U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150006

Gramts.gov Tracking#: GRANT11757350

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 14, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
10/10/2014	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	10/06/2014	7. State Application Identifier:	

8. APPLICANT INFORMATION:

* a. Legal Name:	The Connecticut Office of Early Childhood

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
06-6000798	0791025300000

d. Address:

* Street1:	165 Capitol Avenue
Street2:	
* City:	Room G29
County/Parish:	Hartford County
* State:	CT: Connecticut
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	06106-1659

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Ms.	* First Name:	Loree
Middle Name:			
* Last Name:	Armstrong		
Suffix:			

Title:	Authorized Organization Representative

Organizational Affiliation:

* Telephone Number:	860-713-6411	Fax Number:	860-713-7054

* Email:	loree.armstrong@ct.gov

Tracking Number:GRANT11757350 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-10T13:57:47-04:00

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number 84.419B

13. Competition Identification Number:

84 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

AreasAffectedbyProject.pdf | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Quality First: Expanding and Improving Connecticut???s State Preschool Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Tracking Number:GRANT11757350 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-10T15:57:47-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: CT-001 * b. Program/Project: ALL

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

17. Proposed Project:

* a. Start Date: 01/01/2015 * b. End Date: 12/31/2018

18. Estimated Funding ($):

* a. Federal	47,566,327.00
* b. Applicant	0.00
* c. State	(b)(4)
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 10/06/2014.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Ms.
* First Name:	Loree
Middle Name:	
* Last Name:	Armstrong
Suffix:	
* Title:	Authorized Organization Representative
* Telephone Number:	860-713-6411
Fax Number:	860 713 7654
* Email:	Loree.Armstrong@ct.gov
* Signature of Authorized Representative:	Loree Armstrong
* Date Signed:	10/10/2014

Tracking Number:GRANT11757350 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-10T13:57:47-04:00

Areas Affected by Project:

Bridgeport, Fairfield County CT

Derby, New Haven County CT

East Haven, New Haven County CT

Griswold, New London County CT

Groton, New London County CT

Hamden- New Haven County CT

Hebron- Tolland County CT

Killingly- Windham Count CT

Manchester- Hartford Count CT

Naugatuck- New Haven County CT

Seymour- New Haven County CT

Torrington- Litchfield County, CT

Vernon- Tolland County CT

Wolcott- New Haven County CT

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Deree Armstrong	Authorized Organization Representative
APPLICANT ORGANIZATION	DATE SUBMITTED
The Connecticut Office of Early Childhood	10/10/2014

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT11757350 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-10T13:57:47-04:00

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name:* N/A

** Street 1:* N/A *Street 2:*

** City:* N/A *State:* *Zip:*

Congressional District, if known:

6. * Federal Department/Agency:

N/A

7. * Federal Program Name/Description:

Preschool Development Grants

CFDA Number, *if applicable:* 84.419B

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: ** First Name:* N/A *Middle Name:*

** Last Name:* N/A *Suffix:*

** Street 1:* *Street 2:*

** City:* *State:* *Zip:*

b. Individual Performing Services (including address if different from No. 10a)

Prefix: ** First Name:* N/A *Middle Name:*

** Last Name:* N/A *Suffix:*

** Street 1:* *Street 2:*

** City:* *State:* *Zip:*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Karen Armstrong

***Name:** *Prefix:* ** First Name:* N/A *Middle Name:*

** Last Name:* N/A *Suffix:*

Title: **Telephone No.:** **Date:** 10/10/2014

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT11757350 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-10T13:57:47-04:00

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPAprovisions.pdf | Delete Attachment | View Attachment

The Connecticut Office of Early Childhood ensures that children with special needs will receive equitable access to the programs and services funded under this Preschool Development Grant. The grant requires that all classrooms funded through this grant include at least as many children with disabilities as the national or state average (whichever is higher). For Connecticut, that translates into 6.9%. Since our classrooms will be no larger than 18, we will require that at least one and preferably two children per classroom be children with Individualized Education Programs (IEPs). Children with disabilities will be included in these grant-funded State Preschool Program classrooms in natural proportions.

The grant is limited to four-year olds whose families are at 200% of the Federal Poverty Line or less. Therefore only children who are at least 3.9 years of age at the beginning of the school year can be enrolled.

Each Subgrantee will be required to conduct outreach activities to ensure that the children enrolled in these classes represent the diversity of their local community in terms of gender, race, national original, and color.

The steps to be taken are:

1. MOUs will be signed with each Subgrantee reiterating the information above
2. No funding will be provided to the Subgrantees until they can document that these requirements have been met.
3. Ongoing monitoring will ensure that each classroom funded under this grant continues to maintain the desired mix of students as described above.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The Connecticut Office of Early Childhood

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Coree Middle Name:

* Last Name: Armstrong Suffix:

* Title: Authorized Organization Representative

* SIGNATURE: Coree Armstrong * DATE: 10/10/2014

Tracking Number:GRANT11757350 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-10T13:57:47-04:00

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: EDAbstractForm.pdf | Delete Attachment | View Attachment

Tracking Number:GRANT11757350 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-10T13:57:47-04:00

Project Abstract

Project Name: Quality First: Expanding and Improving Connecticut's State Preschool Program

Applicant: Office of the Governor, State of Connecticut

Overview of Proposed Project: Connecticut's ambitious and achievable plan will build off our existing strong state preschool infrastructure to expand access to high-quality State Preschool Programs for 428 children and to improve the quality of State Preschool Programs for another 284 children, for a total of 712 four-year-olds who are at or below 200 percent of the Federal Poverty Line in 14 high-need communities. Having a strong infrastructure of State Preschool Programs that has successfully expanded access twice in the last two fiscal years allows us to place children in high-quality preschool programs quickly and efficiently.

High-quality components, as defined in this grant, will be foundational to this project. Connecticut's plan will enhance quality in areas the state has longed to improve. Connecticut will improve quality by:

- offering comprehensive services in our State Preschool Programs;
- offering teacher compensation equal to K-12 teachers;
- deepening family engagement practices at the local level;
- forging a seamless birth-through-third-grade continuum at the local level; and
- enhancing our professional development system to offer more targeted and individualized coaching, mentoring and consultation designed to meet the unique needs of programs and teachers.

Project Objective

The primary objective is the expansion and improvement of high-quality State Preschool Programs to four-year-old children whose families have incomes at or below 200 percent of the Federal Poverty Line.

Key State Activities:

1. Complete MOUs with Subgrantees; issue grant awards; initiate payments
2. Conduct media and outreach campaign to reach out to all parents of eligible children
3. Ensure that eligible homeless children and children living in foster homes are given priority for improved and expanded preschool slots
4. Ensure children with disabilities are included in classrooms with new or improved preschool slots
5. Issue an RFP and contract for a third-party evaluation of this project
6. Hire two new Office of Early Childhood staff for family engagement/community outreach and quality, accountability and reporting
7. Implement CLASS training for school readiness liaisons and others identified by the Subgrantees

8. Initiate Continuous Quality Improvement process with Subgrantees
9. Initiate community collaboration and family engagement process with Subgrantees

Key Subgrantee Activities:

1. Complete MOUs with the Office of Early Childhood
2. Use local decision-making process to select early learning providers and issue sub-awards
3. Use start-up funding to ensure that classrooms are ready by September 2015
4. Ensure new staff are hired and trained prior to September 2015
5. Arrange contracts or MOUs for additional comprehensive services
6. Conduct local outreach to all families of eligible children
7. Provide ongoing monitoring and supervision of all classrooms of new and improved slots
8. Participate in continuous quality improvement process with the Office of Early Childhood
9. Participate in community collaboration activities with the Office of Early Childhood
10. Participate in family engagement activities with the Office of Early Childhood

Proposed Project Outcomes

Children participating in this project will be better prepared upon kindergarten entry. Providing comprehensives in State Preschool Programs will ensure early identification of children with special needs and ensure that all children are healthy and thriving upon kindergarten entry. Connecticut families will be better informed and engaged in how best to support their children's healthy development. Connecticut will be better equipped to recruit, develop and retain highly trained and skilled early learning teachers by increasing compensation. Communities will be better off because their children will be healthy, thriving and ready for lifelong success.

Subgrantees and Collaborating Organizations

The Subgrantees are the school readiness councils in: Bridgeport, Derby, East Haven, Griswold, Groton, Hamden, Hebron, Killingly, Manchester, Naugatuck, Seymour, Torrington, Vernon, and Wolcott. The following state agencies and organizations will serve as collaborative partners in Connecticut's effort to deliver high-quality preschool to our high-need children: the State Department of Education, Connecticut Birth to Three, Department of Children and Families, University of Connecticut, Connecticut Early Childhood Cabinet, and the Connecticut Early Childhood Consultation Project.

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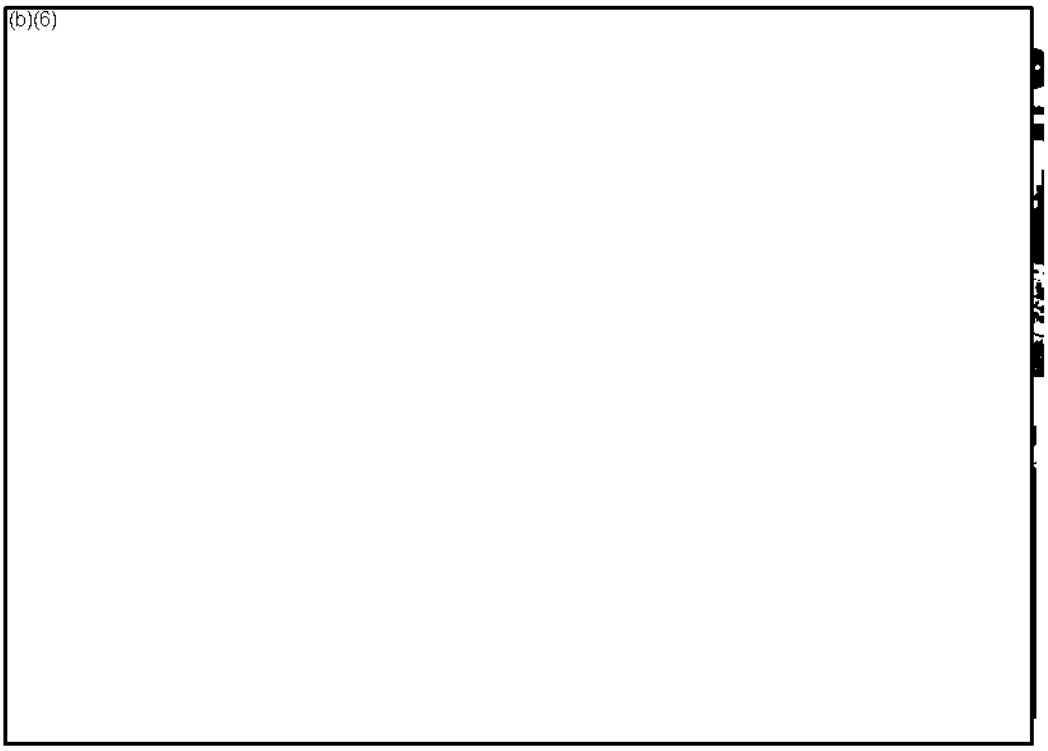
Connecticut Office of Early Childhood

2014 PRESCHOOL DEVELOPMENT GRANTS

EXPANSION GRANT APPLICATION

CFDA 84.419B



Submitted by:

Dannel P. Malloy
Governor

Myra Jones-Taylor
Commissioner

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"If we make high-quality preschool available to every child, not only will we give our kids a safe place to learn and grow while their parents go to work, we'll give them the start that they need to succeed in school, and earn higher wages, and form more stable families of their own. In fact, today, I'm setting a new goal; By the end of this decade, let's enroll 6 million children in high-quality preschool. That is an achievable goal that we know will make our workforce stronger."
— U.S. President Barack Obama, October 2, 2014

"One of the best ways to make sure our children can be successful in life is to make sure that all of them have access to a high-quality early learning experience."
— Connecticut Governor Dannel P. Malloy, May 5, 2014

A. **Executive Summary (10 points)**

Connecticut will use the Preschool Development Grant – Expansion Grant to build on the strong infrastructure of our existing State Preschool Program. This strong foundation has translated into high national rankings for Connecticut. The National Association for the Education of Young Children (NAEYC) accreditation criteria and process are utilized as an indicator of quality among many states with state-funded preschool programs. Connecticut ranks as third in the nation for the total number of NAEYC-accredited programs in a state, coming in just under California and Massachusetts, two states with much larger populations than ours. And Connecticut is *first* in the nation when it comes to the number of NAEYC-accredited programs per capita. The National Institute for Early Education Research (NIEER) also ranks Connecticut as third in the nation for investment in early care and education programs and third in the nation for providing access to early care and education. Connecticut is very proud of these rankings, but as a state that values continuous quality improvement, we know we can do even better for our young children and families.

We see this grant as an unparalleled opportunity to invest in areas that will greatly enhance the quality of our existing State Preschool Programs. Connecticut's ambitious and achievable plan will build off our existing strong state preschool infrastructure to expand access to high-quality State Preschool Programs for 428 children and to improve the quality

of State Preschool Programs for another 284 children, for a total of 712 four-year-olds who are at or below 200 percent of the Federal Poverty Line in 14 high-need communities.

In addition, Connecticut's plan will enhance quality in areas the state has longed to improve. Connecticut will use this grant to improve quality by:

- offering comprehensive services in our State Preschool Programs;
- offering teacher compensation equal to K-12 teachers;
- deepening family engagement practices at the local level;
- forging a seamless birth-through-third-grade continuum at the local level; and
- enhancing our professional development system to offer more targeted and individualized coaching, mentoring and consultation designed to meet the unique needs of programs and teachers within those programs.

Having a strong infrastructure of State Preschool Programs that has successfully expanded access twice in the last two fiscal years will allow us to place children in high-quality preschool programs quickly and efficiently. The state has identified communities in which high-quality preschool programs, as defined by the grant, will be ready for eligible children in September of 2015. The state will devote January – September 2015 doing the following:

- finalize Memoranda of Understanding with Subgrantees, as required under this grant;
- support local communities as they establish Memoranda of Understanding or contracts between State Preschool Program early learning providers and providers of comprehensive services, as defined in this grant;
- hire a family engagement/community outreach specialist who will work with communities to design meaningful, culturally appropriate family engagement approaches and practices that meet their individual needs;
- hire a grant accountability, quality and reporting coordinator to coordinate monitoring, professional development and reporting under this grant;

- work with high-need communities to identify the family child care providers, center-based providers, IDEA Part B Section 619 and Part C providers and home visitors serving infants and toddlers, as well as public elementary schools in the selected high-need communities to assess current relationships and collaborations that provide for a birth-through-third-grade continuum. The assessment will be used to identify any gaps in data, resources and information and how to address them;

- ensure that an appropriate array of professional development is available for Subgrantees to purchase for instructional staff covered under this grant;

- increase full-time equivalents of school readiness liaisons for each Subgrantee.

The remainder of the four years will be spent implementing the plans found below and in sections C – G.

(1) Build on the State's progress to date as demonstrated in selection criteria (B); Connecticut's State Preschool Program

Our existing program expectations align quite well with the stated purposes of this grant. The Connecticut General Statutes articulate the state's expectations for all communities participating in the State Preschool Program:

(a) provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;

(b) provide opportunities for parents to choose among affordable and accredited programs;

(c) encourage coordination and cooperation among programs and prevent the duplication of services;

(d) recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;

(e) prevent or minimize the potential for developmental delay in children prior to their reaching the age of five;

(f) strengthen the family through: 1) encouragement of parental involvement in a child's development and education; and 2) enhancement of a family's capacity to meet the special needs of the children, including children with disabilities;

(g) reduce educational costs by decreasing the need for special education services for school age children and avoiding grade repetition;
(h) assure that children with disabilities are integrated into programs available to children who are not disabled; and
(i) improve the availability and quality of school readiness programs and their coordination with the services of child care providers.

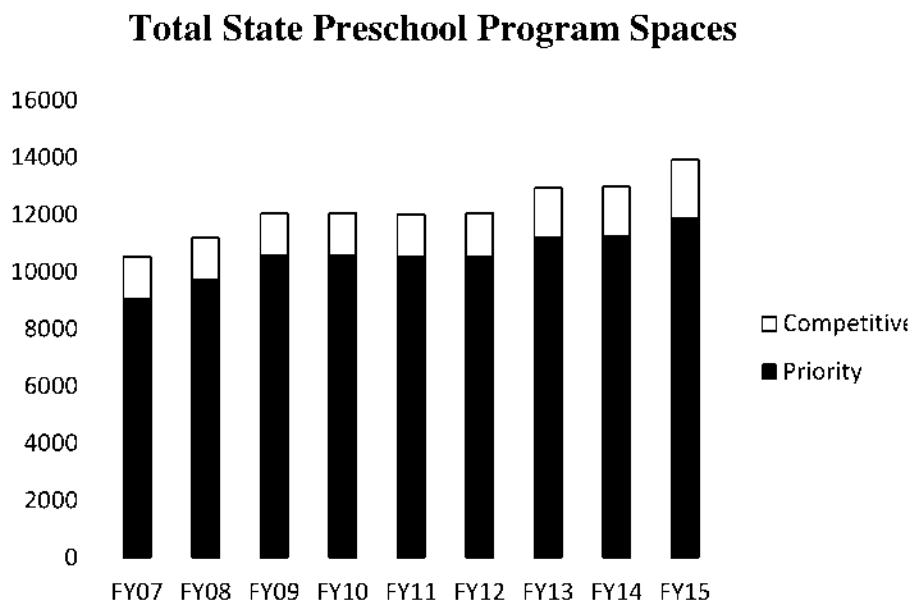
Investments

Connecticut has made a strong commitment to the young children of the state for many years. The clearest testament to this commitment came with the creation of the Office of Early Childhood in 2013 by Executive Order, and put into statute in the 2014 legislative session with passage of Public Act 14-39. This cabinet-level agency has complete statutory and budgetary authority over state early childhood programs and services, including the State Preschool Programs, the child care subsidies from the Child Care and Development Block Grant (CCDBG), licensing, and the majority of home visiting services. Already in its second year of operation, the Office of Early Childhood has made changes to its CCDBG plan to better align our policies to the needs of our most vulnerable children and families. It has also shifted policies to provide greater opportunity for the early education workforce to enhance their skills through higher education and high-quality professional development. See Appendix #1 – Office of Early Childhood Table of Organization.

Financial Investment

Since 1997, Connecticut has made considerable state investment in its high-quality State Preschool Programs for three- and four-year-olds – now budgeted at $ (b)(4) per year in state Fiscal Year 2015. The state increased the number of State Preschool Program spaces five times since State Fiscal Year 2007. In the most recent expansion, the Governor proposed and the legislature approved, expanding State Preschool Programs by 1,020 spaces. That brings the current total of spaces to 14,425 (including those spaces that are used as wrap-around or extended day). See the table below. The Governor has proposed expanding by an additional 3,000 spaces by 2019 at an additional investment of

nearly $(b)(4) According to the 2013 NIEER "State Preschool Yearbook", Connecticut ranked third behind only the District of Columbia and New Jersey in spending per child for state preschool programs. Section B (2) offers more detailed information about how spaces have been allocated to two types of communities: Priority and Competitive.



Legislation

Along with financial investment has been the active support of our General Assembly in passing legislation, as described in Section B (3). Two major legislative accomplishments of 2014 were the enactment of the Office of Early Childhood into law and the establishment of a 10-year Smart Start initiative to expand the number of state-funded public school preschool programs.

Early Learning and Development Standards

As described throughout many sections of this application, the Office of Early Childhood developed the Connecticut Early Learning and Development Standards (CT ELDS) which

set forth what children from birth to age five should know and be able to do across eight domains of development and learning. These standards are intended to inform families, teachers, caregivers and other professionals about common developmental and learning progressions so that they can work together to better support children's early learning and growth. The standards, organized by domain, contain sub-categories within each domain which articulate a series of skills and abilities that build upon each other as children grow and learn. Within each learning progression are indicators of what children should know or be able to do at the end of each of the age ranges. See Appendix #2 – CT Early Learning and Development Standards.

Quality

All State Preschool Programs must attain NAEYC accreditation or Head Start approval. New programs have three years after first receiving state funds to complete the accreditation process. In the meantime, they must complete a "School Readiness Preschool Program Evaluation" and Early Childhood Environmental Rating Scale each year until they receive accreditation.

The Accreditation Facilitation Project, now administered by the Office of Early Childhood, has been instrumental in assisting programs, including programs for children supported by IDEA Part B preschool funds, to become NAEYC accredited. Moving forward, the state is building on the "quality" and "improvement" components of its Quality Rating and Improvement System (QRIS) to include the development of a statewide professional development program for early childhood professionals, recently approved Core Knowledge and Competency (CKC) standards for other early childhood professional to complement the existing CKCs for teachers, increase in the frequency of licensing inspections, and funding to improve early childhood facilities detailed in Section B(4).

