks.org/best-recommended/booklist](http://tfcbooks.org/best-recommended/booklist) to find children's books that celebrate diversity.)

### **FAMILIES WANT REASSURANCE AND RESPONSIVENESS**

Family members need to be reassured that you care about meeting their child where they are and that you are knowledgeable about their child as an individual and as a part of social and cultural communities. They want to be reassured that their child will not be singled out, labeled, forgotten, or harmed—but will be kept safe and be engaged in activities that are suited to their child's unique strengths, interests, preferences, and needs. They also want to feel that you are responsive and that they can trust you to address their concerns and questions. For educators to be responsive, they must embrace flexibility. Educators who are flexible in their understanding, their expectations, and their responses to the families they serve will build that trust.

#### **Here are strategies you can utilize to offer reassurance:**

- **Take a lot of photos and videos.** Keep a device nearby to take photos and video recordings (and keep in mind which families have agreed to have their children photographed and what types of sharing they are permitting). Families want to know what their child does during the day, who

they play with, the activities they enjoy, and how they are progressing. Most love keeping up with these things through photos and videos.

Sharing photos and videos weekly gives every family regular opportunities to peek into their child's daily school routine, which also helps to reassure them that their child is happy and is learning at their program. Make sure you gather documentation for every child on a regular basis to share with their families. (To learn more, read [Experiences Can't Go Home in Cubbies: Using Digital Technology and Documentation to Connect with Families](#), by Stephanie Haney.)

- **Provide daily or mid-week talking points.** Unlike more thorough weekly updates, talking points can be just a few sentences to let families know topics, concepts, or vocabulary words that their children are learning and how to expand on those things at home.
- **Pick up the phone.** Responding to family members is the most important and easiest way to develop a trusting relationship with them and to reassure them that you are on their team. Respond to phone calls, emails, and other messages within 24 hours. Returning these in a timely manner reassures families because it shows that their questions, thoughts, and concerns are important to you.

### **FAMILIES WANT A RELATIONSHIP**

Creating and maintaining partnerships with families is a critical component of developmentally appropriate practice and for good reason: families have expertise about their children, and they play a critical role in their child's growth and learning. When families do not feel that they are part of the classroom community, they might distance themselves from the school or program. This might impact their willingness to interact with you and to volunteer in classroom activities.

#### **Here are strategies you can utilize to build relationships:**

- Say "Hello!" It is amazing how far a simple Hello! (continued on next page)

## From The Field: Resources

- will go toward building a positive relationship. Just by acknowledging a family member's presence, you are being welcoming. Short, inviting conversations can lead to positive relationships and family engagement.
- **Invite family members into your classroom community.** Some families may not know whether they are allowed to be involved in their child's classroom and may not be clear about how to support their child's learning at home. This provides a great opportunity to help the family become engaged with your program's community and to share activities for extended learning. Invite families to serve as a mystery reader or a mystery guest speaker (virtually or in-person). Ask children to guess the mystery reader or speaker by providing clues. For at-home learning, provide a weekly calendar (such as the one provided at [RIF.org](http://RIF.org)) of activities families can do at home with their children.
- **Make it easy for families to ask questions.** Offer opportunities at the program and online for families to communicate any questions, concerns, comments, or suggestions they may have. You could create forum space on your classroom webpage, in your newsletter, or on your family bulletin board. You could also have a comment box in your classroom for families to share more private communications.
- **Involve families by dialoguing and including them in making decisions.** Inquire about a family's goals and expectations for their child, their child's teacher, and their child's school. Telling families about their child is a one-way form of communication. Two-way forms of communication give families opportunities to collaborate with you and to actually talk about their concerns, wants, goals, and dreams. In addition, keep them informed about upcoming plans or changes, with sufficient time to consider their options and preferences, to ask questions, and to communicate with you. As stated in NAEYC's position statement on advancing equity, educators should "uphold every family's right to make decisions for and with their children."
- **Consider culture, language, and literacy when communicating with families.** This means knowing about the families and ensuring that accommodations are made so that every family can access and respond to the information you share. Translate documents into families' home languages and use interpreters to help strengthen the two-way engagement and communication between you and families.

### FAMILIES WANT RECIPROCITY

Reciprocity often involves a shift in thinking about engagement and communication because it relies on interdependence, or depending on each other to accomplish something. One member of a relationship must coordinate their thinking and actions with others to reach shared understanding and decision making. Such coordination involves being flexible with our approaches and expectations. When we do so, we can foster a supportive and trusting relationship with families and enhance their motivation to communicate and participate.