Our structure for implementing a quality improvement system will be issuing a Request for Proposals during Spring 2015 to contract with a single coordinating agency who will then subcontract for five "hubs" to deliver training and technical assistance aligned with

Connecticut's QRIS Standards, Criteria and Indicators (See Appendix #6 – QRIS Standards, Criteria and Indicators) to a wide variety of early childhood professionals, including State Preschool Program staff. When that structure is operational beginning July 2015 the Office of Early Childhood will ensure that high-quality professional development and NAEYC accreditation assistance for the Subgrantees and their early learning providers is available through the regional hubs and that the Subgrantees are prioritized for those professional development and technical assistance services.

Coordination of preschool programs and services

The Early Childhood Cabinet (this is also our State Advisory Council), chaired by the Commissioner of the Office of Early Childhood, serves as a central point of coordination and communication regarding programs and services across the state. As described in Section B(5) many of these programs are now, or will soon be, housed within the Office of Early Childhood such as State Preschool, Head Start state supplement, the Child Care Development Block Grant, the Head Start Collaboration Office, and IDEA Part C and Part B Section 619. The Early Childhood Cabinet will concentrate on homeless families with young children this coming year, attempting to focus the efforts of multiple agencies around this very vulnerable population.

Coordination at the State and Local Levels with other sectors.

Connecticut has a long history of local collaborations for early childhood, starting in the 1980s with local Health-Education Collaboratives that predated IDEA Part C. In 1996, IDEA Part C legislation created the State Interagency Coordinating Council and local Interagency Coordinating Councils to advise and assist the IDEA Part C lead agency on issues related to children with disabilities from birth to age five. In 2000, the William Caspar Graustein Memorial Fund (WCGMF) established the Discovery Initiative, offering funding to 53 towns for early childhood planning and implementation. The state has contributed a match to that initiative for the past seven years which totals $(b)(4) annually. In 2006, the first Early Childhood Education Cabinet and Early Childhood Investment Council produced a blue print for Connecticut called "Ready by Five, Fine by Nine." In 2010, WCGMF initiated the "Right From the Start" initiative to bring together a

loosely knit network of 50 individuals and organizations to create their vision of what a Connecticut Early Childhood System that works for children and families and communities would look like. The WCGMF wanted to insure that community voices were lifted up in addressing key early childhood issues in the state. And, rather than concentrating on preschool, the network quickly adopted a motto of "Early is good, earlier is even better" and took a pre-natal to age five view of early childhood. Since its formation in 2013 and creation in statute in 2014, the Office of Early Childhood is engaged with many ongoing state collaboration initiatives as described in Section B(6) and our State Preschool Programs are required to have a plan for collaboration with other community programs and services which will be enhanced even further through this grant.

(2) *Provide voluntary, High-Quality Preschool Programs for Eligible Children through subgrants to each Subgrantee in two or more High-Need Communities;*
The Preschool Development Grant will allow the state to reach 712 more eligible children in 14 high-need communities.

Unique to the Connecticut State Preschool Program, are school readiness local councils. These school readiness councils, by state law, are comprised of the chief elected official for the town, the superintendent of schools, parents, and representatives from local early childhood programs such as Head Start, Family Resource Centers, nonprofit and for-profit early care and education centers, group child care homes, prekindergarten and nursery schools, and family child care providers, health care providers, and others in the community who provide services to young children. Each local council has received some quality enhancement funds each year to employ a full-time or part-time school readiness liaison to act as the single point of contact for the Office of Early Childhood and for the early learning providers in the administration of the State Preschool Program.

Since 1997, State Preschool funding has been allocated to school readiness councils in two types of high-need communities. Nineteen Priority Communities, such as Bridgeport, have received the largest percentage of the available funding. These are 19 communities with the highest rates of students receiving Free or Reduced School Meals,

lowest rates of maternal education, and lowest student state mastery test scores. The school readiness councils in these 19 Priority Communities now receive 86 percent of the funding that supports 13,935 three- and four-year-olds. The remaining 14 percent of the funding is granted to the school readiness councils in 49 other communities that are either among the 50 poorest towns in the state and/or who operate one or more schools in which at least 40 percent of the students are eligible for Free and Reduced School Meals and are referred to as "competitive" communities. This fiscal year, 2,042 three- and four-year-olds are supported with State Preschool Funding in these communities. The comparison of spaces between Priority and Competitive communities for the last five years is illustrated in the table below:

State Preschool Slots by Fiscal Year

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Priority Communities	9,077	9,738	10,573\	10,575	10,532	10,539	11,219	11,230	11,893
Competitive Communities	1,466	1,467	1,475	1,499	1,491	1,521	1,724	1,761	2,042
Grant Total	10,543	11,205	12,049	12,074	12,023	12,060	12,944	12,990	13,935

Connecticut has selected 13 of these Competitive Communities and one Priority Community to receiving funding from this grant. The school readiness council in each of these communities will serve as the Subgrantees. Once the Competitive Communities were selected, we then decided to include our largest Priority Community, Bridgeport. Section D contains a profile of each of the 14 high-need communities selected for this grant, as well as information about how they were selected.

The Preschool Development Grant will allow Connecticut to provide more voluntary high-quality preschool programs in all of these communities – the 13 Competitive Communities whose increasing rates of childhood poverty have outpaced the state's current funding for State Preschool spaces and one of our Priority Communities which has consistently shown the greatest unmet need for additional State Preschool spaces.

(3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new and the improvement of existing State Preschool Program slots;

Each year of this grant, Connecticut seeks to increase preschool spaces for 428 eligible four-year-olds and to improve 284 existing preschool spaces for eligible four-year-olds. (See Table A in the Excel spreadsheet). This represents an 8.5 percent increase in the percentage of eligible four-year-olds served in high-quality State Preschool Programs compared to all four-year-olds currently served in State Preschool Programs and a 5 percent increase compared to all three- and four-year-olds currently served in State Preschool Programs. Over the four years of the grant, 2,848 eligible four-year-olds will be enrolled.

(4) Have all the characteristics specified in the definition of High-Quality Preschool Programs;

Connecticut will be able to address all characteristics of a high-quality preschool program required for eligible children to be served through expansion or improvement spaces funded through this grant. Those characteristics are:

a. *High staff qualifications.* Early childhood workforce legislation in Connecticut requires state-funded programs to designate one teacher per classroom as meeting the educator requirement. TAs of July 2015, 50 percent of these teachers in State Preschool Programs must have a bachelor's degree with a concentration in early childhood or a bachelor's degree with the state's Early Childhood Teacher Credential (ECTC) or public school certification with a preschool endorsement. There are two routes to the ECTC; the traditional full early childhood concentration degree path or the individual review path for those with other bachelor degrees but with rich experience working in the field of early childhood. A recent analysis of our workforce registry indicates that the 51 percent of teachers now hold appropriate qualifications. By July, 2020 each classroom in every State Preschool Program must have a qualified teacher meeting the bachelor's degree requirement as described above. **All preschool classrooms funded by this grant will have teachers who**

hold a bachelor's degree in early childhood or hold the appropriate public school certification endorsement or have a bachelor's degree and the ECTC. This will assist in accelerating our 2020 target. This federal grant will advance the quality of our workforce even further by requiring compensation commensurate with K-12 teachers.

b. *High-quality professional development.* High-quality early childhood professional development in Connecticut is designed, delivered, and evaluated based on adult learning theories, current research, and models. Core components foundational to effective professional learning include:

- Building on what educators already know to enhance their knowledge, skills, and perceptions about teaching and learning.
- Aligning the content to the needs of the learner and the goals of the setting in which children are served.
- Designing experiences that allow for active engagement, metacognition, application, self-assessment of skills, opportunities to engage in ongoing feedback and ongoing support.
- Providing for practical application in a job-embedded opportunity to learn from and collaborate with others such as peers, coaches, and mentors through modeling, reciprocity in a feedback, and goal setting.
- Assessing personal learning through self-assessment of competency development as well as actively engaging in evaluative assessment with program leadership.

The design, delivery, and assessment of professional learning must be rooted in core competencies and delivered by approved facilitators that hold the competencies needed to address learning needs. High-quality professional development is a cornerstone to a high-quality professional development system that has quality assurance measures to ensure effectiveness at the individual level as well as ensures the facilitator and the content is appropriate. Section B (4) contains more detailed information on Connecticut's workforce development design.

Included in our high-quality plan for this grant is ensuring that each Subgrantee will be able to purchase professional development for all personnel who will be participating in this grant to include at least three full days of training in topics such as the CT Early Learning and Development Standards, social-emotional development, Scientifically Based Interventions (response to intervention), and special education assessment and referral. These intentionally designed professional development modules will be followed by seven three-hour sessions of on-site coaching and mentoring for each classroom to maximize effect. The Connecticut Early Learning and Development Standards and the Core Knowledge and Competencies for early childhood teachers will be the foundation for our professional development. See Appendix #3 – Core Knowledge and Competencies.

Initial training in 2015 will be arranged through the state's regional educational service centers or other professional development providers. The plan for the second through fourth years of the grant will be to shift the locus of that training and technical assistance to the five regional quality improvement hubs.

c. *Child to instructional staff ratio of no more than 10 to 1.* Connecticut licensing regulations requires a ratio of 10 to 1 and the Office of Early Childhood recommends our State Preschool Programs maintain a ratio of 9 to 1 for current State Preschool Programs. The MOUs with the Subgrantees of this grant will specify no more than a 9 to 1 instructional staff ratio.

d. *Class size of no more than 20 with, at a minimum, one teacher with high staff qualifications.* Connecticut licensing regulations require a class size of no more than 20 and the Office of Early Childhood recommends our State Preschool Programs maintain an even lower class size of 18 for current State Preschool Programs. The MOUs with the Subgrantees of this grant will specify class sizes of no more than 18.

e. *Full-Day program.* 85 percent of State Preschool spaces are currently full-day, as defined by this grant (a school day, minimum 5 hours of instruction.) In fact, 67

percent of State Preschool Programs already exceed this requirement by offering a 10-hour day and year-round programs. All preschool spaces funded under this grant, whether expansion or improved, will meet or exceed the grant definition of full-day. Plans from our Subgrantees indicating that 63 percent of the new and improved spaces under this grant will offer 10-hour days and operate year-round. Year-round, 10-hour day programming matches the needs of Connecticut's working families and also helps to prevent summer learning loss.

f. *Inclusion of children with disabilities.* State Preschool Programs currently coordinate locally with preschool special education coordinators. Connecticut General Statutes 10-16o (9) requires that the State Preschool Program "assure that children with disabilities are integrated into programs available to children who are not disabled". A directive issued by the state in 2005 helps local State Preschool Programs understand how to best blend State Preschool funding with local and state special education funding to accomplish this type of inclusion. The directive requires that all State Preschool local councils establish a local policy to implement the requirements of the state law and the guidance provided. For purposes of this grant, we would ensure, through our MOUs, that our Subgrantees and their early learning providers (some of which are local districts) work closely with their local preschool special education coordinators to offer at least 6.9 percent of expansion spaces (the state's current percentage) but no more than 10 percent to eligible four-year-olds with Individualized Education Programs (IEPs). This would mean that children with disabilities would be included in natural proportions.

g. *Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards.*
State-funded preschool programs in Connecticut are required to adhere to program quality standards that address developmentally appropriate practice, cultural and linguistic responsiveness, the use of standards-driven evidence-based curricula, and rich learning environments. These quality assurance requirements including

achieving NAEYC accreditation or status as a Head Start approved program and an annual ECERS-R for programs in the process of achieving accreditation. In addition, all State Preschool Programs are required to implement curricular approaches that align to the state's early learning and development standards.

Connecticut's Early Learning and Development Standards (CT ELDS) for children ages birth to five were widely distributed to all early learning programs including school districts and preschool special education programs in the summer of 2014. The CT ELDS, along with our Core Knowledge and Competencies for early childhood teachers, will be the foundation for all professional development, as described in B(1).

h. *Individualized accommodations and supports so that all children can access and participate fully in learning activities.* As described in subsection "A(4)(i)" above, State Preschool Programs are required to implement developmentally appropriate practices which, by their nature, are individualized for children who are performing at varied developmental levels. Connecticut State Preschool Programs are typically a mix of three- and four-year- olds which further requires individualizing instruction across ages and developmental levels. Children with disabilities and health issues that do not require special education or related services do frequently need accommodations. This includes children with physical disabilities, diabetes, mild hearing loss, or other health conditions. All State Preschool Programs are required to provide such accommodations and formal 504 plans (under the Rehabilitation Act and the Americans with Disabilities Act) are also required in any preschool program receiving federal funding. These plans delineate the modifications and accommodations that will be needed for these students to have an opportunity perform at the same level as their peers. Therefore, any Subgrantee receiving funding from this grant will be required, under their MOU with the Office of Early Childhood, to ensure that children needing accommodations have a 504 plan developed between the program staff and the child's parents. Any child who is

eligible for special education and related services would receive those supports included on their Individualized Education Program (IEP).

i. *Instructional staff salaries comparable to the salaries of local K-12 instructional staff.* Currently, on average, the annual salary for teachers in our State Preschool Program $(b)(4) compared to the average starting salary of $(b)(4) for the state's K-12 teachers with a BA degree. **This grant will give Connecticut an unprecedented opportunity to increase teacher compensation for all teachers funded by this grant comparable to their colleagues in K-12.** Because this grant encourages mixed-age classes of three- and four-year-olds, as does Connecticut, and because Connecticut also encourages classes in which not all children's families are below 200 percent of the Federal Poverty Line, **the state will use its own funds to make up the difference between the portion of each teacher's salary increase that is covered by the federal grant and the portion that is not in improved classrooms.**

j. *Program evaluation to ensure continuous improvement.* Continuous quality improvement is an ideal process to ensure that preschool programs are systematically and intentionally improving services and increasing positive outcomes for children. Connecticut is already using such a system in our state home-visiting program that includes quarterly meetings with all programs to address issues raised by researchers, to interpret data, and to inform policy and practice. This ongoing assessment results in individual program improvement plans and site visits to monitor and provide training and technical assistance.

With the hiring of a grant accountability and reporting coordinator within the Office of Early Childhood under this grant and additional funding to the Subgrantees to increase the full-time equivalents of their local school readiness liaisons, we will pilot a continuous quality improvement process that works well for all State Preschool Programs. We will use the Classroom Assessment Scoring System (CLASS) to provide comprehensive data that will further effective classroom

practices. CLASS Observation Training and the CLASS Train-the-Trainer Program is included in our high-quality professional development plan to be funded under this grant. In addition, the Early Childhood Consultation Partnership (ECCP), an organization that will be providing behavioral health supports to all of the classrooms funded under this grant as an enhancement of the comprehensive services to be provided, already makes use of this tool extensively in their classroom consulting approach.

k. *On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development.*

Connecticut is a state of strong early childhood collaborations at the local level. Eleven of the fourteen communities selected to participate in the grant are Discovery Communities, a public-private partnership supported by the William Caspar Graustein Memorial Fund and the Office of Early Childhood that engages community partnerships and collaborations around young children's early development, including health and early literacy. Examples of those community plans are included in Appendix #4 – Discovery Community Plans. We will use the grant to build on the strength of those local level partnerships and plans and will assist those communities that have not been participating in the Discovery Initiative to develop their own plans in collaboration with local stakeholders.

Currently, State Preschool Programs collaborate with community providers that deliver comprehensive services as described in B(6). Eligible children served under this grant will be offered additional comprehensive services including screenings for hearing, vision, dental, health (including mental health), and development as well as referrals and assistance obtaining services, when appropriate; culturally and linguistically responsive family engagement opportunities (taking into account home language) and leadership opportunities such as a Parent Advisory Committee. Developmental screenings are available through Connecticut's Statewide Help Me Grow program administered by the United Way of Connecticut and funded by the

Office of Early Childhood. They will score, monitor, and track results from both the Ages and Stages Questionnaire (ASQ) and the Ages and Stages Questionnaire-Social Emotional (ASQ-SE).

The Office of Early Childhood will provide sufficient funding to those Subgrantees and the early learning providers funded under this grant so that they may partner, coordinate, or even contract with local Head Start grantees or other community agencies in order to ensure quality comprehensive approaches and services. **In programs in which there are classrooms that include eligible children as well as children not eligible under this grant, the Office of Early Childhood will provide additional state funding to cover enhanced comprehensive services for the non-eligible children in improved classrooms.**

A major strength of this grant is that the Office of Early Childhood will require that Subgrantees purchase behavioral health consultation services from the Early Childhood Consultation Partnership (ECCP), a statewide, evidence-based, mental health consultation program designed to meet the social and emotional needs of children birth to five in early care and education settings. The ECCP program builds the capacity of caregivers at the individual, family, classroom, or program-wide level, as described in Section E (5).

1. *Evidence-based health and safety standards.* According to Child Care Aware's 2013 publication "Ranking of State Child Care Center Regulations and Oversight", Connecticut child care licensing regulations address nine of ten basic health and safety standards. By July 1, 2015 Connecticut will hire 16 more child care licensing inspectors and two additional licensing supervisors in order to provide annual inspections of all licensed programs. We will work toward annual inspections of license-exempt programs accepting state child care subsidies by July 1, 2016. For the past year, Connecticut has worked with the National Association of Regulatory Authorities (NARA) to evaluate Connecticut's licensing regulations and processes and the state is revising its licensing regulations over the next 12 months to ensure

that all 10 areas of health and safety standards are addressed and that only evidence-based standards, i.e. those that are most effective in ensuring child health and safety, are retained.

(5) Set expectations for the school readiness of children upon kindergarten entry;

Connecticut's expectations for the school readiness of children upon kindergarten entry are defined by the state's Birth to Age Five Early Learning Development Standards across eight domains of development:

- cognition;
- social and emotional;
- physical and health;
- language and literacy;
- creative arts;
- mathematics;
- science; and
- social studies.

A more descriptive version of expected child outcomes for school readiness was developed by a large number of early childhood stakeholders in 2013 and adopted by the Connecticut Early Childhood Education Cabinet. This document states: "When families, communities, and schools work together to support school readiness, Connecticut's children will:

- Communicate their thoughts and feelings through words and actions
- Be attentive to their surroundings
- Learn by exploring
- Show curiosity
- Have positive relationships with children and adults and learn how to make friends
- Play, including pretend and interactive games
- Feel safe and valued
- Show respect for self and others
- Solve problems and resolve conflicts

- Make progress across all areas included in Connecticut's Early Learning and Development Standards: physical health and motor development; language and literacy; social and emotional development; creative arts expression; cognitive and general knowledge including science, mathematics and social studies; and approaches to learning."

(See Appendix #15 – What is School Readiness in CT?)

In terms of measuring child outcomes, Connecticut's current kindergarten entry inventory documents kindergarten teachers' opinions of children's skills in six domains:

- Language;
- Literacy;
- Numeracy;
- Physical/Motor;
- Creative/Aesthetic; and
- Personal/Social.

Teachers determine for each domain whether children demonstrate emerging skills, inconsistently demonstrate the skills, or consistently demonstrate the skills. As described fully in Section C, Connecticut is working with a consortium of states to develop a Kindergarten Entry Assessment (KEA) that will align with the Connecticut Early Learning and Development Standards. That new KEA will be ready for piloting in September 2105 with census administration planned for September 2016.

(6) Be supported by a broad group of stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils;

It is a strength of Connecticut's State Preschool Program that each high-need community selected for this grant has already established a school readiness local council. Connecticut is a state of 169 contiguous towns with no county or regional government structures. Local control over early childhood and education programs is extremely important in our state.

In addition to the local school readiness councils, described more completely in Section E, plans for expansion and improvement of State Preschool programs is broadly supported by a large number of stakeholder organizations, as evidenced by the letters of support included in this grant. These include:

- Parent and advocacy organizations such as: CT Voices for Children, Connecticut Parent Advocacy Center, Connecticut Parent Power, Connecticut Association for Human Services, and Connecticut Early Childhood Alliance;
- The Early Childhood Cabinet (our State Advisory Council);
- Philanthropic organizations such as the William Caspar Graustein Memorial Fund;
- Connecticut Business and Industry Association;
- 2-1-1 Child Care our state's child care resource and referral program operated by United Way of Connecticut;
- Educational Organizations such as the Connecticut Health and Education Facilities Authority, Connecticut Education Association, Family Resource Center Alliance, and Connecticut chapter of CASE (Council of Administrators of Special Education);
- State Early Childhood organizations such as Connecticut Association for the Education of Young Children;
- Legislative committees and commissions such as the Human Services Committee, Education Committee, Children's Committee, Appropriations Committee, the Poverty and Prevention Council, and the Commission on Children.

A list of support letters are found in the Appendix #5 – Letters of Support List.

Another strength of Connecticut's early childhood system is a public-private partnership with the William Caspar Graustein Memorial Fund (WCGMF). Eleven of our 14 high-need communities are community partners of the WCGMF Discovery Initiative that includes 61 communities. In these cities and towns, Discovery communities establish a collaborative structure for inclusive local decision making in which families are engaged as full partners. Members of the local collaborative table have access to an array of capacity building resources to support them in the development of a local early childhood plan. Through this process, community members develop the capacity to measure progress and identify the necessary stakeholders that must be engaged to ensure school success for every child.

(7) Allocate funds between infrastructure and Subgrantees;

This grant allocates no less than 95 percent of the funding directly to Subgrantees. We will use this opportunity to focus on 13 of our Competitive Communities as well as one of our Priority Communities to assist them in expanding access to high-quality State Preschool Programs for eligible four-year-olds and to improve the quality of existing state preschool spaces for eligible four-year-olds by increasing teacher qualifications and compensation, ensuring comprehensive services, and providing high-quality personnel development. Specifically, the grant seeks to expand by 428 preschool spaces for eligible four-year-olds and to improve 284 existing preschool spaces for eligible four-year-olds. (See Table A in the Excel spreadsheet.)

The Subgrantees that will be awarded funding for this grant will be school readiness councils of Priority and Competitive Communities, building upon the existing processes used for school readiness funding. Since funding to Connecticut municipalities does not require state agencies to procure services through a competitive bid process, funding will be awarded more efficiently and preschool services provided more quickly to children in need. Each school readiness council will then direct funding to selected early learning provider programs in their community. Start-up funding for new slots will be directed to the Subgrantees no later than July 1, 2015 and funding for expansion spaces will begin no later than September 1, 2015 or the start of the school year, whichever is earlier. Funding for improved spaces may begin as early as July 1, 2015 at the request of the Subgrantees. Funding for professional development for all Subgrantees will begin by July 1, 2015.

Five percent of the grant will be used for additional state infrastructure, including:

- One grant accountability and reporting coordinator within the Office of Early Childhood to oversee the continuous quality improvement activities as well as monitoring of all Subgrantees and accountability of all grant-funded programs and activities;
- One family engagement/community outreach specialist within the Office of Early Childhood to 1) support the communities with culturally and linguistically appropriate

outreach and communication efforts in order to ensure that all families in the communities including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children and continue to be engaged in their children's preschool education; and 2) to support the communities in deepening their collaboration with other early childhood and human service providers in their communities by conducting a needs assessment and facilitating four networking meetings per year in each community around effective family engagement strategies. Additional state funding will be directed to the Subgrantees for the purpose.

- The Office of Early Childhood will contract with a third-party evaluator for purposes of this grant. The plan is for a statistically valid number of eligible children enrolled in expansion or improved preschool spaces under this grant to be compared to an equal number of eligible four-year-olds in existing but unimproved State Preschool programs. Depending on the final enrollment numbers, a statistically significant sample size will be determined. The evaluation will include a September 2015 baseline assessment of the selected children in the areas of language, literacy, mathematics, and social skills; a mid-year observation of all children involved in the study; and a post-assessment in the late spring of 2015. We will seek to answer the question about whether eligible children in the expansion or improved spaces made more gains across those developmental domains than the eligible children in the existing State Preschool spaces. This evaluation will be funded by both this grant and by the Office of Early Childhood quality enhancement funding.
- CLASS Observation Training for school readiness council liaisons and other early learning providers as well as further training to enable five individuals to become CLASS trainers and affiliate with our five regional quality improvement hubs in 2015.

AMBITIOUS AND ACHIEVABLE PLAN: SECTION A

(Broad highlights of the plans in sections C through G and Competitive Priority 2. See those sections for rationales and timelines.)

Key Goal

Expand access to High-Quality Preschool Programs

Key Activities

To achieve the key goals of the plan, the state will be completing these activities:

KEY STATE ACTIVITIES:

1. Complete MOUs with Subgrantees; issue grant awards; initiate payments
2. Assist Subgrantees in establishing contracts or MOUs for additional comprehensive services
3. Conduct media and outreach campaign to assist Subgrantees in reaching out to all parents of eligible children living in their communities
4. Coordinate with the Department of Children and Families and the local McKinney-Vento coordinators in each community to ensure that eligible homeless children and children living in foster homes are given priority for improved and expanded preschool slots
5. Assist Subgrantees to coordinate with the LEAs' preschool special education coordinators to ensure that children with disabilities are included in all classrooms with new or improved preschool slots
6. Issue an RFP and contract for a third-party evaluation
7. Hire two additional staff for the Office of Early Childhood for family engagement/community outreach and accountability and reporting
8. Arrange CLASS training for school readiness liaisons and others identified by the Subgrantees
9. Initiate Continuous Quality Improvement process with Subgrantees
10. Initiate community collaboration and family engagement process with Subgrantees

To achieve the key goal of the plan, the Subgrantees will be completing these activities

KEY SUBGRANTEE ACTIVITIES:

1. Complete MOUs with the Office of Early Childhood
2. Use local process to finalize selection of early learning providers and issue sub-awards
3. Use start-up funding to ensure that classrooms will be prepared for September, 2015
4. Ensure new staff are hired and trained prior to September, 2015
5. Arrange contracts or MOUs for additional comprehensive services including the Early Childhood Consultation Partnership for mental health prevention and intervention supports.
6. Conduct local outreach to all families of eligible children to ensure that they are aware of the opportunities
7. Arrange transportation (six Subgrantees only) for eligible children
8. Ensure new staff are hired and trained prior to September, 2015
9. Enroll school readiness liaisons and others in CLASS training
10. Provide ongoing monitoring and supervision of all classrooms of new and improved slots
11. Participate in continuous quality improvement process with the Office of Early Childhood; ensure implementation by local early learning provider programs participating in this grant
12. Participate in community collaboration activities with the Office of Early Childhood
13. Participate in family engagement activities with the Office of Early Childhood; ensure implementation by local early learning provider programs participating in this grant

Financial Resources

In-kind: State salaries and fringe of Office of Early Childhood and State Department of Education staff assigned to all key state activities

State funding for State Preschool Improvement Slots

State funding for portion of Third-Party Evaluation

Grant funding: See budget narrative and budget tables for state infrastructure funds and Subgrantee funds.

Needs of Eligible Children

High-Need Children: The Office of Early Childhood will address the needs of all eligible children under this grant in the following ways:

1. 10-hour days and year-round programming for over 60 percent of eligible children to meet families' needs and to offer a higher dosage of enrichment activities and prevent summer learning loss;
2. Transportation will be provided in those communities that indicated it was necessary to reach isolated families;
3. Comprehensive services for early identification of remediable health or development concerns; and
4. Availability of the Early Childhood Consultation Partnership, a nationally-recognized statewide consultation model for early childhood mental health prevention and intervention.

Homeless children: The Early Childhood Cabinet will concentrate on homeless families with young children this coming year, attempting to focus the efforts of multiple agencies around this very vulnerable population. Particular focus will be on ensuring that these children have access to high-quality preschool. This area of concern was identified through discussions with the Governor and Lieutenant Governor. To move this effort forward, the Commissioner of the Office of Early Childhood has met with nonprofit housing organizations to discuss the specific needs of homeless families with young children. The Commissioner is also an Advisory Committee Member of Secure Jobs, a two-year demonstration pilot designed to increase the income of families transitioning from homelessness to housing by connecting them to the education, training and supports, including early care and education, the need to secure and maintain stable, competitive employment.

In recent years, Connecticut's early childhood programs have made conscientious efforts in outreach to homeless families and families at-risk of homelessness. Collaborative work continues through communities, homeless shelters and transitional housing staff, the Connecticut Coalition

to End Homelessness (CCEH), United Way of Connecticut, Care 4 Kids (Child Care Subsidy Program), Office of Early Childhood, Head Start State Collaboration Office, and the state Departments of Housing, Social Services, Office of Early Childhood, and Children and Families, to provide early care and education opportunities to homeless children, in ways to allow for consistent, safe and comprehensive care.

In Connecticut, during Fiscal Year 2013, the CCEH Homeless Management Information System (HMIS) had an unduplicated count of 1,113 children, ages birth to five years, served by Emergency Shelter and Transitional Housing programs. Of the 14 Subgrantee communities represented in this grant proposal, five have shelters that served 21 percent of this population, as reported in HMIS. The five communities are Bridgeport, Killingly, Shelton, Torrington and Vernon. Please note that children in shelters represent only a percentage of homeless children in the state. Many homeless families double-up with friends and relatives, find other temporary shelter, or live on the streets.

The impact of homelessness on a child's success in school and in life may be devastating. By providing high-quality preschool education to children, we establish a consistent place to learn and thrive and help support the child and their family in preschool and through the transition to kindergarten through third grade.

Children in child welfare: The Office of Early Childhood will collaborate with the Connecticut Department of Children and Families to develop a plan to identify children in foster care who currently are not enrolled in high-quality preschool and make sure they are enrolled a high-quality State Preschool Program or Head Start program, pursuant to Special Act 14-22. Currently there is no mechanism in place to ensure that all foster children in Connecticut are enrolled in a high-quality preschool. This plan will create that mechanism.

Dual language learners: The Office of Early Childhood is working with the University of Connecticut Center for Excellence in Developmental Disabilities, Education, Training and Research (UCEDD) to focus on the use of the CT ELDS with children with disabilities and children who are dual language learners. UCEDD will focus groups and a survey with home-based and center-based preschool programs to gain feedback about what would be most helpful

to providers and parents to aid them in using the CT ELDS with children with disabilities and children who are dual language learners.

Children with disabilities and delays: Statutory and budgetary authority for Part C and section 619 of Part B of IDEA will move from the State Department of Education and the Department of Developmental Services, respectively, to the Office of Early Childhood July 2015 to better align and coordinate policies, programs and services for children with disabilities and delays with all the policies, programs and services for young children in Connecticut managed by the Office of Early Childhood, including home visiting and State Preschool Programs.

B. **Commitment to State Preschool Programs (20 points)**

The extent to which the State has demonstrated commitment to develop or enhance the State Preschool Program infrastructure and its capacity to deliver and increase access to High-Quality Preschool Programs for Eligible Children, as evidenced by -

(1) *State Early Learning and Development Standards;*

Connecticut is now implementing comprehensive Birth to Age 5 Early Learning Development Standards (CT ELDS) following their release in the Spring of 2014. These standards, aligned with our state K-12 core standards, were developed through the work of the Connecticut Early Childhood Education Cabinet (Connecticut's State Advisory Council) and its Early Learning Standards Work Group. More than 100 state and national experts participated during the development process, helping to ensure a strong and comprehensive set of Early Learning and Development Standards. The National Accreditation for the Education of Young Children (NAEYC) facilitated a rigorous content validation study of our CT ELDS. Our standards are not only comprehensive and rigorous, but also developmentally, culturally and linguistically appropriate for children from birth to age 5. See Appendix #2 – CT Early Learning and Development Standards.

The CT ELDS set forth what children from birth to age 5 should know and be able to do across domains of development and areas of learning. For children ages three to five years old, there are eight domains: Cognition, Social and Emotional Development, Physical Development and Health, Language and Literacy, Creative Arts, Mathematics, Science, and Social Studies. The ELDS are designed to provide a foundation and common language to help families, communities and schools work together to support children's early learning and growth. The learning progressions within the CT ELDS promote:

- Equity for all children, through the setting of high, but appropriate expectations;
- High-quality early learning experiences, by providing clear goals and trajectories of learning;
- Provision of individual support, based on each child's growth and development;
- Families' understanding of what their children are learning and how they can support them;

- Teachers' understanding of age-appropriate content and approaches to children's learning; and
- Communication across sectors, based on the common goals for children.

As part of the development of the CT ELDS, Connecticut undertook an intensive, multi-step process to document the alignment between sets of learning standards, including the Head Start Child Development and Early Learning Framework, the state's K-12 Common Core Standards in Mathematics and English Language Arts, the 2011 National Research Council's Framework for K-12 Science Education and the National Council on Social Studies' 10 curricular themes. Additionally, a supplementary Dual Language Learning Framework is included within the CT ELDS to support professionals working specifically with children acquiring multiple languages.

The Office of Early Childhood is currently working with the University of Connecticut Center for Excellence in Developmental Disabilities, Education, Training and Research (UCEDD) to focus on the use of the CT ELDS with children with disabilities and children who are dual language learners. UCEDD is conducting focus groups and a survey with home-based and center-based preschool programs to gain feedback about what would be most helpful to providers and parents to aid them in using the CT ELDS with children with disabilities and children who are dual language learners.

The Office of Early Childhood is also partnering with the Center for Early Childhood Education (CECE) at Eastern Connecticut State University to develop web-based videos and related guidance on the CT ELDS to increase access and to support professional development, staff training, and workforce preparation. The guidance and related policies will address use of the CT ELDS as part of a cycle of intentional teaching involving aligned assessment tools, developmentally appropriate curriculum and instruction, and culturally and linguistically responsive practices.

The CT ELDS were created with the intent to provide information beyond standards and to address guidance for best practice. The Guidance Documents on evidence-based

strategies for children with disabilities and the supplemental Dual Language Learner Framework already included in the standards document will support teachers' thinking about challenging practices.

In addition to the Office of Early Childhood recently publishing and distributing copies of the CT ELDS, family action guides have been published with more general information about supporting children's development across domains and about the importance of screening. Posters have also been developed and printed, which include information from the CT ELDS. To date, the Office of Early Childhood has distributed approximately 21,800 CT ELDS books, 15,344 posters and 75,785 family guides to early childhood programs, family and community providers, public school special education directors, Section 619 Part C Birth to Three providers, libraries, institutes of higher education, and pediatrician's offices. In addition, support around using these resources to promote positive outcomes for children was provided through webinars reaching 750 live participants, and professional learning opportunities that reached approximately 500 early care and education providers, 85 early childhood program directors and consultants and 30 higher education faculty. The webinars are available on-demand on the Office of Early Childhood website and YouTube page with nearly 1,400 views.

(2) *The State's financial investment, if any, and the estimated number and percentage of children, including if known, the estimated number and percentage of Eligible Children, served in State Preschool Programs over the last four years;*

Connecticut's legacy of providing center-based child care services dates back to the late 1960s with the establishment of our Child Day Care Centers, which are supported with state funds and federal funds. In 1997, landmark legislation established the state-funded School Readiness preschool program. School Readiness and Child Day Care Centers are Connecticut's two major State Preschool Programs. Currently, they are two separate funding streams. Work is underway to align policies, implementation, and quality, with the plan to integrate them into a single program. The Office of Early Childhood will soon contract with a consultant to undergo a 12-month process to integrate our early care and education programs. See Appendix #16 – RFP Overview: Creating a Better System

of Early Care and Education for Connecticut. **This grant will refer to both programs as our State Preschool Program.**

Connecticut has expanded State Preschool Program spaces five times since Fiscal Year 2007. Spaces were expanded by 1,001 in Fiscal Year 2007, by 834 in Fiscal Year 2008, 932 in Fiscal Year 2009, and by 1,000 in Fiscal Year 2013. In the fifth expansion, this Fiscal Year 2015, the Governor proposed and the legislature approved expanding State Preschool by 1,020 spaces. The 1,020 were allocated to 46 of the state's lowest-income cities and towns.

Our Governor is committed to expanding State Preschool Program by an additional 3,000 slots by 2019 to achieve universal access to preschool in our poorest and highest-need areas of the state, at an additional investment of nearly $(b)(4)

In 2014 alone, Connecticut has invested deeply in early childhood. The Governor and Legislature included the following initiatives in the state budget:

- Expanded access to State Preschool Programs by **1,020 spaces** in our high-need communities. The annualized cost is $(b)(4)
- Increased funding of $(b)(4) for **preschool start-up costs**.
- Launched a $(b)(4) **10-year initiative to expand preschool in public schools.** This Smart Start initiative is a $(b)(4) 10-year investment in public preschool: $100 million in operating costs drawn from the federal Tobacco Settlement Trust Fund ($(b)(4) each year) and $(b)(4) in bonding for classroom renovations ($ in year one, and $(b)(4) in years two through ten). The legislation directs the Office of Early Childhood to administer these new public school preschool programs. The legislation also builds on quality by requiring that programs be NAEYC accredited within three years of the initial grant award, as is already required by our existing State Preschool Programs. Once operational, these public school preschools will also be considered part of our State Preschool Programs.

- Dedicated $(b)(4) in grants-in-aid for **minor capital improvements for our State Preschool Program facilities,** which builds on the $(b)(4) and $(b)(4) in the previous fiscal years for this purpose, respectively.
- Increased **State Preschool Program rates** by (b) percent for a cost of $(b)(4) to address quality and the cost of care.
- Increased **Care4Kids rates** by $(b)(4) for licensed early care and education centers accepting the child care subsidy. Rates will increase rates by 3 percent each year over a four-year period for a total increase of 12 percent.
- Increased funding of $(b)(4) for a **collective bargaining agreement with licensed family child care providers and unlicensed family, friend and neighbor**. This agreement only applies to those who accept Care4Kids. The new funding covers a Care4Kids 3 percent rate increase for licensed family child care providers, a wage increase for unlicensed family, friend, and neighbor, professional development opportunities, and other incentives. Care4Kids rates for licensed family child care providers will increase by 3 percent each year over a four-year period for a total increase of 12 percent.
- Expanded licensing staff by 27 to allow for **annual inspections** of centers, group and family child care homes and to increase the capacity to **process timely background checks** for a cost of $(b)(4)
- Increased funding by $(b)(4) for new **quality enhancements** and to support public schools seeking National Association for the Education of Young Children accreditation.
- Funding of $(b)(4) for **community preschool planning grants**.
- Funding of $(b)(4) for the Office of Early Childhood to develop a **plan to achieve universal preschool.**

Through these ongoing investments, Connecticut has laid a solid foundation to enhance our capacity to provide high-quality early learning and development services and to increase the number of high-needs children served by State Preschool Programs.

See Table B below and in the Excel spreadsheet for evidence of Connecticut's financial investment over the past four years in our State Preschool Programs and the number of Eligible Children (four-year-olds whose families have incomes at or below 200 percent of the Federal Poverty Line).

(3) *Enacted and pending legislation, policies, or practices that demonstrate the State's current and future commitments to increasing access to High-Quality Preschool Programs for Eligible Children;*

This continuum of investments and alignment culminated in the 2014 legislative session with passage of Public Act 14-39, which formally established the Office of Early Childhood, a separate cabinet-level agency that has full statutory and budgetary authority of early childhood programs formerly residing in the Departments of Education, Social Services, Public Health, and the Board of Regents. By bringing early childhood programs under one agency and looking not only at the structural features of high-quality programs but also examining the process of high-quality programming, Connecticut has a unique opportunity to focus on our youngest children and build a better trajectory for their lifelong success.

This new state agency, which has strong support from providers, business, philanthropy and other stakeholders, allows Connecticut to accomplish the following:

- Improve outcomes for young children through better access and quality
- Provide intentional outreach and streamlined information to families.
- Coordinate early childhood program and services.
- Align efforts to promote all aspects of child development.
- Avoid duplication and provide better value.
- Be accountable for quality and results.

The Division of Early Care and Education within the Office of Early Childhood oversees all of our State Preschool Programs, State-Funded Head Start, Care4Kids (our child care subsidy program), Workforce Development, Program Improvement, and Standards, Instruction, and Assessment. In addition, the Office of Early Childhood now oversees

licensing of preschool centers, family child care, group home care, and youth camps, as well as family support services and home visiting programs serving young children and their families.

Below is a history of major early childhood legislation.