#### **Here are strategies you can utilize to practice reciprocity:**

- **Ask yourself:** How well do I know each of the children and their families, and how can I learn more about them? How often do I interact with  
(continued on next page)

### FAMILIES WANT TEACHERS TO REFLECT

True reflection is ongoing and an essential part of assessment and teaching. Reflecting helps teachers engage children and families intentionally instead of falling into routines. You may find it most useful to reflect daily or weekly (such as taking an extra 10 minutes before you write your weekly update for families). As long as you find time to reflect while your memories are still fresh, you'll have new insights that will positively impact your instruction and your interactions with each child and their family.

#### **Here are strategies you can utilize to promote reflection:**

## From The Field: Resources

each family? What strategies do I use to ensure they know they are an important part of the learning community?

- **Ask family members:** How would you like to be involved in the classroom? Is there a book you would like to read to the class, a cultural tradition you would like to share, or an activity related to your job or a hobby (like bird watching) you would like to lead? What do you think your child needs to have an even more enjoyable and educational experience in the classroom?
- **Ask your colleagues:** How do you engage families? Is there something we should do together—like host a family science and art night—to get to know family members better and show ways to extend learning at home?

### **CONCLUSION**

At its best, early childhood is a time when teachers, children, and families open themselves to each other,

inviting joyful play, collaborative inquiry, thoughtful observation, and deep caring. Together, families and early childhood educators nurture positive social, emotional, and intellectual development.”

**Bweikia Foster Steen, EdD**, is an associate professor of early childhood education at George Mason University in Fairfax, Virginia. Dr. Steen's research examines developmentally appropriate practices and strategies and policies that facilitate reciprocal partnerships with families and promote social and emotional development for culturally, linguistically, and ability diverse children. [bsteen2@gmu.edu](mailto:bsteen2@gmu.edu)

### **Teaching Young Children**

Winter 2022

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# From The Field: Resources

## CELEBRATING NATIONAL NUTRITION MONTH THIS MARCH!

It's time to celebrate National Nutrition Month®! Each March, the Academy of Nutrition and Dietetics (AND) sponsors a nutrition education campaign to raise awareness of the importance of healthful eating and physical activity habits. For 2026, the theme is - Discover the Power of Nutrition!

Nutrition plays a vital role in our lives because it touches every aspect of human health. See what AND has prepared for weekly messages for this year's theme:

### **Week 1: Power Your Day with Nutrition**

Approaching your day with balance, variety, and moderation can make incorporating all nutrients and food groups easy and enjoyable!

### **Week 2: Find Advice Backed by Science**

In recent years, pseudoscience and mainstream wellness trends have made it difficult to find accurate and evidence-based information. Registered Dietitians are nutrition professionals that study the science comprehensively, as well as stay up to date on trends and how the evidence compares to it.

### **Week 3: Stay Nourished on Any Budget**

Eating nutrient dense foods can have a reputation of being expensive. Resources such as SNAP, WIC, farmers markets, and food pantries can all help increase accessibility to healthy foods. See the [Food Resource Guide](#) for a comprehensive list of ways to increase food accessibility in Cambridge. For tips on ways to maximize your shopping experience, see the [USDA's Shop Smart](#).

### **Week 4: Feel Good with Healthy Habits**

Some lifestyle habits can reinforce the power of nutrition to make us feel good and improve our quality of life! Habits can include planning meals, hydrating with water, incorporating enjoyable physical activities, and resting with adequate sleep.



**More tips for nutrition and staying active are available on the [resources page](#) at the Cambridge Public Health Department website.**

**Contact Norah Ismail, Public Health Nutritionist, at [nismail@cambridgepublichealth.org](mailto:nismail@cambridgepublichealth.org) with questions or interest in this or other healthy eating active living projects.**

# Cambridge Preschool Program Updates



## The Cambridge Preschool Program

is a publicly-funded program that provides

### access to free, high-quality preschool

for all Cambridge 4-year-olds and prioritized 3-year-olds.

### Families apply to CPP through a single, centralized online application.

They can choose from preschool programs offered by Cambridge Public Schools (CPS), the Department of Human Service Programs (DHSP), and select community-based preschool and family childcare providers.

### CPP covers the cost of the school-day, school-year portion of preschool programs.

Depending on a family's income, there may be additional costs for programs that provide full-day, full-year (including summer) preschool.