CT Major Early Childhood Legislation		
Topic	**Year**	**Description**
Governance-Office of Early Childhood	2014	Statutorily establishes the **Office of Early Childhood** as a separate, cabinet-level agency, incorporating early childhood programs from the Departments of Education, Social Services, Board of Regents, and Public Health. Programs under the Office are: School Readiness, Child Day Care Centers, Care4Kids, State-Funded Head Start, Head Start Collaboration Office, Licensing, Children's Trust Fund, Charts a Course, 211 Child Care, Even Start, and Maternal Infant and Early Childhood Home Visiting. Part C, our Birth to Three program, is anticipated to move in FY16. (P.A. 14-39)
Preschool Expansion	2014	Expands **School Readiness preschool slots** by 1,020 for 3- and 4-year- olds. (P.A. 14-39 and P.A. 14-47)
Public Preschool Expansion	2014	Requires the Office of Early Childhood to design and administer a competitive grant program to allow for **public schools to create or expand preschool opportunities** for 3- and 4-year-olds. (P.A. 14-41) Bonding of $(b)(4) over 10 years for classroom renovations. (P.A. 14-98). Funding of $(b)(4) over 10 years for operations (P.A. 14-217).
Plan for Universal Preschool	2014	Requires the Office of Early Childhood to develop a **plan to achieve universal access to preschool**. (P.A. 14-39). Funding provided to carry out the plan. (P.A. 14-47)
Quality & Accreditation	2014	Increases funding by $(b)(4) for **quality enhancements** and to support licensed centers secure **NAEYC accreditation**. (P.A. 14-47)
Preschool Rate Increases	2014	Increases **School Readiness rates** from $(b)(4) to $(b)(4) to improve quality, increase **Child Day Care Center rates** by 3 percent to improve quality, and increase **Care4Kids child care subsidy rate** for licensed centers by 3 percent to improve quality. (P.A. 14-47)
Health and Safety	2014	Expands licensing staff by 27 to **improve health and safety monitoring** by moving to annual inspections and increase capacity to process background checks. (P.A. 14-47)
Preschool Facilities Improvement	2014	Grants-in-aid for **facility and minor capital repairs** for School Readiness and Child Day Center preschool programs: $(b)(4) for Fiscal Year 15. (P.A. 14-98)
Pre-K to Grade 3	2014	Allows the Office of Early Childhood to offer a competitive grant, in collaboration with the State Department of Education, for up to three

Continuum		School Districts to develop and implement a strategy to promote the **social and emotional well-being and health of children from age three to third grade**. The program must focus on instructional tools and **family engagement**. (P.A. 14-172)
Preschool and Foster Care	2014	Requires the Department of Children and Families, in consultation with the Office of Early Childhood, to adopt policies and procedures that **maximize enrollment of children, who are placed in out-of-home care by DCF, in eligible preschool programs** serving 3- and 4- year-olds. (P.A. 14-22)
Governance-Office of Early Childhood	2013	Governor's Executive Order #35 was issued on June 24, 2013, creating the **Office of Early Childhood** as a separate, cabinet-level agency, incorporating early childhood programs from the Departments of Education, Social Services, Board of Regents, and Public Health.
Preschool Facilities Improvement	2013	Grants-in-aid for **facility and minor capital repairs** for School Readiness and Child Day Center preschool programs: $(b)(4) for FY 14. (P.A. 13-239)
Kindergarten Transition	2013	Specified that the literacy training requirement for early childhood care and education providers working with children up to age five must include transition plans relating to **oral language and pre-literacy proficiency for children between preschool and kindergarten.** (P.A. 13-245)
Preschool Early Childhood Teacher Credential	2012	Allowed for implementation of the **Early Childhood Teacher Credential (ECTC)**, an alternative pathway to meet staff qualifications. (P.A. 12-50 – See also P.A. 11-54 and 05-245)
QRIS	2012	Incorporated a **quality rating and improvement system** for early childhood programs, developed by the State Department of Education, into the coordinated system of early care and education and child development. It also required the State Department of Education , with the Early Childhood Education Cabinet, to develop information-sharing system between preschool and kindergarten about **childrens' proficiency in oral language and pre-literacy**. (P.A. 12-116)
Information Data Systems	2012	Created the Information Technology Capital Investment Program. The Bond Commission approved $(b)(4) for an **Early Childhood Information System** on June 21, 2013. (P.A. 12-189)
Preschool Facilities Improvement	2012	Grants-in-aid for **facility and minor capital repairs** for School Readiness and Child Day Center preschool programs: $(b)(4) (P.A. 12-189)
Governance Planning	2011	Required CT to **establish a coordinated system of early care and education and child development** by July 1, 2013. Required hiring a Planning Director to research and develop a recommended plan of action. The March 21, 2013 report led to the creation of the Office of Early Childhood. (P.A. 11-181)

Workforce Requirements	2011	Strengthened the **educational requirements early care and education teachers** in settings that receive public funding, requiring that by 2015, 50 percent should either be certified teachers or have a Bachelor's degree with a concentration in early childhood, child study, child development, or human growth and development from an institution of higher education. The remaining 50 percent would have Associate's degrees. By 2020, 100 percent of early care teachers in settings that receive public funding would have to meet the Bachelor's degree or certification requirement. (P.A. 11-54)
Governance Reforms	2011	Child Day Care program and Head Start Collaboration Office were transferred from the Department of Social Services to the Department of Education. This created the first opportunity for school readiness, state-funded child care centers, and the Head Start Collaboration Office to all be a part of the same agency, **setting the stage for bringing those programs together under one set of rules and state funding**. (P.A. 11-44)
Early Childhood Education Cabinet	2009	**Early Childhood Education Cabinet** was reconstituted to align with the Federal Head Start Act of 2007. (P.A. 09-06)
Early Childhood Education Cabinet	2007	Early Childhood Education Cabinet expanded its responsibilities to encompass such issues as a **workforce development plan and data sharing agreements** between state agencies. (P.A. 07-03)
School Readiness Facilities Expansion	2007	Funds appropriates for the Connecticut Health and Educational Facilities Authority (CHEFA) and State Department of Education to develop a **School Readiness expansion plan for Connecticut, focused specifically on facilities.** (P.A. 07-03)
Early Childhood Education Cabinet	2005	The establishment of the **Early Childhood Education Cabinet** created important new opportunities for all of the state's early childhood education stakeholders to plan and consult with one another. (P.A. 05-245)
Workforce Development	2005	Raised **minimum qualifications for school readiness staff** beginning July 1, 2015. Each school readiness classroom must have someone with the minimum qualifications: 1) a credential from an SDE-approved organization and 12 credits in early childhood education and child development from an accredited higher education institution; 2) an associates or bachelor's degree from the accredited institution plus 12 credits; and OR 3) a teaching certificate with an early education or special education endorsement. By 2015, each classroom must have a teacher with either 2) of 3). (P.A. 5-245. Also see P.A. 11-54 and 12-50)
Kindergarten Assessment	2005	Required the State Department of Education to develop and implement a statewide, developmentally-appropriate **kindergarten assessment tool**. (Public Act 05-245)
Workforce	2004	Created a **workforce development system** for early care and

Development		education professionals. (P.A. 04-212)
Child Care Facilities Loan Fund	1997	The Connecticut Child Care Facilities Loan Fund (CCFLF) was established to **finance the construction and quality of child care facilities**. (P.A. 97-259)
School Readiness	1997	Connecticut enacted **School Readiness state preschool** legislation changing the landscape for high-quality preschool programs in our most high-need communities. (P.A. 97-259)

All of the above is evidence that Connecticut is committed to high-quality preschool and the young children of our state, and that our Governor is committed to continue this expansion moving forward. **This grant will augment Connecticut's ambitious goal to achieve greater access to high-quality preschool for our highest need children.**

(4) *The quality of existing State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program; compliance with Program Standards; and support for program monitoring and improvement, which may be accomplished through the use of a TQRIS;* Connecticut is committed to delivering high-quality preschool through our State Preschool Programs and continues to drive quality to produce better outcomes for children. The following quality components are foundational to our State Preschool Programs:

High Staff Qualifications

Workforce legislation requires state-funded programs to designate one teacher per classroom as meeting the educator requirement. By 2015, 50 percent of these teachers must hold a bachelor's degree in early childhood and 50 percent must hold an associate's degree in early childhood. In 2020, 100 percent of these teachers must hold a bachelor's degree in early childhood. Connecticut is on track to meet the 2015 benchmark with 51 percent of individuals in programs currently holding a bachelor's degree and meeting staff qualifications. (The Smart Start initiative in the public schools will require that teachers have a bachelor's degree and be certified.)

Connecticut has developed the Early Childhood Teacher Credential (ECTC) using the NAEYC professional preparation standards as the foundation for aligning two-year and four-year institutions' early childhood planned program of study. The ECTC also is an alternate path for individuals that currently hold a bachelor's degree in a non-early childhood concentration and can demonstrate competency as evidenced in a portfolio of practice. Thirteen Connecticut higher education institutions have been approved to offer the ECTC with several applying for approval this year. The ECTC has enhanced the design and delivery of higher education early childhood programs by modifying coursework and key assessments to support student competency development over time instead of by course. To date, 175 early childhood professionals have secured the ECTC with more in the pipeline. After July 2015, individuals can meet the educator requirements by holding an ECTC or an appropriate public school certification endorsement.

High-Quality Professional Development

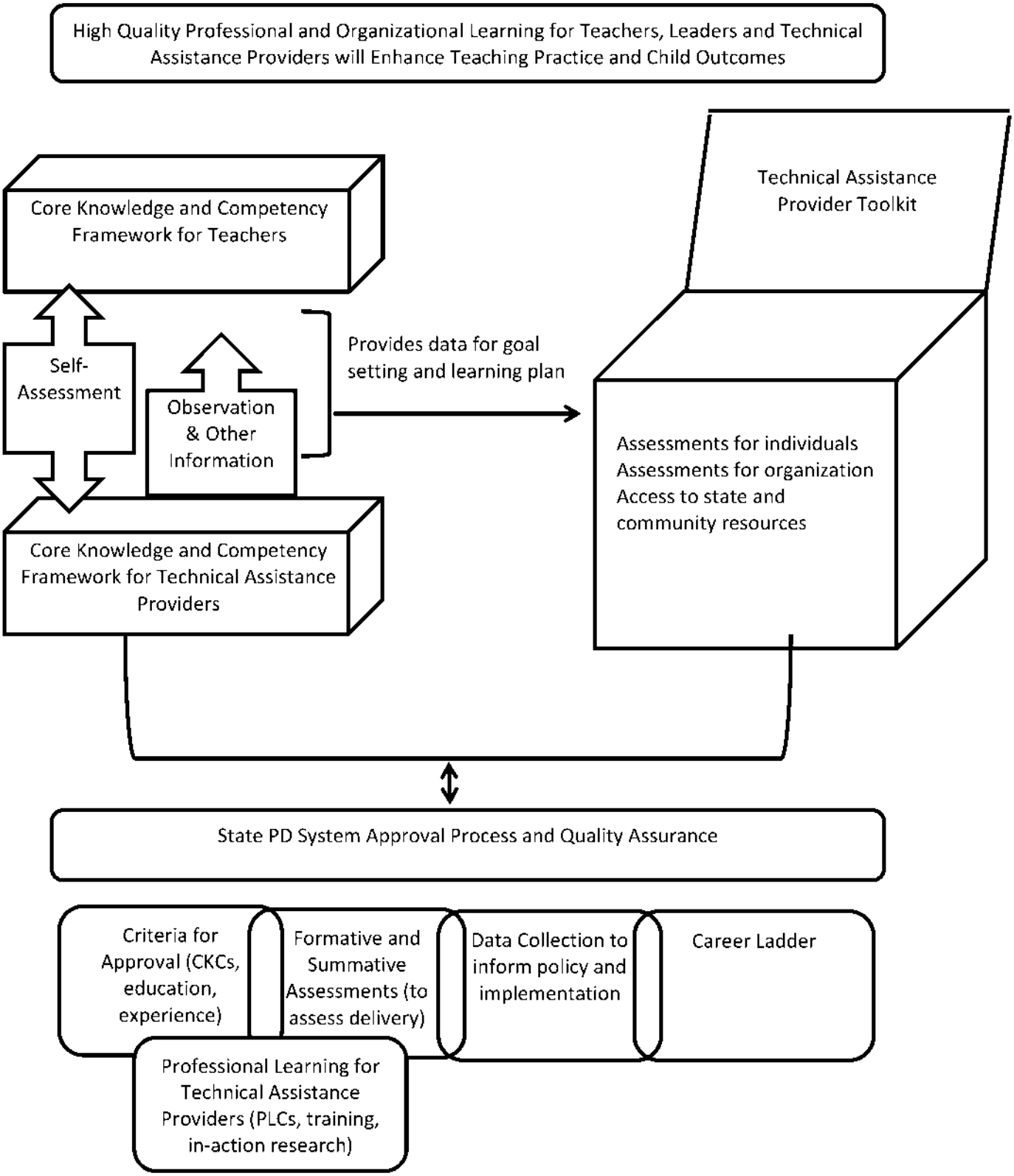
Over the past three years, Connecticut has reviewed plans to revise its current professional development system through the lens of effectiveness, meeting educator needs, and connecting to our new CT Core Knowledge and Competency Framework (CKCs) for teachers. We have learned that Connecticut has some structural and process elements of a professional development system that can provide a good foundation for renovating the system. The following plan will better address the needs of our workforce to choose appropriate professional learning experiences, provide for effective technical assistance from coaches, mentors, and consultants, and ultimately enhance teaching practices. For example:

- Creating policies that guide the renovation and implementation of the Connecticut Professional Development System is critical. Connecticut will use the NAEYC Workforce Blueprint as the seminal resource for this work.
- The Professional Registry provides a mechanism for the early childhood workforce to store professional development information as well as a resource for the State to examine data about the workforce and progress toward competency, credentialing, and degree goals. As the transfer of the Professional Registry is

embedded in the Early Childhood Information System (ECIS), technical upgrades will be implemented for ease of use by consumers and the state.

- The career ladder currently has 15 rungs. Simplifying the ladder to align with credential and degree progressions as well as structure lattices that outline the Core Knowledge and Competency Frameworks for Teachers and for Technical Assistance Providers will provide a realistic benchmarking system for individuals to plan goals and track progress.
- Building a training and technical assistance approval system with quality assurance is critical to measuring effectiveness of the implementation of the professional development system. Critical to this effort is the use of our Core Knowledge and Competency Frameworks and the inclusion of tools within the framework for self-reflection as well as tools that link technical assistance to providers. The ultimate goal is to provide teaching staff with high quality professional development in conjunction with supporting leadership with the skills and knowledge to build and sustain an organizational learning environment.

The following schematic illustrates how CT's professional development system renovation will provide for high-quality professional learning for educators serving our young learners.



Child to instructional staff ratio of no more than 10 to 1

Connecticut licensing regulations requires a child to instructional staff ratio of 10 to 1 and the Office of Early Childhood recommends that its State Preschool Programs maintain a ratio of 9 to 1.

Class size of no more than 20 with, at a minimum, one teacher with high staff qualifications

Connecticut licensing regulations requires a class size of no more than 20 and the Office of Early Childhood recommends that its State Preschool Programs maintain a class size of no more than 18.

Full-Day program

85 percent of State Preschool spaces are currently full-day, as defined by this grant (a school day, minimum 5 hours of instruction.) Since it better matches families' schedules and eliminates summer learning loss, 67 percent of State Preschool Programs already exceed this requirement by offering a 10-hour day and year-round programs.

Inclusion of children with disabilities

State Preschool Programs currently coordinate locally with preschool special education coordinators. Connecticut General Statutes 10-16o (9) requires that the State Preschool Program "assure that children with disabilities are integrated into programs available to children who are not disabled". A directive issued by the state in 2005 helps local State Preschool Programs understand how to best blend State Preschool funding with local and state special education funding to accomplish this type of inclusion. The directive requires that all State Preschool local councils establish a local policy to implement the requirements of the state law and the guidance provided.

Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards

State-funded preschool programs in Connecticut are required to adhere to program quality standards that address developmentally appropriate practice, cultural and

linguistic responsiveness, the use of standards-driven evidence-based curricula, and rich learning environments. These quality assurance requirements including achieving NAEYC accreditation or status as a Head Start approved program and an annual ECERS-R for programs in the process of achieving accreditation. In addition, all State Preschool Programs are required to implement curricular approaches that align to the state's early learning and development standards.

Connecticut has developed the Connecticut Early Learning and Development Standards (CT ELDS), which set forth what children from birth to age five should know and be able to do across domains of development and areas of learning. The Office of Early Childhood is now training early childhood teachers and providers on how to effectively use the CT ELDs (for more information, see B(1)).

Core Knowledge and Competencies (CKCs) for teachers have been developed by the Connecticut Early Childhood Workforce cross-sector work group. CKCs for teachers define what early care educators need to know (content) and be able to do (skills) while working with and/or on behalf of young children and their families. See Appendix #3 – Core Knowledge and Competencies.

Individualized accommodations and supports so that all children can access and participate fully in learning activities

State Preschool Programs are required to implement developmentally appropriate practices which, by their nature, are individualized for children who are performing at varied developmental levels. Connecticut State Preschool Programs are typically a mix of three- and four-year- olds which further requires individualizing instruction across ages and developmental levels. Children with disabilities and health issues that do not require special education or related services do frequently need accommodations. This includes children with physical disabilities, diabetes, mild hearing loss, or other health conditions. All State Preschool Programs are required to provide such accommodations and formal 504 plans (under the Rehabilitation Act and the Americans with Disabilities Act) are also required in any preschool program receiving federal funding. These plans

delineate the modifications and accommodations that will be needed for these students to have an opportunity perform at the same level as their peers.

Instructional staff salaries comparable to the salaries of local K-12 instructional staff

Currently, on average, the annual salary for teachers in our State Preschool Program $(b)(4) compared to the average starting salary of $(b)(4) for the state's K-12 teachers with a BA degree. **This grant will give Connecticut an unprecedented opportunity to increase teacher compensation for all teachers funded by this grant comparable to their colleagues in K-12.**

Program evaluation to ensure continuous improvement

Our State Preschool Programs are required to complete an annual individual program report, known as the School Readiness Preschool Program Evaluation. The purpose is to ensure that a consistent statewide system is used for program to look objectively at program, measure compliance with program requirements, and identify the program's strengths and areas that need improvement. . The evaluation also measures parent satisfaction as well as quality components including: Collaboration, Parent involvement, Education and outreach, Referrals for Health Services, and Nutrition Services. A fundamental role of the school readiness liaison is program monitoring and improvement.. The OEC's Accreditation Facilitation Project (AFP) provides technical assistance to support program achieve NAEYC accreditation and maintain program standards after securing accreditation.

On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development

Connecticut is a state of strong early childhood collaborations at the local level. Eleven of the fourteen communities selected to participate in the grant are Discovery Communities, a public-private partnership supported by the William Caspar Graustein Memorial Fund and the Office of Early Childhood that engages community partnerships

and collaborations around young children's early development, including health and early literacy.

Currently, State Preschool Programs collaborate with community providers that deliver comprehensive services as described in later B(6).

Evidence-based health and safety standards

In the 2014 legislative session, the state budget included funding for 18 additional licensing staff to conduct annual inspections in efforts to improve health and safety in preschools and improve quality. Previously, state law only required the inspection of licensed child care facilities every two years for centers and three years for family child care homes. In addition, the state budget included funding for nine new positions to increase the capacity to handle background checks in a timely manner.

The Office of Early Childhood is in the process of implementing the recommendations from a needs assessment conducted by the National Association for Regulatory Administration (NARA). The three-stage needs assessment identified the strengths and weaknesses of Connecticut's child care licensing system. The needs assessment was conducted between August and December of 2013. It included: 1) an on-line survey of providers, parents of children in child care settings (center- and home-based), and licensing staff; 2) on-site forums with child care providers; and 3) qualitative interviews with survey participants. The NARA recommendations addressed strengthening training programs for licensing staff and providers, improving inter-rater reliability of licensing staff, and changing regulatory requirements. Examples include:

- Conduct annual inspections of each licensed settings, at a minimum
    - Since this report was completed the Office of Early Childhood is in the process of hiring additional licensing staff to accomplish annual inspections.
- Develop a written policy and procedures manual for inspectors
    - This manual is now complete.
- Train licensing staff on compliance with the new policy and procedure manual.

- Training is about to commence on the new manual.

Program Standards

All State Preschool Programs must be either NAEYC-accredited or secure Head Start approval. Connecticut ranks third in the country for the overall number of programs accredited by NAEYC and first in the nation per capita. Our State Preschool Programs make up 65 percent of all accredited programs.

The OEC's Accreditation Facilitation Project (AFP) provides technical assistance to support programs in securing NAEYC accreditation. This year, AFP assisted 50 programs in *achieving* accreditation and supported 143 programs *seeking* accreditation. AFP will be available for programs funded under this grant that will be up for re-accreditation or are in need of technical assistance

Quality Improvement System

As part of our quality improvement efforts, Connecticut is currently building the "quality" and "improvement" components of its Quality Rating and Improvement System (QRIS). **Connecticut Quality Improvement System (QIS) Standards, Criteria and Indicators have been developed and approved and serve as the basis for our QIS system. All of our QIS work is aligned with these standards.** The cross-sector Quality Improvement System, or QIS, will focus on improving quality in early care and education settings by creating a comprehensive professional development system through training, technical assistance, coaching and mentoring for early childhood providers. Once programs are adequately supported to improve quality, Connecticut will then institute the rating system as a vehicle to measure quality and inform parent choice. See Appendix #6 – Quality Rating and Improvement System (QIS) Standards, Criteria and Indicators.

In the 2013 legislative session, $ (b)(4) in bond funds were dedicated for quality improvement and an agency-wide team was convened to design a comprehensive system. A high-level plan has been developed outlining the structure of the QIS and the delivery of professional development services. The plan includes using a centralized coordinating

agency and five regional "hubs" of quality improvement activity to better serve early childhood providers throughout the state. This system is expected to be operational by July 2016. The rating component will follow 18 to 24 months after QIS implementation.

Facilities Improvement

In Fiscal Year 2014, the state awarded more than $(b)(4) in grant-in-aid funds for facility improvements and minor capital repairs. These funds help address building and site deficiencies, and promote the health, safety and learning of children in appropriate environments. Examples of improvements include: repurposing space to add new preschool classrooms, building age-appropriate bathrooms, replacing boilers, replacing phone systems, installing security systems, improving ventilation systems, and replacing windows and doors. Under the new Smart Start initiative, policy leaders designated $(b)(4) in state bonding over 10 years ($(b)(4) in Fiscal Year 2015 and $(b)(4) per year thereafter) for facilities renovations in public school settings for preschool expansion.

(5) *The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children, including, if applicable, programs and services supported by title I of ESEA, part C and section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act (42 U.S.C. 9831 et seq.), and the Child Care Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.);*

Connecticut's Early Childhood Cabinet (which also serves as the State Advisory Council) serves as a central point of coordination and communication regarding program and services including Title I of ESEA, Part C and Section 619 Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care Development Block Grant. Early childhood professionals representing Part C, the Head Start Act, and the Child Care Development Block Grant are statutory members of the Connecticut Early Childhood Cabinet and work to coordinate preschool programs and their respective programs. In the 2015 legislative session, legislation will be introduced to add members representing Section 619 of Part B of IDEA, State Title 1 Director, state coordinator of

education for homeless children and youth, and the State Department of Mental Health and Addiction Services.

Child Care Development Block Grant

The Office of Early Childhood is the state agency responsible for the Administration of the Child Care Development Block Grant (CCDBG) and the Care4Kids, our child care subsidy program. This lead agency status was transferred from the Connecticut Department of Social Services, effective October 1, 2014.

Now that the early childhood programs and services from five state agencies are under one roof, we can fully align the Office of Early Childhood vision, mission and goals to the federal Office of Child Care (OCC) strategic framework and major goals in order to work collaboratively across systems and sectors to establish innovative solutions and systems that produce the best possible outcomes for children.

The CCDBG state administrator for Connecticut is also the Director for the agency's Division of Early Care and Education, overseeing all state-funded early care and education programs, workforce development, and standards and assessment implementation. Under her leadership, the agency has initiated an intensive, systemic review of existing CCDBG polices to ensure they are child-focused, family-friendly and fair to providers, while ensuring program integrity.

The Office of Early Childhood is implementing a new union contract for all family child care providers receiving child care subsidy funding. In an effort to allow for family choice, child care subsidies are available for low- to moderate-income families who may choose for their child to be cared for by a family child care provider including both licensed providers and license-exempt Family, Friends, and Neighbors. The union contract seeks to pair rate increases with required increases in quality, and for the first time, mandatory orientation sessions for all family child care providers receiving a child care subsidy. The orientation session brings providers together to receive important health and safety information, learn about the CT ELDS, and receive safety equipment.

We hope that these sessions also serve as a learning community for providers who work in isolation.

IDEA Part C Program

Connecticut's IDEA Part C program is called the Birth to Three System. Serving approximately 9,500 eligible infants and toddlers and their families, each year, its mission is to strengthen the capacity of Connecticut's families to meet the developmental and health-related needs of their infants and toddlers who have delays or disabilities. All services are delivered in the child's natural environment which includes home and child care settings and each family is assigned a service coordinator to assist them in accessing any community, state, or federal resources outside of the Birth to Three System. Early Intervention services are delivered by a network of 40 contracted local agencies including school districts, regional educational service centers, and for-profit and not-for-profit community agencies. Local Birth to Three providers are in at least weekly face-to-face contact with families and child care providers as they coach caregivers on how to embed intervention techniques into a child's daily routines and to modify those techniques as children grow and develop.

The Birth to Three System, planned for transition to the Office of Early Childhood in 2015, works closely with other state agencies and organizations to ensure that all potentially eligible children are referred. That includes the Early Hearing Detection and Intervention program, the Immunization Registry, and the Family Health section at the Department of Public Health; the Department of Children and Families for children substantiated for abuse or neglect; the Department of Education and local districts for transition planning at age 3; United Way's Child Development Infoline; the Connecticut Parent Advocacy Center; the Family Support Network; the Infant Mental Health Association; and Early Head Start programs. Birth to Three staff and providers have participated on several Office of Early Childhood initiatives such as development of the CT ELDS, the Quality Improvement System, and the Early Childhood Information System. The Birth to Three Director attends weekly Leadership Team meetings at the Office of Early Childhood.

Homeless Children

The Commissioner of the Office of Early Childhood now serves as the chair of the Connecticut Early Childhood Cabinet. Under her leadership, the Cabinet will take a thematic approach to its early childhood policy work. Addressing the needs of homeless families with young children, including access to preschool, has been identified as a major focus for the Cabinet moving forward. This area of concern was identified through discussions with the Governor and Lieutenant Governor. To move this effort forward, the Commissioner has met with nonprofit housing organizations to discuss the specific needs of homeless families with young children.

As one example of a specific program working with homeless children, Thames Valley Council for Community Action (TVCCA) works with local homeless shelters to provide support for young children who are residents of these shelters. Through the use of state Head Start funds, TVCCA supports Head Start staff who work with both shelter staff and directly with young children to support their learning and developmental progress.

(6) *The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors that support the early learning and development of children including child health, mental health, family support, nutrition, child welfare, and adult education and training.*

The Office of Early Childhood is committed to ensure high levels of state and local coordination across sectors that support the early learning and development of children. These other sectors can include mental health, child health and development, family support, nutrition, child welfare, and adult education and training. Our State Preschool Programs partner with many other community programs and services and provide documentation of such coordination and collaboration.

Connecticut General Statutes Section 10-16q(a) requires that each school readiness program include a plan for collaboration with other community program and services and for coordination of resources in order to offer 10-hours days and year-round child care

and education programs for children of working parents and parents in education or training programs. The plan also must address the following:

- parent involvement, parenting education and outreach;
- referrals for health services, including appropriate immunizations and screenings;
- nutrition services;
- referrals to family literacy programs that incorporate adult basic education; and
- provide for the promotion of literacy through access to public library services.

Our State Preschool Programs document their processes to collaborate with other community agencies, including: social services, mental health, health centers, recreation departments, public library, adult education, and employment and training centers.

Below are specific examples of the state's role in promoting cross-sector collaboration with our State Preschool Programs.

Mental Health

The 20 children and six adults who lost their lives in the Sandy Hook tragedy shook the nation. This horrific event put children's mental health needs front and center in our communities and at our State Capitol. After months of discussions among parents, community leaders, mental health experts, and policy makers, it became clear that that children's behavioral health needs were not being met and our mental health system must be restructured and strengthened.

In response, Public Act 13-178 required the Department of Children and Families, in collaboration with many stakeholders, to develop a "comprehensive implementation plan, across agencies and policy areas, for meeting the mental, emotional and behavioral health of all children in the state, and preventing or reducing the long-term negative impact of mental, emotional and behavioral health issues on children." A 37-member Advisory Committee was created to guide the process and drafting of the implementation plan; the Commissioner of the Office of Early Childhood is a member of this Advisory Committee. See Appendix #7 – Public Act 13-178.

The Department of Children and Families, contracting with the Connecticut Health and Development Institute (CHDI), undertook an extensive community engagement process to better understand the needs and gaps of children with mental, emotional and behavioral health needs. This community engagement included 26 "Network of Care Community Conversations" attended by 339 family members and 94 youth, open forums held in six locations attended by 232 individuals, facilitated discussions on 12 topic areas attended by 220 individuals, and input on the Plan4Children.org website by 60 individuals and groups.

A comprehensive implementation plan was released in September 2014. The plan is organized around seven themes: System Organization, Financing and Accountability; Health Promotion, Prevention and Early Identification; Access to a Comprehensive Continuum of Care; Pediatric Primary Care and Mental Health Integration; Disparities in Access to Culturally Appropriate Care; Family and Youth Engagement; and Workforce Development. **The importance of early identification and meeting the needs of our youngest children is a major theme running throughout the report.** Two major goals address early screening and the need to work closely with early childhood providers:

- All children will receive age-appropriate periodic standardized screening for developmental and behavioral concerns as part of a comprehensive screening, assessment, and referral services.
- Ensure that all providers and caregivers who work with young children and youth demonstrate competency in promoting the social and emotional development in partnership with families, recognizing risk factors and early signs of socio-emotional problems and mental illness, and connecting all children to services appropriate for their stage in development.

The plan will serve as implementation guide in building a comprehensive system for children. The next phase of this effort (October 2014 – October 2019) will involve: refinement of the plan in response to legislature, stakeholder, and consumer feedback; collaboration with the General Assembly to develop an implementation plan; biennial

progress reports; ongoing consultation and technical assistance to assist in efforts to implement the plan and develop a behavioral health system that is in alignment with the goals and provisions of Public Act 13-178.

The comprehensive behavioral health plan will build on Connecticut's current efforts to support preschool programs in working with children with mental, emotional and behavioral health needs. Below are selected examples.

Early Child Care Partnership (ECCP) Under this federal grant, the Office of Early Childhood will provide funding to the Subgrantee so the early learning providers can contract with ECCP to provide comprehensive direct services to State Preschool Programs funded by this federal grant, as described in Section E(5).

As referenced in other sections of this grant, Connecticut has invested in the Early Child Care Partnership, (ECCP) a statewide, evidence-based, mental health consultation program designed to meet the social and emotional needs of children birth to 5 in early care and education settings. ECCP, funded by the Department of Children and Families, works directly with preschool programs to build the capacity of caregivers at an individual, family, classroom, or program-wide level. It provides support, education, and consultation to caregivers in order to promote enduring and optimal outcomes for young children. ECCP has three program goals:

a) Reduce the risk factors associated with early childhood suspension/expulsion.
b) Build the capacity of early child care providers and families to understand and promote healthy social-emotional development and to more effectively address the social and emotional needs of children ages birth to five.
c) Engage and/or develop community, regional and statewide partnerships on an ongoing basis to support capacity building in the area of healthy social and emotional development for young children.

Center for Early Childhood Education The Office of Early Childhood has partnered with the Center for Early Childhood Education at Eastern Connecticut State University (ECSU) to develop a series of videos that provide information to early childhood

providers concerning children's mental health needs. ECSU will host a Connecticut Early Childhood Higher Education Learning Community with the purpose of engaging early childhood higher education faculty in shared learning in the areas of children's mental, emotional, and behavioral health challenges relevant to the preparation of early childhood professionals.

Connecticut Health and Development Institute The Office of Early Childhood is also partnering with the Connecticut Health and Development Institute (CHDI) to develop training tools for child health and child care providers on infant mental health and maternal depression and to provide direct training to early care and education providers. Two modules on infant mental health and maternal depression are under development to be shared with pediatricians as part of CHDI's EPIC program. Educating Practices in the Community (EPIC) provides training to pediatricians right in their own offices about healthy child development.

Child Health and Development

- Help Me Grow, a program under the Office of Early Childhood's Family Support Services Division, is a prevention program that provides parents and early childhood providers access to a variety of community resources that address a child's behavioral or developmental needs. Its contractor, Child Development Infoline (administered by the United Way of Connecticut), connects callers with care coordinators trained to listen and ask questions about a child's development to help identify resources for the caller. If a child is facing behavioral, learning or other developmental difficulties, child development community liaisons will link the family to resources, sometimes making up to 12 calls to community agencies to find the right program or service.

  Help Me Grow also offers the Ages & Stages monitoring program, which helps parents better understand and track children's developmental milestones. Help Me Grow trains hundreds of preschool providers annually in the use of the Ages and Stages Questionnaire, including healthy child development and social and emotional development, enabling providers to identify developmental concerns in the preschool classroom.

The Help Me Grow program staff regularly host community networking breakfasts across the state that bring together service providers, including preschool providers, to identify gaps and barriers in service. More than 60 agencies and providers attend these gatherings to share information, learn about new initiatives, and develop solutions to challenging family issues.

- The United Way of Connecticut, in partnership with the Office of Early Childhood, was awarded a three-year planning grant from the federal Health Resource and Services Administration (HRSA) to build Connecticut's Early Childhood Comprehensive Systems (ECCS). Connecticut is using this grant as an opportunity to develop a universal screening and referral system for young children, and to improve developmental screening in early care and education settings, and coordinate training and screening results between pediatricians and early care and education programs. The Commissioner of the Office of Early Childhood co-chairs the ECCS Advisory Board with Dr. Paul Dworkin, founder of Help Me Grow.

- Connecticut's child care licensing system requires that each preschool program contract with a health consultant. The health consultant:
  - conducts annual reviews of health policies and procedures;
  - conducts quarterly site visits;
  - must be available for consultation via phone, email, and on-site;
  - act as a resource for staff and parents;
  - reviews health and immunization records of children and staff;
  - reviews indoor and outdoor environments for health and safety; and
  - reviews policies and procedures for medical administration for children with special needs and disabilities.

- The State of Connecticut and philanthropy and the Head Start Collaboration Office have invested in the development and delivery of a system of medication administration training for early care and education providers. The Yale School of Nursing developed the Connecticut Medication Administration Training in Early

Education and Child Care Settings curriculum, which includes two videos entitled General Principles of Medication Administration and Oral, Topical and Inhalant Medications, and Anaphylaxis and Emergency Medications. The Train-the-Trainer program will train up to 100 nurse and child health providers in teaching medication administration in early care and education programs. Connecticut is in the process of creating a consortium of Connecticut Schools of Nursing to serve as regional training and resource centers to organize and coordinate medication administration training to early care and education providers.

- In an effort to provide guidance to parents and caregivers of young children, the Office of Early Childhood has partnered with the Connecticut Health and Development Institute (CHDI) to update, print and disseminate thousands of handbooks, one addressing healthy child development, and the second addressing health and safety. "Caring for Connecticut's Children: Promoting Health Development" provides six sections: Foundations of Health Child Development, Infant Development, Toddler Development, Preschoooler Development, Special Topics, and Resources/References/Glossary. "Caring for Connecticut's Children: Promoting Health Development" provides nine sections: Foundation of Children's Wellness, Understanding Children's Sleep, Understanding Infant Crying Behavior, Feeding and Nutrition, Children's Physical Health, Children's Safety, Children's Mental Health, Children with Special Health Care Needs, and Resources/Glossary/References. The handbooks are also available online.

Nutrition

- Connecticut's State Preschool Programs receive a wealth of information and guidance on nutrition and physical activity in the "Action Guide for Child Care Nutrition and Physical Activity Policies." The guide was published in 2010 by the Connecticut State Department of Education, which at the time oversaw Connecticut's early care and education programs. This guide addresses comprehensive nutrition and physical activity policies to promote healthy environments for infants and preschool-age children in child care settings. The Action Guide includes best practices for

promoting healthy eating and physical activity based on current science, public health research, and national recommendations and standards.

Development of the Action Guide benefited from cross-sector support and guidance from a total of 45 entities, including state agencies, community-based organizations, professional organizations, parent organizations, and higher education institutions.

- The Connecticut State Department of Education, with the Department of Public Health (DPH), offers early childhood programs the opportunity to participate in the award-winning I am Moving, I am Learning Partnership (IMIL). IMIL is a proactive approach for addressing childhood obesity in young children. The goals of IMIL are to:
  - increase the quantity of time spent in moderate to vigorous physical activity during daily routines to meet national guidelines for physical activity;
  - improve the quality of structured movement experiences intentionally facilitated by adults, and
  - promote healthy nutrition choices every day.

  Each year over a period of five years, 20 different early childhood programs will be recruited to participate in the IMIL partnership. Programs receive team training and materials for implementing IMIL combined with guidance and technical assistance from an assigned mentor.

Family Support

- The Office of Early Childhood provides home visiting through its Family Support Services Division. Home visiting services are delivered across the state through the Nurturing Families Network model and through the Maternal, Infant Early Childhood Home Visiting (MIECHV) federal grant. The Nurturing Families Network and the three models under MIECHV, Parents as Teachers, Child First, and Early Head Start home-based services are evidence-based. The MIECHV competitive grant is scheduled to transfer from the Department of Public Health to the Office of Early

Childhood, effective October 15, 2014. MIECHV staff and the formula grant have already transferred to the Office of Early Childhood.

- The Office of Early Childhood's Family Support Division launched the Triple P CT Program (Positive Parenting Program) in May 2014. A public awareness campaign included community kick-offs, radio ads, and development of a website, brochures, posters and billboards. More than 140 practitioners have been trained and accredited in Triple P. These practitioners work with many providers, including preschool teachers. The Office of Early Childhood is partnering with the Institute for Child Success to conduct a feasibility study to replicate the program statewide.

- Connecticut has a long-standing investment in integrating family support and resources in our high-need public schools. The State Department of Education funds 74 Family Resource Centers (FRCs) that are housed in public school settings; nine of our 14 communities under this grant have FRCs. FRCs promotes comprehensive, integrated, community-based systems of family support and child development services, based on the "Schools of the 21st Century" concept developed by Dr. Edward Ziegler at Yale University. FRCs provide access, within a community, to a broad continuum of early child and family support services offering: parent education and training, adult education, family support, preschool, school-age child care, positive youth development services, and family child care training. FRCs collaborate with many resources in the community, including State Preschool Programs.

Child Welfare

- The Office of Early Childhood and the Department of Children and Families are partnering to ensure that preschool-age children in foster care are enrolled in high-quality preschool programs. In response to legislation, Special Act 14-22, the two agencies are embarking on a project to identify foster children needing high-quality preschool, map where these children reside and the proximity of preschool programs, and make recommendations regarding a strategy to ensure the children

have access to high-quality preschool services. See Appendix #8 – Special Act 14-22.

- For over 15 years, Head Start in Connecticut, including Head Start grantees that receive the State Head Start Fund Supplement, have worked to align and coordinate preschool and infant toddler services with child welfare services through the Department of Children-Head Start Partnership. Originating from a collaborative pilot effort of both Head Start and Child Welfare representatives at the ACF Region I and state levels, the Partnership has grown to include active statewide participation of representatives from local communities from Department of Children and Families, Head Start, Early Childhood Consultation Partnership (mental health consultant network), and Supportive Housing for Families. More recent networks integrated into this Partnership are Part C and Child First (intensive clinical home visiting) providers, and two State Preschool Programs have been a regular member on two of the 14 local teams.

  The DCF-Head Start Partnership aims to increase enrollment and consistent attendance of all children served by DCF, including children in foster care, in high-quality early care and to align services that support children and families. DCF staff has been out-posted to many of these early childhood sites. DCF and Head Start work closely to identify families and regularly staff cases so that service plans can be coordinated and resources can be shared, e.g., dental exams. With recent support from the Children's Bureau, DCF and Head Start staff together received extensive training in infant mental health and reflective supervision, further enhancing their collaborative work with families. Staffing and meeting support is provided by the Head Start State Collaboration Office which is located in the Office of Early Childhood.

- Over the past three years, the Department of Children and Families has been working with Head Start to increase the capacity of early childhood and child welfare to address the special needs of children in the child welfare system in a coordinated way. Opportunities for reflective supervision and training on a

variety of topics, e.g., trauma and loss, visitation, and infant observation, first offered through a federal ACF Children's Bureau grant have continued to be offered using private funding. This summer a four-day early childhood training series was piloted and will now become part of the DCF Training Academy core training for all child welfare staff. New staff under the proposed expansion programs will have the opportunity to partner with child welfare staff with an enhanced understanding of the needs of young children and as a result of recent legislation, Special Act 14-22, will be seeking to enroll all preschool aged children in foster care in an accredited preschool or Head Start approved program.

C. **Ensuring Quality in Preschool Programs (30 Points)**

The extent to which the State has an ambitious and achievable plan to ensure program quality, including a description of how the State will:

(1) *Use no more than five percent of the funds received over the grant period for State Preschool Program infrastructures and quality improvements at the State Level*

Connecticut plans to use no more than five percent of the funds received over the grant period for State Preschool Program quality infrastructure. It will use these funds in conjunction with existing state funds to build a high-quality preschool infrastructure.