## Cambridge Preschool Program SY2026-27 Enrollment & Application Updates

### • Spring 2026 CPP Match Eligibility

**The CPP application remains open for families who missed the initial deadline.** Any applications submitted and approved between November 15, 2025 and April 13, 2026 will be included in a Spring 2026 enrollment match. Applications received after April 13, 2026 will be considered on a rolling basis.

**Cambridge residents who will be 4 years old or 3 years old by August 31, 2026 are eligible to apply to CPP for enrollment in the 2026-2027 school year.**

*All non-priority 3-year-old seats in the Cambridge Preschool Program have been filled for the 2026-2027 school year.*

### • Spring 2026 CPP Match Timeline

- Applications submitted by April 13th, 2026 will be included in the Spring 2026 match.
- Match results will be sent to families in late April 2026.
- Families will have 2 weeks from notification to accept or decline their placement offer.
- The school year will begin in September 2026.

*Many CPP programs filled their seats during the fall application period, leaving limited availability.*

For any application questions, please contact [cpp@cpsd.us](mailto:cpp@cpsd.us).

# News & Notices

## THE NEWTOWNE LEARNING EXCHANGE

a conference for early educators by early educators



JOIN US FOR THE 2026 EXCHANGE!

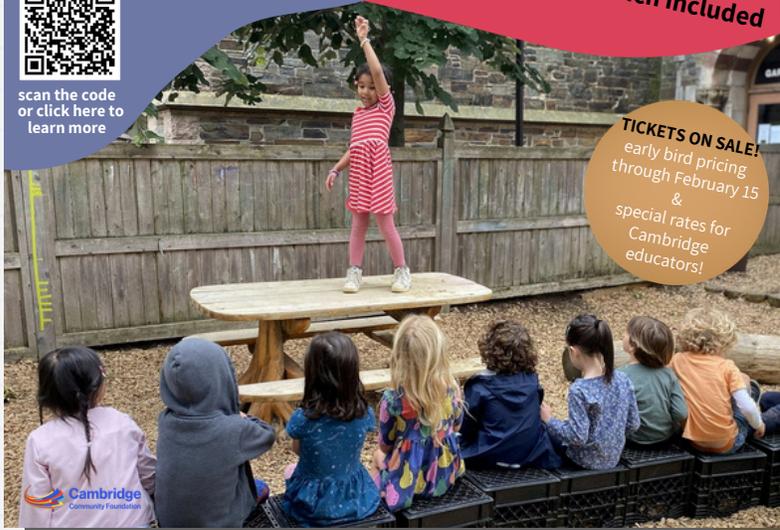
### STRONG ENOUGH TO BEND: STORIES OF POWER, RESISTANCE, AND CARE

SATURDAY, MARCH 21, 2026  
8:30AM - 3:30PM  
11 GARDEN ST. CAMBRIDGE, MA

- DONT MISS OUT!**
- classroom open houses
  - a powerful story forum
  - interactive workshops
  - breakfast & lunch included



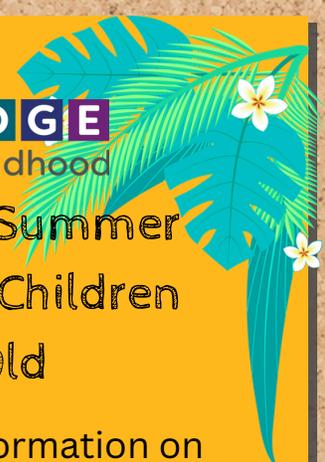
scan the code or click here to learn more



**TICKETS ON SALE!**  
early bird pricing through February 15 & special rates for Cambridge educators!

## CAMBRIDGE Office of Early Childhood

### 2026 Cambridge Summer Camps for Young Children 3-6 Years Old



This guide contains information on summer camp opportunities for children ages 3 to 6 years old for Cambridge residents. **This guide will be updated as new information about camps becomes available.**

Please check the Cambridge Office of Early Childhood Page on Find-It Cambridge for the most up-to-date guides.



# News & Notices

Have a child birth to 4 years?

Want ideas to support your child's growth?

Join other Cambridge parents to get fun and easy ideas for talking, reading, and counting with your child during your everyday activities!

### Early Literacy Series: Parents Make a Difference!

Thursday Mornings: 3/26, 4/2, 4/9

Time: 10am-11:30am

Location: Moore Youth Center (12 Gilmore St)

Limited Childcare Available

To register, contact Sierra Riley at

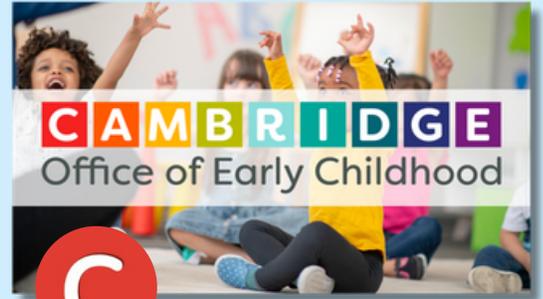
sriley@cambridgema.gov or 617-349-5522.

FREE BOOKS!



The Center for Families is funded by the City of Cambridge, the Coordinated Family and Community Engagement (CFCE) grant from the Massachusetts Department of Early Education and Care (DEEC), Children's Trust, Cambridge Public Schools, and the Cambridge Health Alliance. Let's Talk/AFC is funded by the Cambridge Public Health Department and the City of Cambridge.

LIKE & FOLLOW US ON FACEBOOK!



Like & follow the Cambridge Office of Early Childhood Facebook page so you can see early childhood updates, new resources, and helpful content we share on your favorite social media platform!

Find Us Here!

Or save the url below:

[www.facebook.com/cambridgeoec](http://www.facebook.com/cambridgeoec)

Thank you for supporting our office!



Click HERE to read the latest CFF Newsletter!



Inside you'll find information about a wide variety of resources and programs such as:

- Cambridge Dads
- Parent/Child Activities
- Parent support
- Free resource bags for families
- Resources & supports for families and more!

## Seeking Early Childhood Education Leaders for Research Study

The researcher, a **doctoral student at Lesley University**, is seeking **early childhood education leaders** to share their experiences **supporting multicultural newcomer families**.

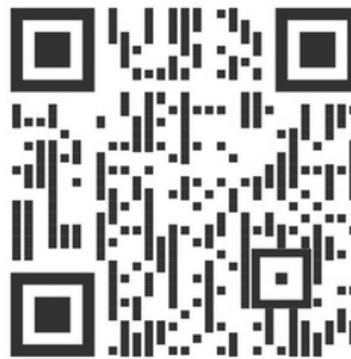
Contact Irina at [idey@lesley.edu](mailto:idey@lesley.edu) for questions.

 **20-30 minutes**

 **Confidential**

 **Voluntary**

 **Scan to share your leadership story!**



Are you an early childhood educator or school leader partnering with multicultural newcomer families? I am currently recruiting participants for my doctoral research exploring these vital partnerships. Your involvement would include a short online narrative survey and a follow-up interview, either on Zoom or in person. The goal is to learn from your real experiences and highlight the important work happening in our field. If this resonates with you, I would be honored to include your story in this research.

WALKER THERAPEUTIC & EDUCATIONAL PROGRAMS PRESENTS

# MEETING THE NEEDS OF YOUNG CHILDREN WITH ACUTE BEHAVIORAL CHALLENGES:



## The Case for Therapeutic Preschools *Report Launch*

Please join us for a timely conversation on rising behavioral challenges among preschool-age children and the urgent need for therapeutic solutions.

Following a presentation of the report's findings, early childhood providers and families will share their perspectives.

 **Tuesday, March 31**

 **4:00–6:00 PM**

 **Boston University's Wightman Mansion,  
Ladd Room**  
43 Hawes Street, Brookline, MA 02446

[REGISTER](#)

[LEARN MORE](#)

Questions? Contact Ryan Mannett, Advancement Operations Coordinator  
[rmannett@walkercare.org](mailto:rmannett@walkercare.org)

# Introducing CALM,

a free support resource for those in the early childhood field, caring for children from infancy through age 5.

Whether you're down on the floor leading circle time, supporting parents caring for little ones or managing the operations of an entire team, each of us plays a crucial role in meeting the needs of thousands of families across Massachusetts every day.

Our work is meaningful and impactful—and it can also be demanding and stressful. The Caregiver Assist Line of Massachusetts (CALM) is a free warmline you can call to talk with a trained, empathetic expert who understands your work.

## HOW WE HELP

- ♥ Provide social support during times of stress
- ♥ Offer space to confidentially process anxieties and challenges
- ♥ Give peer-to-peer guidance, reassurance and validation
- ♥ Recommend next steps and appropriate community resources
- ♥ Address gaps in care and improve access to information

**If it matters to you, it matters to us.**  
**Contact CALM: Services available in English and Spanish**

 **Call Us: 617-437-8688**

Listeners are available Monday through Friday, 8am to 6pm. If you leave a voicemail, our team will return your call as soon as possible.

 **Text Us: 617-437-8688**

Connect with our team via text for support or to setup a time to speak by phone.