Plan for additional quality infrastructure using no more than five percent of grant funds

Connecticut plans to use no more than five percent of grant funds to enhance the quality of the State Preschool Programs overseen by our Subgrantees in the following four ways:

Hire a family engagement/community outreach specialist who will:

- (i.) deepen local family engagement practices by working with Subgrantees to design meaningful, culturally appropriate family engagement approaches and practices that meet their individual needs;
- (i.) work with early learning providers to engage parents in decisions about their children's education and development, help families build protective factors and help parents support their children's learning at home; and
- (j.) forge a seamless birth-through-third-grade continuum at the local level by identifying the family child care providers, center-based providers, 619 and Part C providers and home visitors serving infants and toddlers, as well as public elementary schools in the selected high-need communities. This full-time state employee will assess current relationships and collaborations that provide for a birth-through-third-grade continuum. The assessment will be used to identify any gaps in data, resources and information and how to address them.

See Appendix #9 – Family Engagement/Community Outreach Specialist

Hire a grant accountability and reporting coordinator who will:

- (d.) coordinate the efforts of the local school readiness liaisons;
- (f.) coordinate professional development for the Subgrantees and their early learning providers; and
- (k.) be responsible for all monitoring, supervision, data collection, accountability, and federal reporting under this grant.

See Appendix #10 – Grant Accountability and Reporting Coordinator

Enhance the quality of child-teacher interactions through use of the Classroom Assessment Scoring System (CLASS).

- (f.) Grant funds will be used to train 36 school readiness liaisons and early childhood program administrators in the selected high-need communities in use of the CLASS. Grant funds will also be used to send five individuals for further "train-the-trainer" CLASS coursework to ensure that eventually all teachers in the Subgrantees early learning programs can receive CLASS training and to ensure sustainability of this training beyond the grant period. We would then extend use of the CLASS throughout all State Preschool Programs, in coordination with training already provided through the Early Childhood Consultation Partnership funded by the CT Department of Children and Families and the Head Start Training and Technical Assistance system.

Conduct a third-party evaluation comparing child outcomes for eligible children funded by this grant in State Preschool Programs to children in State Preschool Programs not funded by this grant.

- (k.) The evaluation would include pre- and post- assessments of children served under this grant in both "expansion" and "improved" slots with children enrolled in existing State Preschool Programs as well as use of a mid-year CLASS observation tool by the evaluator.
- (k.) The Office of Early Childhood would use state funds to supplement the grant funding for the third-party evaluation. That evaluation is described in more detail in Section (A)(7).

Budget details for each of these four activities are available in Section G.

Connecticut currently has a robust early childhood infrastructure with a recently established Office of Early Childhood that has already produced many of the examples listed in (a) through (j) of this section including: the Connecticut Early Learning and Development Standards, program standards, upgrading workforce requirements, ongoing work toward a statewide longitudinal data system, a statewide quality improvement system, a comprehensive early learning assessment system and a Kindergarten Entry Assessment (described in great detail in (3) below). The state will continue to enhance this infrastructure using existing state funds.

(2) *Implement a system for monitoring and supporting continuous improvement for each Subgrantee to ensure that each Subgrantee is providing High-Quality Preschool Programs*

(a) *Has the capacity to measure preschool quality including parent satisfaction measures and provide performance feedback to inform and drive State and local continuous program improvement efforts;*

Currently, all school readiness programs must complete a "Connecticut School Readiness Preschool Program Evaluation System" which, in addition to collecting demographic information, measures compliance with quality indicators for programs that are not yet NAEYC accredited or Head Start approved and measures parent satisfaction with the program. The evaluation also measures parent satisfaction as well as quality components including:

- Collaboration;
- Parent involvement;
- Education and outreach;
- Referrals for Health Services;
- Nutrition Services;
- Family Literacy;
- Admissions Policy;

- Transition Plan;
- Professional Development;
- Annual Program Evaluation; and
- Serving Children with Disabilities;

Parent satisfaction is also measured by either the NAEYC survey forms or the Head Start survey form.

The Office of Early Childhood requires each local school readiness council to monitor their early learning provider programs to ensure programmatic and fiscal responsibility, accountability for children services and implementation of the 11 quality components under Connecticut General Statutes Section 10-16q as described in Section A(4) of this application. To ensure that each Subgrantee has this capacity, the Office of Early Childhood will provide the Subgantees with sufficient grant funds to expand their school readiness liaison to either half-time or full-time (based each Subgrantee's number of expansion and improved slots funded under this grant) to implement these responsibilities. In our state's largest community Bridgeport, grant funding will be provided to employ a second full-time school readiness liaison for the purpose of monitoring and ensuring program accountability since they are proposing to include 270 children in this grant in 18 classrooms.

The additional state staff member funded through the infrastructure portion of this grant will convene a Continuous Quality Improvement (CQI) Team composed of the school readiness liaisons and representatives from parent advisory committees from each of the Subgrantees. Regular CQI team meetings will provide a vehicle for thoughtful and consistent discussions between Office of Early Childhood staff, school readiness liaisons, parents and training and technical assistance providers. CQI discussions will result in policy and practice recommendations along with current research and practice thereby developing a collective understanding of high-quality preschool programs, implementation issues, and potential areas of growth for the early learning programs participating in this grant.

(b) *State Longitudinal Data System to track student progress from pre-K through third grade.*

The Office of Early Childhood is in year two of a four-year process to develop Connecticut's Early Childhood Information System (ECIS). The ECIS will link to the existing State Longitudinal Data System for K-12 giving the state the ability to track a child's academic progress from preschool through secondary school.

The Office of Early Childhood is currently working with the State Department of Education on creating a new State Assigned Student Identification (SASID) manager to ensure that children are not issued multiple identifiers by community and public school programs, increasing accuracy when tracking outcomes of children from preschool through secondary school. With the new SASID manager, a child will be assigned one SASID, whether attending a community-based or public preschool program, and that SASID will follow that child throughout his or her academic career and through secondary school. This solves an issue that was created in 2007 when a separate data collection and SASID assignment processed was instituted only for children receiving State Preschool Programs in community agencies as opposed to the local public schools.

As the ECIS is further developed, Common Education Data Standards will be used when possible to align data fields between the ECIS and the state's K-12 longitudinal data system. In addition to child and family demographics, the data collected will include child developmental information. After Fall 2016, Kindergarten Entry Assessment (KEA) data will be available from the Department of Education and those aggregate results will be provided to each State Preschool Program to assist them in improving the quality of instruction as it relates to the readiness of their previous preschool students.

(c) *Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.*

The Kindergarten Entry Assessment (KEA) will include the domains of Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Fine Arts and Physical Development. Each domain will include a sub score. Connecticut is beginning the development process now on the KEA and may in the future develop cut scores that indicate "readiness" or may choose to establish only cut scores that indicate that the child needs substantial support or intensive intervention. It is premature in the KEA development process to have been able to have these discussions with educators, parents, policy makers, and stakeholders prior to the field-testing of the KEA in Fall 2015. When these discussions are held before the census administration of the KEA in Fall 2016, they will need to be revisited after the results of that administration are available.

For purposes of this grant, we will supplement KEA results with results from a third-party evaluator (using a portion of infrastructure grant funds and covering the remaining portion with state funds.) That evaluation will measure children's development from early fall to late spring in in the areas of language, literacy, mathematics, and social skills. By Fall 2016, we will be able to analyze any correlation between the pre- and post-assessments and the KEA data.

(3) *Measure the outcomes of participating children across the five Essential Domains of School Readiness during the first few months of their admission in kindergarten using an assessment or assessments such as a Kindergarten Entry Assessment, to achieve the purposes for which the assessment was developed and that conform with the recommendations of the National Research Council report on early childhood assessments. (12 points)*

Connecticut has joined a multi-state consortium supported by federal funds, to develop a Kindergarten Entry Assessment (KEA), aligned to Connecticut's Early Learning and Development Standards, addressing all essential domains of school readiness. Information from this assessment system will inform communities and schools as they prioritize resources and plan improvement efforts in State Preschool Programs.

In 2013, Connecticut joined a consortium of seven states to develop a new Kindergarten Entry Assessment (KEA) system, which will be aligned to our new ELDS and to the Common Core State Standards. This consortium is led by Maryland serves as fiduciary for the Enhanced Assessment Grant to support this work. The Consortium is collaborating on the development of a joint KEA, based upon a prior version developed by two of the member states through their RTT-ELC grants (Maryland and Ohio). This new KEA will be an improvement over Connecticut's current Kindergarten Entry Inventory due to the multiple means of administration, the use of technology and targeted professional development. This tool will provide information on each child's learning and development across the essential domains of school readiness (Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Fine Arts and Physical Development.) This information will lead to better instruction and more informed decision-making which will lead to more effective strategies to reduce achievement gaps.

Several guiding partners are supporting the Consortium. WestEd's Assessment and Standards Development Services program is providing project management services. As partnering organizations to the Consortium, Johns Hopkins University Center for Technology in Education is assisting with technology and professional development and the University of Connecticut's Measurement, Evaluation, and Assessment program (UConn MEA; assisting with research) will work closely with the WestEd staff. In addition, the Council of Chief State School Officers is facilitating annual meetings of a technical advisory committee consisting of 12 national experts in child development and assessment. Representatives from each Consortium State, WestEd, Johns Hopkins University Center for Technology in Education, and UConn MEA will form the Executive Committee. The Executive Committee, under the advisement of the Technical Advisory Committee will make decisions regarding the development process.

The purpose of the new KEA is to provide information to stakeholders at the local, regional, and state levels about how prepared children are for kindergarten.

- *Student Results.* Families and teachers will learn about each student's skills, learning, and developmental needs, so that they can identify strengths and

weaknesses of each student, resulting in individualized plans of instruction and any necessary interventions.

- *Group Results.* School, local district, and state leaders will earn about students' levels of preparedness for kindergarten, which will facilitate programmatic decision-making at the school, district, and state levels.

The KEA will not be designed as a tool for teacher evaluation, program evaluation, or to determine an individual child's eligibility for kindergarten.

KEA Administration

The new KEA will be administered by trained teachers in the first eight weeks of school. While Connecticut's current Kindergarten Entry Inventory relies solely upon teacher's global ratings, the new instrument will use multiple methods of assessment, including items where students are asked to select the appropriate response (selected-response items), performance tasks, and observational rubrics that are consistent with nationally recognized technical standards, research, and best practices to assess all children upon entry to kindergarten. Reporting will be available online for teachers, administrators, early-childhood educators, and families as well as for export to Connecticut's longitudinal data system.

Teacher Training for Reliability

Comprehensive teacher training will also help ensure valid and reliable KEA data. Training, developed by John Hopkins University in collaboration with the Consortium, will be available online and will allow individuals to work through the materials at their own pace. KEA performance tasks will have well-defined rubrics that clearly differentiate student performance by score point. The observational rubrics will be further supplemented with anchor papers that exemplify each of the score points. In addition, training sets will provide supplementary support for the application of the rubrics to student work. The training materials will also include examples of student work that does not clearly align to the anchors to support teachers in scoring the full range of student work. Before teachers are allowed to score operational student work, they must demonstrate their ability to accurately score student work by achieving a level of

accuracy (to be determined) in which adjacent, but not discrepant, scores will be allowed. The industry standard is a minimum of 80 percent exact agreement, but this standard will be vetted with the TAC before implementation.

Technical Assistance

The Consortium offers access to high-quality technical assistance including training on the administration of the KEA and the use of the resulting data. Opportunities for early childhood educators and administrators to share instructional resources and to develop a shared knowledge base will be incorporated in the new KEA through an engaging professional learning community that integrates features of popular social-media tools. The enhanced learning community will incorporate features of social-networking services, in order for individuals to easily post, collect, and organize resources and ideas as well as to "follow" individuals and topics. The resources will be tagged and then recommended to teachers based on their personal profiles and their interests and needs.

Valid decisions for all students

Validity evidence will be based on the Joint Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999). Validity evidence within the Standards is characterized by validity evidence based on: test content, internal structure, response processes, and test consequences.

Implementation Plan

The Office of Early Childhood, in collaboration with the Department of Education, will build a network of district and regional educators to serve as Kindergarten Entry Coordinators. These coordinators will facilitate the ongoing training of kindergarten teachers utilizing the technical assistance developed by John Hopkins University. In addition, the coordinators will oversee district and regional administration and data submission to the Department of Education.

The Office of Early Childhood has established a Memorandum of Understanding with the Department of Education to coordinate implementation of the new KEA. The agreement between these agencies specifies the responsibilities to sustain the work of the KEA:

- Maintain administration of KEA data collection
- Include KEA data in the State Longitudinal Data System
- Maintain portal to share results of KEA
- Provide technical assistance to coordinators on KEA administration and any modifications
- Provide periodic recalibration and training for coordinators

AMBITIOUS AND ACHIEVABLE PLAN: SECTION C

Key Goal

To ensure program quality in preschool programs.

Key Activities & Rationale

To achieve the key goal of the plan, the state is committed to the following key activities:

KEY ACTIVITY 1: Hire a family engagement/community outreach specialist using no more than five percent of grant funds for State Preschool Program infrastructure and quality improvements at the state level. This full-time State employee will be responsible for designing and overseeing implementation of culturally and linguistically responsive family engagement strategies at the community level and to work with high-need communities to forge a seamless birth-through-third-grade continuum. The rationale for hiring a family engagement/community outreach specialist is that Connecticut recognizes it must improve its family engagement practices at the state and local level, as well as ensure high-need communities have seamless transitions along the birth-through-third-grade continuum, if it is to achieve its goal of providing high-quality preschool to children.

Timeline: July – September 2015

Party or Parties Responsible: Office of Early Childhood Quality Rating and Improvement Manager

Supporting Evidence: See Appendix #9 – Family Engagement/Community Outreach Specialist

Performance Measures: New staff hired

KEY ACTIVITY 2: Hire a grant accountability and reporting coordinator using no more than five percent of grant funds for State Preschool Program infrastructure and quality improvements at the state level. This full-time State employee will be responsible for coordinating the efforts of local school readiness liaisons, coordinating professional development for Subgrantees and their early learning providers, and for all monitoring, supervision, data collection, accountability, and federal reporting under this grant.

One full-time employee is needed to effectively coordinate all professional development efforts as well as adequately monitor the program for all matters of accountability.

Timeline: July – September 2015

Party or Parties Responsible: Office of Early Childhood Quality Rating and Improvement Manager

Supporting Evidence: See Appendix #10 –Grant Accountability and Reporting Coordinator

Performance Measures: New staff hired

KEY ACTIVITY 3: Train 36 school readiness liaisons and early learning program administrators in the selected high-need communities on the use of the Classroom Assessment Scoring System (CLASS) and attend the CLASS Observation Training program. Five of the 36 people trained will then go on to attend the CLASS Train-the-Trainer program to ensure that all teachers in the Subgrantee early learning programs can receive CLASS training. The CLASS is widely used in other states both as a tool to measure the quality of teacher-child interactions and to guide teachers as they work to improve their interactions with children. We know from years of research that quality teacher-child interactions lead to improved child outcomes. The rationale for using no more than five percent of grant funds for State Preschool Program infrastructure and quality improvements at the state level toward CLASS training is that it will allow Connecticut to support teachers to improve their teacher-child interactions and their instructional practices.

Timeline: August 2015 – Two-day CLASS Observation Training;
August 2016 – Three-day CLASS Train-the-Trainer program
Party or Parties Responsible: School readiness liaisons and early learning program administrators in selected high-need communities
Supporting Evidence: n/a
Performance Measures: School readiness liaisons and early learning program administrators receive CLASS Observer Certification and/or CLASS Train-the-Trainer Certification.

KEY ACTIVITY 4: Select a contractor to conduct third-party evaluations of child outcomes. The evaluation will include pre- and post-assessment of eligible children's development in the expansion and improved slots as well as pre- and post- assessment of children in existing, unimproved, State Preschool Slots. We will use the evaluation to answer the question of whether eligible children in the expansion or improved spaces made more gains across those developmental domains than the eligible children in the existing State Preschool spaces.

Timeline: September 2015 – June 2019
Party or Parties Responsible: Office of Early Childhood staff member hired as monitoring and accountability coordinator, Office of Early Childhood QRIS Manager, school readiness liaisons in the 14 selected communities.
Supporting Evidence: RFP issued, contractor selected, report submitted on results of pre- and post assessments and mid-year observation completed each year.
Performance Measures: Eligible children in high-quality State Preschool Programs funded under this grant make more developmental progress than their peers in state-funded State Preschool Programs.

KEY ACTIVITY 5: Create a new State Assigned Student Identification (SASID) manager to ensure that children are not issued multiple identifiers by community and public school programs. The new SASID manager will issue unique identifiers for all young children in State Preschool Programs, which will increase accuracy when tracking outcomes of children from preschool through secondary school.

Timeline: In process now. Schedule to be completed December 2014.

Party or Parties Responsible: Office of Early Childhood and State Department of Education

Supporting Evidence: n/a

Performance Measures: Unique SASIDs issued for all children in State Preschool Programs.

KEY ACTIVITY 6: Convene a Continuous Quality Improvement (CQI) Team made up of school readiness liaisons and representatives from parent advisory committees from each of the Subgrantees. Regular CQI team meetings will result in changes in policies and practice in pursuit of the continuous improvement of our high-quality State Preschool Programs.

Timeline: Ongoing September 2015 August 2019

Party or Parties Responsible: Grant Accountability and Reporting Coordinator and school readiness liaisons

Supporting Evidence: n/a

Performance Measures: Improved policies and changes leading to higher quality of our State Preschool Programs

KEY ACTIVITY 7: Implement Kindergarten Entry Assessment (KEA). The Office of Early Childhood will continue to work with University of Connecticut and the Education Assessment Grant (EAG) consortium in the development of KEA 2.0. A field test will be conducted in chosen communities and census administration of KEA in Fall 2016. The purpose of the new KEA is to provide information to stakeholders at the local, regional, and state levels about how prepared children are for kindergarten. Families and teachers will learn about each student's skills, learning, and developmental needs, so that they can identify strengths and weaknesses of each student, resulting in individualized plans of instruction and any necessary interventions. School, local district, and state leaders will earn about students' levels of preparedness for kindergarten, which will facilitate programmatic decision-making at the school, district, and state levels. The KEA will not be designed as a tool for teacher evaluation, program evaluation, or to determine an individual child's eligibility for kindergarten.

Timeline: September 2015 – Field Test; Fall 2016 – Census administration

Party or Parties Responsible: Office of Early Childhood, University of Connecticut, State Department of Education and EAG Consortium

Supporting Evidence: n/a

Performance Measures: Census administration of KEA in Fall 2016

Financial Resources

In-kind: State salaries and fringe of OEC staff assigned to key activities 1 through 7.

State bond funds for Early Childhood Information System

State funds for University of Connecticut work on KEA

Grant funding: 20 percent of salary and fringe of OEC accountability and reporting coordinator: $33,917 (year one) and S35,081 (year 2); $36,246 (year 3); and $37,409 (year 4). Total $142,653

CLASS Training: $42,400

Third-party evaluation contractor: $328,076 (year 1); $178,251 (year 2); $189,444 (year 3); and $177,820 (year 4). Total is $873,591.

Needs of Eligible Children

High-Need Children: The Office of Early Childhood will address the needs of all eligible children under this grant in the following ways:

1. 10-hour days and year-round programming for over 60 percent of eligible children to meet families' needs and to offer a higher dosage of enrichment activities and prevent summer learning loss;
2. Transportation will be provided in those communities that indicated it was necessary to reach isolated families;

3. Comprehensive services for early identification of remediable health or development concerns; and
4. Availability of the Early Childhood Consultation Partnership, a nationally-recognized statewide consultation model for early childhood mental health prevention and intervention.

Homeless children: The Early Childhood Cabinet will concentrate on homeless families with young children this coming year, attempting to focus the efforts of multiple agencies around this very vulnerable population. Particular focus will be on ensuring that these children have access to high-quality preschool. This area of concern was identified through discussions with the Governor and Lieutenant Governor. To move this effort forward, the Commissioner of the Office of Early Childhood has met with nonprofit housing organizations to discuss the specific needs of homeless families with young children. The Commissioner is also an Advisory Committee Member of Secure Jobs, a two-year demonstration pilot designed to increase the income of families transitioning from homelessness to housing by connecting them to the education, training and supports, including early care and education, the need to secure and maintain stable, competitive employment.

In recent years, Connecticut's early childhood programs have made conscientious efforts in outreach to homeless families and families at-risk of homelessness. Collaborative work continues through communities, homeless shelters and transitional housing staff, the Connecticut Coalition to End Homelessness (CCEH), United Way of Connecticut, Care 4 Kids (Child Care Subsidy Program), Office of Early Childhood, Head Start State Collaboration Office, and the state Departments of Housing, Social Services, Office of Early Childhood, and Children and Families, to provide early care and education opportunities to homeless children, in ways to allow for consistent, safe and comprehensive care.