 **Submit an Online Form: [thehome.org/cec-calm](https://thehome.org/cec-calm)**

Fill out a short intake form to schedule a call from the CALM team.

 **Email Us: [CALM@thehome.org](mailto:CALM@thehome.org)**

Contact us via email to connect with a team member who will assist you in scheduling a call.

Program made possible by



# You're There for Everyone Else. Let Us Be There for You.

Individuals working in early childhood give so much of themselves every day—and can carry considerable stress. The Home for Little Wanderers' Caregiver Assist Line of Massachusetts (CALM) is a non-crisis helpline created specifically to support members of this crucial workforce who are supporting children from infancy through age 5.

Designed with the realities of early childhood work in mind, CALM connects callers with an empathetic and knowledgeable listener who possesses experience and expertise in the field. Our team offers support before, during and after workplace concerns arise, offering professionals a compassionate space to pause, connect and talk through work-related challenges and associated personal issues.

In addition to active listening, CALM provides useful tools and resources, reducing professional stress—because caring for yourself is an essential part of caring for others.



## HOW WE HELP

- ♥ Provide social support during times of stress
- ♥ Offer space to confidentially process anxieties and challenges
- ♥ Give peer-to-peer guidance, reassurance and validation
- ♥ Recommend next steps and appropriate community resources
- ♥ Address gaps in care and improve access to information

## About The Center for Early Childhood

The Center for Early Childhood (CEC) at The Home for Little Wanderers provides comprehensive, relationship-based services that support young children and the adults who care for them. Through direct care and prevention-focused consultation, the Center works with children, families and professionals to build strong social-emotional foundations for happy, healthy childhoods. Services are age-appropriate, culturally responsive, and offered by master's-level clinicians and experienced consultants in a variety of settings— including a child-friendly clinic, homes, early education programs, shelters and community spaces—meeting families where they are.

# OFFERING CONFIDENTIAL PEER-TO-PEER SUPPORT FROM PEOPLE WHO UNDERSTAND THE WORK

Whether you're processing a difficult interaction, feeling the weight of burnout or looking for guidance on next steps, we can connect you to experienced listeners and relevant community resources. By offering early support and connection, CALM aims to prevent burnout and reduce the risk of crises—supporting a healthier, more sustainable workforce for the children and families who depend on us.

## ABOUT OUR STAFF



Master's level  
clinicians



Mental health consultants  
who are experienced early educators



Clinically trained  
and supported

## Contact CALM: Services available in English and Spanish

### **Call Us: 617-437-8688**

Listeners are available Monday through Friday, 8am to 6pm. If you leave a voicemail, our team will return your call as soon as possible.

### **Text Us: 617-437-8688**

Connect with our team via text for support or to setup a time to speak by phone.

### **Submit an Online Form: [thehome.org/cec-calm](https://thehome.org/cec-calm)**

Fill out a short intake form to schedule a call from the CALM team.

### **Email Us: [CALM@thehome.org](mailto:CALM@thehome.org)**

Contact us via email to connect with a team member who will assist you in scheduling a call.



## About The Home for Little Wanderers

For over 225 years, The Home for Little Wanderers has helped build stable lives and hopeful tomorrows for children and their families. Our 30+ community-based and residential programs serve thousands of youth, from birth to age 26, who are in at-risk circumstances. Many of these children have experienced abuse, neglect, trauma or a disrupted family life. As the oldest child welfare agency in America, we provide them with safe surroundings, permanent loving relationships and a secure path toward a better, brighter future.

The Caregiver Assist Line of Massachusetts is made possible by

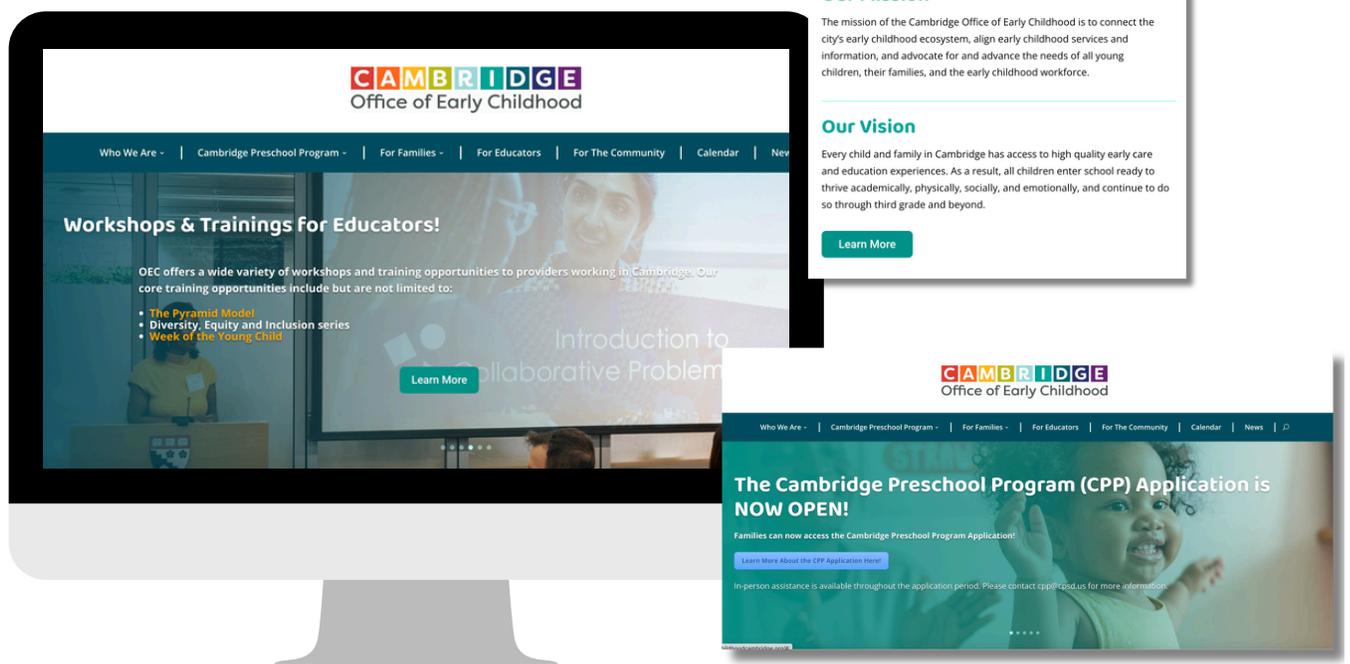


# Cambridge Office of Early Childhood

## OEC WEBSITE

**Need information on all things Early Childhood in Cambridge?  
Visit the Cambridge Office of Early Childhood website!**

[www.earlychildhoodcambridge.org](http://www.earlychildhoodcambridge.org)



## What Information Can I Learn From The OEC Website?

[www.earlychildhoodcambridge.org](http://www.earlychildhoodcambridge.org) is a one-stop-shop for the Cambridge community to access information and resources related to early childhood education and programs. The new website culminates a rebranding process for the Office of Early Childhood, formerly known as the Cambridge Birth to 3rd Grade Partnership.

The website includes but is not limited to:

- About Us & Contacts
- Announcements & Events
- The Cambridge Preschool Program
- Career Pathways
- Child Care Resources
- COEC Contact Information
- Collaborating Organizations
- CPS Programs
- Early Learning & School Readiness
- Educator Resources
- Paying For Childcare
- Preschool Scholarships
- Professional Development
- Program Quality Improvement
- Publications
- Research & Evaluation
- Workshops & Trainings

# Cambridge Office of Early Childhood



## OEC Leadership

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# Cambridge Office of Early Childhood

## ABOUT US

The Cambridge Office of Early Childhood (OEC) is a collaborative office whose work and team are shared jointly by the City of Cambridge and Cambridge Public Schools.

### Our Mission

The mission of the Cambridge Office of Early Childhood (OEC) is to **connect** the city's early childhood ecosystem, **align** early childhood services and information, and **advocate** for and **advance** the needs of all young children, their families, and the early childhood workforce.

### Our Vision

Every child and family in Cambridge has access to high-quality early care and education experiences. As a result, all children enter school ready to thrive academically, physically, socially, and emotionally, and continue to do so through third grade and beyond.

### Our Commitment To Equity

All children have the right to equitable early childhood experiences that enable them to achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators and family support staff have a professional obligation to advance equity. They can do this best when they are effectively supported by the settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable opportunities for children and their families. ([Adapted from NAEYC's Position Statement on Advancing Equity](#))

**CAMBRIDGE**  
Office of Early Childhood

#### Cambridge Office of Early Childhood

1972 Massachusetts Ave  
2<sup>nd</sup> Floor  
Cambridge, MA 02140

#### Hours:

Monday-Friday  
8:00am-4:30pm

#### OEC Contact Info:

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617-349-6466

#### CPP Contact Info:

cpp@cpsd.us  
617-349-1798