In Connecticut, during Fiscal Year 2013, the CCEH Homeless Management Information System (HMIS) had an unduplicated count of 1,113 children, ages birth to five years, served by Emergency Shelter and Transitional Housing programs. Of the 14 Subgrantee communities represented in this grant proposal, five have shelters that served 21 percent of this population, as reported in HMIS. The five communities are Bridgeport, Killingly, Shelton, Torrington and

Vernon. Please note that children in shelters represent only a percentage of homeless children in the state. Many homeless families double-up with friends and relatives, find other temporary shelter, or live on the streets.

The impact of homelessness on a child's success in school and in life may be devastating. By providing high-quality preschool education to children, we establish a consistent place to learn and thrive and help support the child and their family in preschool and through the transition to kindergarten through third grade.

Children in child welfare: The Office of Early Childhood will collaborate with the Connecticut Department of Children and Families to develop a plan to identify children in foster care who currently are not enrolled in high-quality preschool and make sure they are enrolled a high-quality State Preschool Program or Head Start program, pursuant to Special Act 14-22. Currently there is no mechanism in place to ensure that all foster children in Connecticut are enrolled in a high-quality preschool. This plan will create that mechanism.

Dual language learners: The Office of Early Childhood is working with the University of Connecticut Center for Excellence in Developmental Disabilities, Education, Training and Research (UCEDD) to focus on the use of the CT ELDS with children with disabilities and children who are dual language learners. UCEDD will focus groups and a survey with home-based and center-based preschool programs to gain feedback about what would be most helpful to providers and parents to aid them in using the CT ELDS with children with disabilities and children who are dual language learners.

Children with disabilities and delays: Statutory and budgetary authority for part C and section 619 of part B of IDEA will move from the State Department of Education and the Department of Developmental Services, respectively, to the Office of Early Childhood July 2015 to better align and coordinate policies, programs and services for children with disabilities and delays with all the policies, programs and services for young children in Connecticut managed by the Office of Early Childhood, including home visiting and State Preschool Programs.

D. **Expanding High-Quality Preschool Programs in Each High-Need Community (60 points)**

(1) *The State has selected each Subgrantee and each High-Need Community that will be served, including a description of each High-Need Community and its geographic diversity, such as whether the community is located in a rural or tribal area and whether it is located in a federally designated Promise Zone.*

Connecticut has selected 14 High-Need Communities for this grant. In Connecticut we define High-Need Communities as those communities:

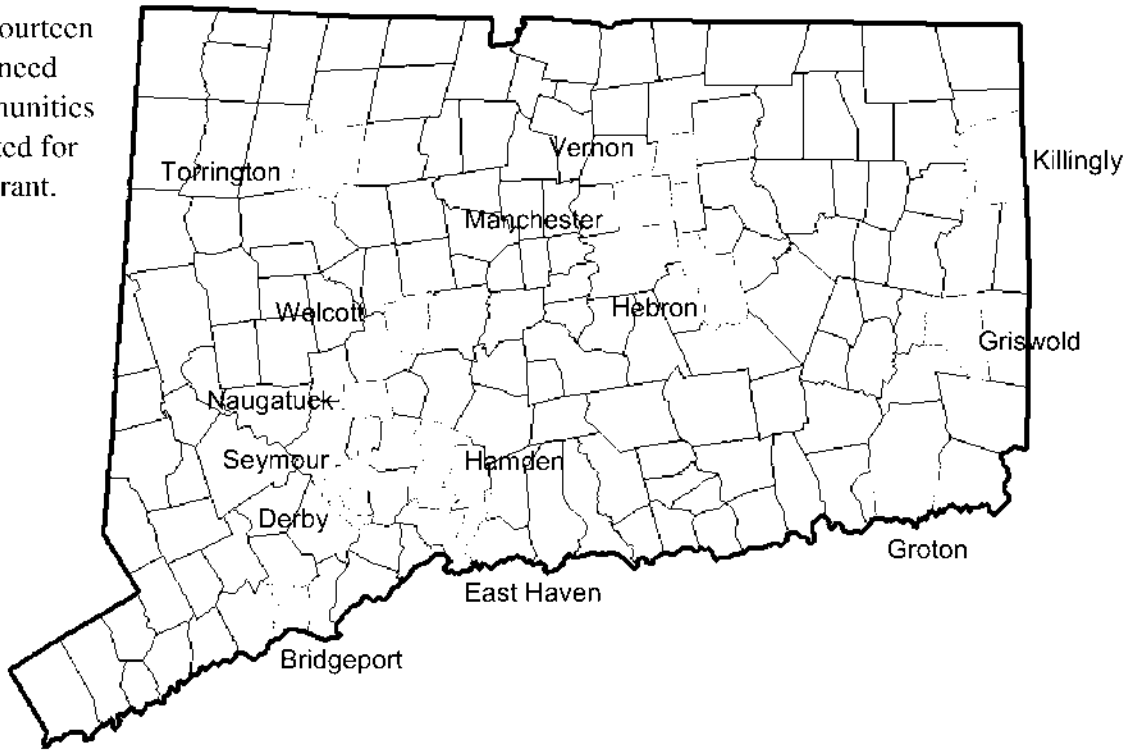
(a) with the highest rates of students receiving Free or Reduced School Meals, lowest rates of maternal education, and lowest student state mastery test scores. The school readiness councils in these 19 "Priority Communities" now receive 86 percent of the funding that supports 13,935 three- and four-year-olds; or

(b) are either among the 50 poorest towns in the state and or who operate one or more schools in which at least 40 percent of the students are eligible for Free and Reduced School Meals and are labeled "Competitive" Communities.

We began by looking at all of the "competitive communities" and narrowed our initial search to 21 of them before finally settling on 13. We also chose to look at our priority communities (the 19 poorest cities or towns) and began with three of them before ultimately selecting Bridgeport – our largest city based on their need for more State Preschool spaces than we could offer during the Fiscal Year 2015 expansion of the State Preschool Program. (See D (3) for a description of the selection process.)

In each community, the local school readiness council will be the Subgrantee. The fiduciary organization for each council (a municipality, a school district or a Regional Educational Service Center will be the actual recipient of the funding. While none of these communities is located in a tribal area or federally designated Promise Zone and none of them meet the definition of rural, we made a conscious effort to include communities that cover six of Connecticut's seven counties.

The fourteen high-need communities selected for this grant.



(2) *Each High-Need Community is currently underserved, including number and percentage of four-year-olds in State Preschool Programs and other publically funded preschool programs.*

The data below represents all four-year-olds in publicly-funded preschool programs in these selected communities.

Four-Year-Olds in Selected High-Need Communities

Community	In State Preschool Programs	In Head Start Programs	In Preschool Special Ed. Programs	% of four-year-olds in Publicly Funded Preschool Programs
Bridgeport	965	527	111	71%
Derby	35	30	10	56%
East Haven	23	0	18	14%
Griswold	28	0	9	31%
Groton	51	0	26	13%
Hamden	49	122	35	32%
Hebron	10	0	*	21%
Killingly	47	18	12	41%
Manchester	48	64	16	15%
Naugatuck	45	66	17	34%
Seymour	8	0	6	9%
Torrington	48	140	34	58%
Vernon	65	47	14	37%
Wolcott	12	0	*	13%
Total	1,435	1,014	317	43%

*Suppressed cell size less than 6. Suppressed numbers are included in totals and percentages.

Each community is further described in the following profiles that display data that we reviewed in making our selections. As the profiles depict, the communities vary in size as well as diversity but all represent high-need communities as defined by this grant. Connecticut defines an underserved community as one with a significant number of three- and four-year-olds without access to high-quality State Preschool Programs. This number is reflected in the following series of high-need community profiles as "Unmet Need for Preschool Spaces, 2014."

The data sources used in the profiles are listed on the page following the last profile.

Bridgeport

COMMUNITY INFORMATION

- ☑ Fairfield County
- ☑ School District Reference Group (DRG) I [1]
- ☑ Ranks 166th by Wealth [2]
- ☑ Priority School District
- ☑ School Readiness Council & Liaison
- ☑ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14 [8]	Number	Percent
American Indian or Alaskan Native	75	0.36%
Asian American	577	2.79%
Black	7,774	37.54%
White	2,091	10.10%
Hispanic	10,081	48.68%
Pacific-Islander	21	0.10%
Two or more races	91	0.44%
Total Students Enrolled	**20,710**	**100%**

Demographics	Bridgeport	Connecticut
Total Population, 2013 [3]	147,216	3,596,080
Per Capita Income [4]	$19,743	$37,807
Persons under Age 18 [5]	25.0%	22.9%
Children under Age 5 [6]	7.4%	5.7%
Children Ages 3&4 [7]	4,374	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (MIECHV & Nurturing Families)
- Early Head Start & Head Start
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP – Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Family Resource Center
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14) [9]	**1,629**
Unmet Need for Preschool Spaces, 2014 [10]	**1,070**

Characteristics and Risk Factors	Bridgeport	Connecticut
Persons below federal poverty level (FPL), 2008-2012 [11]	**23.6%**	**10.0%**
Children living in families with incomes below 200% of the FPL [12]	**62.2%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w /Income <200% FPL [13]	**1,406**	**12,188**
4 Year Olds in 2015 (2011 Birth) [14]	**2,261**	**37,272**
Students in homes where the primary language is not English [15]	**40.8%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012 [16]	**12.8%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013 [17]	**541**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs [18]	**4.8%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov [19]	**12.8%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma 2008-12 [20]	**26.1%**	**11.0%**
Median Household Income, 2008-2012 [21]	**$39,822**	**$69,519**
Unemployment Rate, May 2014 [22]	**10.6%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014 [23]	**2,085**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014 [24]	**28,358**	**310,593**

Indicators of Educational Need	School District	Connecticut
School children eligible for free or reduced priced meals '12-13 (185% FPL) [25]	**100%**	**33.7%**
K-12 Students who are Not Fluent in English [26]	**13.8%**	**5.8%**
Children Enrolled in Kindergarten 2013-14 [27]	**1,853**	**38,219**
Children Enter Kindergarten with Preschool Experience [28]	**62.5%**	**79.3%**
Homeless - % of Public School Enrollment [29]	**0.4%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13. [30]	**21.3%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

Derby

COMMUNITY INFORMATION

- ☑ New Haven County
- ☑ School District Reference Group (DRG) H[1]
- ☑ Ranks **149th** by Wealth[2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☑ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14[8]	Number	Percent
American Indian or Alaskan Native	-	0%
Asian American	33	2.2%
Black	236	15.74%
White	811	54.10%
Hispanic	368	24.55%
Pacific-Islander	7	0.47%
Two or more races	44	2.94%
Total Students Enrolled	**1,499**	**100%**

Demographics	Derby	Connecticut
Total Population, 2013[3]	12,801	3,596,080
Per Capita Income[4]	$26,797	$37,807
Persons under Age 18[5]	21.0%	22.9%
Children under Age 5[6]	6.2%	5.7%
Children Ages 3&4[7]	261	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (MIECHV & Nurturing Families)
- Head Start
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP – Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14)[9]	**58**
Unmet Need for Preschool Spaces, 2014[10]	**103**

Characteristics and Risk Factors	Derby	Connecticut
Persons below federal poverty level (FPL), 2008-2012[11]	**13.3%**	**10.0%**
Children living in families with incomes below 200% of the FPL[12]	**41.0%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w /Income <200% FPL[13]	**55**	**12,188**
4 Year Olds in 2015 (2011 Birth)[14]	**134**	**37,272**
Students in homes where the primary language is not English[15]	**14.5%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012[16]	**0.6%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013[17]	**28**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs[18]	**7.6%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov[19]	**12.9%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma, 2008-2012[20]	**14.0%**	**11.0%**
Median Household Income, 2008-2012[21]	**$54,561**	**$69,519**
Unemployment Rate, May 2014[22]	**8.3%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014[23]	**110**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014[24]	**1,397**	**310,593**

Indicators of Educational Need	School District	Connecticut
School children eligible for free or reduced priced meals '12-13 (185% FPL)[25]	**53.2%**	**33.7%**
K-12 Students who are Not Fluent in English[26]	**6.6%**	**5.8%**
Children Enrolled in Kindergarten 2013-14[27]	**122**	**38,219**
Children Enter Kindergarten with Preschool Experience[28]	**59.1%**	**79.3%**
Homeless - % of Public School Enrollment[29]	**0.0%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13.[30]	**46.4%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

East Haven

COMMUNITY INFORMATION

- ☑ New Haven County
- ☑ School District Reference Group (DRG) G [1]
- ☑ Ranks **141st** by Wealth[2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☑ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14[8]	Number	Percent
American Indian or Alaskan Native	*	*
Asian American	136	4.45%
Black	94	3.08%
White	2,120	69.39%
Hispanic	652	21.34%
Pacific-Islander	*	*
Two or more races	45	1.47%
Total Students Enrolled	**3,055**	**99.74%**

Demographics	East Haven	Connecticut
Total Population, 2010[3]	29,257	3,596,080
Per Capita Income[4]	$30,618	$37,807
Persons under Age 18[5]	22.9%	22.9%
Children under Age 5[6]	5.7%	5.7%
Children Ages 3&4[7]	524	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (MIECHV & Nurturing Families)
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP – Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Family Resource Center
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14)[9]	**39**
Unmet Need for Preschool Spaces, 2014[10]	**209**

Characteristics and Risk Factors	East Haven	Connecticut
Persons below federal poverty level (FPL), 2008-2012[11]	**9.3%**	**10.0%**
Children living in families with incomes below 200% of the FPL[12]	**33.0%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w /Income <200% FPL[13]	**93**	**12,188**
4 Year Olds in 2015 (2011 Birth)[14]	**283**	**37,272**
Students in homes where the primary language is not English[15]	**13.5%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012[16]	**2.6%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013[17]	**62**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs[18]	**4.9%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov[19]	**12.9%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma 2008-12[20]	**11.9%**	**11.0%**
Median Household Income, 2008-2012[21]	**$63,574**	**$69,519**
Unemployment Rate, May 2014[22]	**7.4%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014[23]	**152**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014[24]	**2,432**	**310,593**

Indicators of Educational Need	School District	Connecticut
School children eligible for free or reduced priced meals '12-13 (185% FPL)[25]	**43.9%**	**33.7%**
K-12 Students who are Not Fluent in English.[26]	**6.6%**	**5.8%**
Children Enrolled in Kindergarten 2013-14[27]	**227**	**38,219**
Children Enter Kindergarten with Preschool Experience[28]	**63.8%**	**79.3%**
Homeless - % of Public School Enrollment[29]	**0.0%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13[30]	**39.5%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

Griswold

COMMUNITY INFORMATION

- ☑ New London County
- ☑ School District Reference Group (DRG) F[1]
- ☑ Ranks 151st by Wealth[2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☑ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14[8]	Number	Percent
American Indian or Alaskan Native	*	*
Asian American	31	1.58%
Black	58	2.95%
White	1,644	83.66%
Hispanic	107	5.45%
Pacific-Islander	*	*
Two or more races	101	5.14%
Total Students Enrolled	**1,965**	**98.78%**

Demographics	Griswold	Connecticut
Total Population[37]	11,907	3,596,080
Per Capita Income[33]	21,196	$37,807
Persons under Age 18[38]	21.0%	22.9%
Children under Age 5[39]	6.5%	5.7%
Children Ages 3&4[7]	230	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (MIECHV & Nurturing Families)
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP – Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14)[9]	**47**
Unmet Need for Preschool Spaces, 2014[10]	**44**

Characteristics and Risk Factors	Griswold	Connecticut
Persons below federal poverty level (FPL), 2011[34]	**7.9%**	**10.0%**
Children living in families with incomes below 200% of the FPL[12]	**23.4%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w /Income <200% FPL[13]	**28**	**12,188**
4 Year Olds in 2015 (2011 Birth)[14]	**118**	**37,272**
Students in homes where the primary language is not English[15]	**2.5%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012[16]	**0.0%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013[17]	**33**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs[18]	**8.4%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov[19]	**14.2%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma, 2000[31]	**17.3%**	**11.0%**
Median Household Income, 2008-2012[34]	**$66,303**	**$69,519**
Unemployment Rate, May 2014[22]	**7.1%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014[23]	**53**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014[24]	**1,160**	**310,593**

Indicators of Educational Need	School District	Connecticut
School children eligible for free or reduced priced meals '12-13 (185% FPL)[25]	**31.2%**	**33.7%**
K-12 Students who are Not Fluent in English[26]	**0.9%**	**5.8%**
Children Enrolled in Kindergarten 2013-14[27]	**148**	**38,219**
Children Enter Kindergarten with Preschool Experience[28]	**91.0%**	**79.3%**
Homeless - % of Public School Enrollment[29]	**0.4%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13[30]	**50.9%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

Groton

COMMUNITY INFORMATION

- ☑ New London County
- ☑ School District Reference Group (**DRG**) **G**[1]
- ☑ Ranks **107th** by Wealth[2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☑ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14[8]	**Number**	**Percent**
American Indian or Alaskan Native	45	0.97%
Asian American	296	6.36%
Black	475	10.20%
White	2,710	58.19%
Hispanic	832	17.87%
Pacific-Islander	11	0.24%
Two or more races	288	6.18%
Total Students Enrolled	**4,657**	**100%**

Demographics	**Groton**	**Connecticut**
Total Population, 2013[3]	9,348	3,596,080
Per Capita Income[4]	$30,243	$37,807
Persons under Age 18[5]	21.6%	22.9%
Children under Age 5[6]	7.4%	5.7%
Children Ages 3&4[7]	1,221	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (Nurturing Families Network)
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP – Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Family Resource Center
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14)[9]	**86**
Unmet Need for Preschool Spaces, 2014[10]	**133**

Characteristics and Risk Factors	**Groton**	**Connecticut**
Persons below federal poverty level (FPL), 2008-2012[11]	**12.7%**	**10.0%**
Children living in families with incomes below 200% of the FPL[12]	**31.0%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w /Income <200% FPL[13]	**184**	**12,188**
4 Year Olds in 2015 (2011 Birth)[14]	**592**	**37,272**
Students in homes where the primary language is not English[15]	**7.7%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012[16]	**2.5%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013[17]	**143**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs[18]	**4.4%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov[19]	**15.0%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma[20]	**12.2%**	**11.0%**
Median Household Income, 2008-2012[21]	**$51,833**	**$69,519**
Unemployment Rate, May 2014[22]	**7.8%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014[23]	**239**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014[24]	**2,594**	**310,593**

Indicators of Educational Need	**School District**	**Connecticut**
School children eligible for free or reduced priced meals '12-13 (185% FPL)[25]	**42.6%**	**33.7%**
K-12 Students who are Not Fluent in English.[26]	**2.3%**	**5.8%**
Children Enrolled in Kindergarten 2013-14[27]	**458**	**38,219**
Children Enter Kindergarten with Preschool Experience[28]	**71.7%**	**79.3%**
Homeless - % of Public School Enrollment[29]	**0.3%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13[30]	**54.8%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

Hamden

COMMUNITY INFORMATION

- ☑ New Haven County
- ☑ School District Reference Group (**DRG**) **G**[1]
- ☑ Ranks **116th** by Wealth[2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☑ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14[8]	**Number**	**Percent**
American Indian or Alaskan Native	*	*
Asian American	466	8.11%
Black	1,686	29.35%
White	2,388	41.57%
Hispanic	968	16.85%
Pacific-Islander	*	*
Two or more races	227	3.95%
Total Students Enrolled	**5,745**	**99.83%**

Demographics	**Hamden**	**Connecticut**
Total Population[37]	60,735	3,596,080
Per Capita Income[33]	$26,039	$37,807
Persons under Age 18[38]	19.3%	22.9%
Children under Age 5[39]	5.2%	5.7%
Children Ages 3&4[7]	1,247	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (Nurturing Families Network)
- Early Head Start & Head Start
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Family Resource Center
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14)[9]	**82**
Unmet Need for Preschool Spaces, 2014[10]	**327**

Characteristics and Risk Factors	**Hamden**	**Connecticut**
Persons below federal poverty level (FPL), 2011[34]	**7.7%**	**10.0%**
Children living in families with incomes below 200% of the FPL[12]	**24.7%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w /Income <200% FPL[13]	**157**	**12,188**
4 Year Olds in 2015 (2011 Birth)[14]	**637**	**37,272**
Students in homes where the primary language is not English[15]	**14.7%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012[16]	**2.4%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013[17]	**134**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs[18]	**4.7%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov[19]	**13.1%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma, 2000[31]	**11.0%**	**11.0%**
Median Household Income, 2011[35]	**$67,955**	**$69,519**
Unemployment Rate, May 2014[22]	**6.9%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014[23]	**341**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014[24]	**3,964**	**310,593**

Indicators of Educational Need	**School District**	**Connecticut**
School children eligible for free or reduced priced meals '12-13 (185% FPL)[25]	**40.1%**	**33.7%**
K-12 Students who are Not Fluent in English.[26]	**4.4%**	**5.8%**
Children Enrolled in Kindergarten 2013-14[27]	**420**	**38,219**
Children Enter Kindergarten with Preschool Experience[28]	**78.6%**	**79.3%**
Homeless - % of Public School Enrollment[29]	**0.1%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13[30]	**52.9%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

Hebron

COMMUNITY INFORMATION

- ☑ Tolland County
- ☑ School District Reference Group (**DRG**) **C**[1]
- ☑ Ranks **115th** by Wealth[2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☐ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14[8]	**Number**	**Percent**
American Indian or Alaskan Native	*	*
Asian American	14	1.61%
Black	*	*
White	796	91.81%
Hispanic	35	4.04%
Pacific-Islander	0	0%
Two or more races	17	1.96%
Total Students Enrolled	**867**	**99.42%**

Demographics	**Hebron**	**Connecticut**
Total Population[37]	9,649	3,596,080
Per Capita Income[33]	$30,797	$37,807
Persons under Age 18[38]	27.6%	22.9%
Children under Age 5[39]	5.7%	5.7%
Children Ages 3&4[7]	134	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (Nurturing Families Network)
- Early Head Start & Head Start
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP – Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Family Resource Center
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14)[9]	**18**
Unmet Need for Preschool Spaces, 2014[10]	**88**

Characteristics and Risk Factors	**Hebron**	**Connecticut**
Persons below federal poverty level (FPL), 2011[36]	**2.3%**	**10.0%**
Children living in families with incomes below 200% of the FPL[12]	**5.1%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w /Income <200% FPL[13]	**4**	**12,188**
4 Year Olds in 2015 (2011 Birth)[14]	**72**	**37,272**
Students in homes where the primary language is not English[15]	**0.8%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012[16]	**0.0%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013[17]	**18**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs[18]	**9.8%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov[19]	**11.3%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma, 2000[31]	**N/A**	**11.0%**
Median Household Income, 2011[35]	**$107,807**	**$69,519**
Unemployment Rate, May 2014[22]	**5.3%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014[23]	**17**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014[24]	**319**	**310,593**

Indicators of Educational Need	**School District**	**Connecticut**
School children eligible for free or reduced priced meals '12-13 (185% FPL)[25]	**6.2%**	**33.7%**
K-12 Students who are Not Fluent in English[26]	**0.1%**	**5.8%**
Children Enrolled in Kindergarten 2013-14[27]	**88**	**38,219**
Children Enter Kindergarten with Preschool Experience[28]	**98.9%**	**79.3%**
Homeless - % of Public School Enrollment[29]	**0.0%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13[30]	**77.5%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

Killingly

COMMUNITY INFORMATION

- ☑ Windham County
- ☑ School District Reference Group (**DRG**) **G**[1]
- ☑ Ranks **154th** by Wealth[2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☑ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14[8]	**Number**	**Percent**
American Indian or Alaskan Native	23	0.87%
Asian American	66	2.50%
Black	58	2.20%
White	2,210	83.68%
Hispanic	150	5.68%
Pacific-Islander	0	0.0%
Two or more races	134	5.07%
Total Students Enrolled	**2,641**	**100%**

Demographics	**Killingly**	**Connecticut**
Total Population[37]	17,345	3,596,080
Per Capita Income[33]	$19,779	$37,807
Persons under Age 18[38]	21.7%	22.9%
Children under Age 5[39]	5.3%	5.7%
Children Ages 3&4[7]	378	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (MIECHV & Nurturing Families)
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP – Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Family Resource Center
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14)[9]	**79**
Unmet Need for Preschool Spaces, 2014[10]	**73**

Characteristics and Risk Factors	**Killingly**	**Connecticut**
Persons below federal poverty level (FPL), 2008-2012[11]	**10.3%**	**10.0%**
Children living in families with incomes below 200% of the FPL[12]	**27.3%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w /Income <200% FPL[13]	**51**	**12,188**
4 Year Olds in 2015 (2011 Birth)[14]	**187**	**37,272**
Students in homes where the primary language is not English[15]	**4.4%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012[16]	**0.0%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013[17]	**61**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs[18]	**6.5%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov[19]	**15.9%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma, 2000[31]	**25.8%**	**11.0%**
Median Household Income, 2008-2012[35]	**$54,446**	**$69,519**
Unemployment Rate, May 2014[22]	**8.5%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014[23]	**134**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014[24]	**1,864**	**310,593**

Indicators of Educational Need	**School District**	**Connecticut**
School children eligible for free or reduced priced meals '12-13 (185% FPL)[25]	**42.6%**	**33.7%**
K-12 Students who are Not Fluent in English.[26]	**2.2%**	**5.8%**
Children Enrolled in Kindergarten 2013-14[27]	**161**	**38,219**
Children Enter Kindergarten with Preschool Experience[28]	**60.9%**	**79.3%**
Homeless - % of Public School Enrollment[29]	**1.8%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13[30]	**53.9%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

Manchester

COMMUNITY INFORMATION

- ☑ Hartford County
- ☑ School District Reference Group (DRG) G[1]
- ☑ Ranks 133rd by Wealth[2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☑ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14[8]	Number	Percent
American Indian or Alaskan Native	*	*
Asian American	507	8.16%
Black	1,364	21.96%
White	2,505	40.34%
Hispanic	1,537	24.75%
Pacific-Islander	*	*
Two or more races	271	4.36%
Total Students Enrolled	**6,210**	**99.95%**

Demographics	Manchester	Connecticut
Total Population, 2010[3]	30,577	3,596,080
Per Capita Income[4]	$29,533	$37,807
Persons under Age 18[5]	21.9%	22.9%
Children under Age 5[6]	6.0%	5.7%
Children Ages 3&4[7]	1,566	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (Nurturing Families Network)
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Family Resource Center
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14)[9] **80**
Unmet Need for Preschool Spaces[40] **178**

Characteristics and Risk Factors	Manchester	Connecticut
Persons below federal poverty level (FPL), 2008-2012[11]	**9.9%**	**10.0%**
Children living in families with incomes below 200% of the FPL[12]	**35.4%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w/Income <200% FPL[13]	**290**	**12,188**
4 Year Olds in 2015 (2011 Birth)[14]	**818**	**37,272**
Students in homes where the primary language is not English[15]	**14.0%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012[16]	**2.3%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013[17]	**190**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs[18]	**3.0%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov[19]	**12.7%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma 2008-12[20]	**10.8%**	**11.0%**
Median Household Income, 2008-2012[21]	**$55,426**	**$69,519**
Unemployment Rate, May 2014[22]	**6.8%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014[23]	**519**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014[24]	**5,950**	**310,593**

Indicators of Educational Need	School District	Connecticut
School children eligible for free or reduced priced meals '12-13 (185% FPL)[25]	**54.2%**	**33.7%**
K-12 Students who are Not Fluent in English.[26]	**5.4%**	**5.8%**
Children Enrolled in Kindergarten 2013-14[27]	**564**	**38,219**
Children Enter Kindergarten with Preschool Experience[28]	**72.1%**	**79.3%**
Homeless - % of Public School Enrollment[29]	**0.0%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13[30]	**46.4%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

Naugatuck

COMMUNITY INFORMATION

- ☑ New Haven County
- ☑ School District Reference Group (DRG) G[1]
- ☑ Ranks 157th by Wealth[2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☑ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14[8]	Number	Percent
American Indian or Alaskan Native	6	0.14%
Asian American	135	3.11%
Black	314	7.23%
White	2,845	65.49%
Hispanic	845	19.45%
Pacific-Islander	6	0.14%
Two or more races	193	4.44%
Total Students Enrolled	**4,344**	**100%**

Demographics	Naugatuck	Connecticut
Total Population, 2013[3]	31,707	3,596,080
Per Capita Income[4]	29,789	$37,807
Persons under Age 18[5]	23.2%	22.9%
Children under Age 5[6]	5.9%	5.7%
Children Ages 3&4[7]	739	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (Nurturing Families Network)
- Head Start
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP – Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14)[9]	**76**
Unmet Need for Preschool Spaces, 2014[10]	**193**

Characteristics and Risk Factors	Naugatuck	Connecticut
Persons below federal poverty level (FPL), 2008-2012[11]	**8.6%**	**10.0%**
Children living in families with incomes below 200% of the FPL[12]	**26.2%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w./Income <200% FPL[13]	**100**	**12,188**
4 Year Olds in 2015 (2011 Birth)[14]	**380**	**37,272**
Students in homes where the primary language is not English[15]	**12.5%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012[16]	**1.0%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013[17]	**81**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs[18]	**4.8%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov[19]	**13.4%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma 2008-12[20]	**12.9%**	**11.0%**
Median Household Income, 2008-2012[21]	**$62,574**	**$69,519**
Unemployment Rate, May 2014[22]	**8.2%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014[23]	**198**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014[24]	**3,210**	**310,593**

Indicators of Educational Need	School District	Connecticut
School children eligible for free or reduced priced meals '12-13 (185% FPL)[25]	**46.0%**	**33.7%**
K-12 Students who are Not Fluent in English.[26]	**4.3%**	**5.8%**
Children Enrolled in Kindergarten 2013-14[27]	**314**	**38,219**
Children Enter Kindergarten with Preschool Experience[28]	**65.7%**	**79.3%**
Homeless - % of Public School Enrollment[29]	**0.0%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13[30]	**43.3%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

Seymour

COMMUNITY INFORMATION

- ☑ New Haven County
- ☑ School District Reference Group (DRG) F [1]
- ☑ Ranks 127th by Wealth [2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☐ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14 [8]	Number	Percent
American Indian or Alaskan Native	*	*
Asian American	84	3.66%
Black	98	4.27%
White	1,855	80.79%
Hispanic	232	10.10%
Pacific-Islander	*	*
Two or more races	22	0.96%
Total Students Enrolled	**2,296**	**99.79%**

Demographics	Seymour	Connecticut
Total Population [37]	16,487	3,596,080
Per Capita Income [33]	$24,056	$37,807
Persons under Age 18 [38]	21.9%	22.9%
Children under Age 5 [39]	4.5%	5.7%
Children Ages 3&4 [7]	294	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (Nurturing Families Network)
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14) [9]	**13**
Unmet Need for Preschool Spaces, 2014 [10]	**137**

Characteristics and Risk Factors	Seymour	Connecticut
Persons below federal poverty level (FPL), 2011 [35]	**5.2%**	**10.0%**
Children living in families with incomes below 200% of the FPL [12]	**13.2%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w /Income <200% FPL [13]	**20**	**12,188**
4 Year Olds in 2015 (2011 Birth) [14]	**149**	**37,272**
Students in homes where the primary language is not English [15]	**8.2%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012 [16]	**0.6%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013 [17]	**36**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs [18]	**3.5%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov [19]	**10.8%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma, 2000 [31]	**15.3%**	**11.0%**
Median Household Income, 2011 [35]	**$75,482**	**$69,519**
Unemployment Rate, May 2014 [22]	**7.0%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014 [23]	**9**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014 [24]	**1,119**	**310,593**

Indicators of Educational Need	School District	Connecticut
School children eligible for free or reduced priced meals '12-13 (185% FPL) [25]	**26.1%**	**33.7%**
K-12 Students who are Not Fluent in English. [26]	**2.7%**	**5.8%**
Children Enrolled in Kindergarten 2013-14 [27]	**184**	**38,219**
Children Enter Kindergarten with Preschool Experience [28]	**83.9%**	**79.3%**
Homeless - % of Public School Enrollment [29]	**0.2%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13 [30]	**45.6%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

Torrington

COMMUNITY INFORMATION

- ☑ Litchfield County
- ☑ School District Reference Group (DRG) G[1]
- ☑ Ranks **152nd** by Wealth[2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☑ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14[8]	Number	Percent
American Indian or Alaskan Native	10	0.23%
Asian American	145	3.4%
Black	180	4.23%
White	2,928	68.73%
Hispanic	859	20.16%
Pacific-Islander	7	0.16%
Two or more races	131	3.08%
Total Students Enrolled	**4,260**	**100%**

Demographics	Torrington	Connecticut
Total Population, 2013[3]	35,611	3,596,080
Per Capita Income[4]	$27,762	$37,807
Persons under Age 18[5]	21.1%	22.9%
Children under Age 5[6]	5.7%	5.7%
Children Ages 3&4[7]	753	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (MIECHV & Nurturing Families)
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP – Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Family Resource Center
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14)[9]	**81**
Unmet Need for Preschool Spaces, 2014[10]	**204**

Characteristics and Risk Factors	Torrington	Connecticut
Persons below federal poverty level (FPL), 2008-2012[11]	**11.2%**	**10.0%**
Children living in families with incomes below 200% of the FPL[12]	**33.1%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w /Income <200% FPL[13]	**126**	**12,188**
4 Year Olds in 2015 (2011 Birth)[14]	**381**	**37,272**
Students in homes where the primary language is not English[15]	**17.1%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012[16]	**3.2%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013[17]	**103**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs[18]	**6.3%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov[19]	**16.4%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma 2008-12[20]	**13.8%**	**11.0%**
Median Household Income, 2008-2012[21]	**$50,548**	**$69,519**
Unemployment Rate, May 2014[22]	**7.4%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014[23]	**221**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014[24]	**3,825**	**310,593**

Indicators of Educational Need	School District	Connecticut
School children eligible for free or reduced priced meals '12-13 (185% FPL)[25]	**46.9%**	**33.7%**
K-12 Students who are Not Fluent in English.[26]	**7.2%**	**5.8%**
Children Enrolled in Kindergarten 2013-14[27]	**346**	**38,219**
Children Enter Kindergarten with Preschool Experience[28]	**76.7%**	**79.3%**
Homeless - % of Public School Enrollment[29]	**0.9%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13[30]	**59.8%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

Vernon

COMMUNITY INFORMATION

- ☑ Tolland County
- ☑ School District Reference Group (DRG) G[1]
- ☑ Ranks **144th** by Wealth[2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☑ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14[8]	Number	Percent
American Indian or Alaskan Native	8	0.24%
Asian American	169	5.09%
Black	426	12.83%
White	2,225	67.00%
Hispanic	421	12.68%
Pacific-Islander	0	0%
Two or more races	72	2.17%
Total Students Enrolled	**3,321**	**100%**

Demographics	Vernon	Connecticut
Total Population[37]	29,188	3,596,080
Per Capita Income[33]	$25,150	$37,807
Persons under Age 18[38]	17.9%	22.9%
Children under Age 5[39]	5.5%	5.7%
Children Ages 3&4[7]	687	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (MIECHV & Nurturing Families)
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP – Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Family Resource Center
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14)[9] **108**
Unmet Need for Preschool Spaces, 2014[10] **163**

Characteristics and Risk Factors	Vernon	Connecticut
Persons below federal poverty level (FPL), 2011[36]	**8.5%**	**10.0%**
Children living in families with incomes below 200% of the FPL[12]	**29.5%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w /Income <200% FPL[13]	**99**	**12,188**
4 Year Olds in 2015 (2011 Birth)[14]	**337**	**37,272**
Students in homes where the primary language is not English[15]	**6.0%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012[16]	**2.8%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013[17]	**94**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs[18]	**4.6%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov[19]	**13.5%**	**12.4%**
Percent of Adults (Age 25+) without a High School Diploma, 2000[31]	**15.1%**	**11.0%**
Median Household Income, 2011[35]	**$62,115**	**$69,519**
Unemployment Rate, May 2014[22]	**7.0%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014[23]	**234**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014[24]	**2,553**	**310,593**

Indicators of Educational Need	School District	Connecticut
School children eligible for free or reduced priced meals '12-13 (185% FPL)[25]	**36.6%**	**33.7%**
K-12 Students who are Not Fluent in English.[26]	**2.1%**	**5.8%**
Children Enrolled in Kindergarten 2013-14[27]	**257**	**38,219**
Children Enter Kindergarten with Preschool Experience[28]	**82.0%**	**79.3%**
Homeless - % of Public School Enrollment[29]	**0.5%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13[30]	**50.0%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

Wolcott

COMMUNITY INFORMATION

- ☑ New Haven County
- ☑ School District Reference Group (DRG) F[1]
- ☑ Ranks 126th by Wealth[2]
- ☐ Priority School District
- ☑ School Readiness Council & Liaison
- ☐ Discovery Initiative Community

School District Student Race/Ethnicity 2013-14[8]	Number	Percent
American Indian or Alaskan Native	*	*
Asian American	45	1.81%
Black	51	2.05%
White	2,141	86.23%
Hispanic	166	6.69%
Pacific-Islander	*	*
Two or more races	79	3.18%
Total Students Enrolled	**2,483**	**99.96%**

Demographics	Wolcott	Connecticut
Total Population[37]	16,638	3,596,080
Per Capita Income[33]	$25,018	$37,807
Persons under Age 18[38]	22.5%	22.9%
Children under Age 5[39]	3.3%	5.7%
Children Ages 3&4[7]	233	73,496

COMMUNITY ASSETS AND SERVICES

- Birth to Three (IDEA Part C)
- Preschool Special Education (IDEA Part B, §619)
- Help Me Grow & Child Development Infoline
- Home Visiting (Nurturing Families Network)
- Care4Kids Child Care Subsidy
- HUSKY (Medicaid & SCHIP)
- SNAP – Supplemental Nutrition
- Temporary Family (Cash) Assistance
- Women Infants and Children (WIC)

State Preschool Spaces (ages 3&4, Sep'14)[9]	**20**
Unmet Need for Preschool Spaces, 2014[10]	**90**

Characteristics and Risk Factors	Wolcott	Connecticut
Persons below federal poverty level (FPL), 2011[36]	**3.3%**	**10.0%**
Children living in families with incomes below 200% of the FPL[12]	**10.6%**	**27.7%**
4 Year Olds in 2015 (2011 Birth) in Families w /Income <200% FPL[13]	**13**	**12,188**
4 Year Olds in 2015 (2011 Birth)[14]	**121**	**37,272**
Students in homes where the primary language is not English[15]	**5.8%**	**21.2%**
Children 5-17 in Non-English Speaking Households, 2008-2012[16]	**1.8%**	**4.2%**
Children Served by CT's Birth to Three System (IDEA Part C) in SFY 2013[17]	**27**	**9,345**
Children Served by Preschool Special Education (IDEA, Part B, §619) and related services in pre-k through local education orgs[18]	**2.9%**	**4,447 (5.6%)**
Overall Special Education Prevalence 2013-14 (CSDE) data.ct.gov[19]	**8.8%**	**12.4%**
Percent of Adults (Age 25+) without a High School, 2000[34]	**13.2%**	**11.0%**
Median Household Income, 2011[35]	**$80,529**	**$69,519**
Unemployment Rate, May 2014[22]	**6.7%**	**6.9%**
Children in Families Receiving Care4Kids Child Care Assistance April, 2014[23]	**41**	**20,896**
Children Enrolled in HUSKY (Medicaid & SCHIP) July 2014[24]	**836**	**310,593**

Indicators of Educational Need	School District	Connecticut
School children eligible for free or reduced priced meals '12-13 (185% FPL)[25]	**21.6%**	**33.7%**
K-12 Students who are Not Fluent in English.[26]	**1.4%**	**5.8%**
Children Enrolled in Kindergarten 2013-14[27]	**126**	**38,219**
Children Enter Kindergarten with Preschool Experience[28]	**69.5%**	**79.3%**
Homeless - % of Public School Enrollment[29]	**0.0%**	**0.3%**
3rd Grader demonstrate Reading proficiency at on the Connecticut Mastery Test, CMT, 4th Generation, % Goal, 2012-13[30]	**75.5%**	**56.9%**

Connecticut Office of Early Childhood, October 2014

ENDNOTES – COMMUNITY PROFILES

[1] Connecticut State Department of Education, 2014
[2] Connecticut State Department of Education, www.sde.ct.gov
[3] U.S. Census American Community Survey (ACS), September 18, 2014 release
[4] U.S. Census American Community Survey (ACS), September 18, 2014 release
[5] U.S. Census American Community Survey (ACS), September 18, 2014 release
[6] U.S. Census American Community Survey (ACS), 2008-2012 & Sept 2014 release
[7] Connecticut Department of Public Health, Registration Report, Births, 2011 & 2012
[8] Connecticut State Department of Education, Strategic School Profiles, 2012-13
[9] Connecticut Office of Early Childhood, School Readiness+Child Day Care Slot Grids, 2014-15
[10] Connecticut Office of Early Childhood, School Readiness Draft Study, August 2014
[11] U.S. Census American Community Survey (ACS), 2014
[12] Connecticut Voices for Children, August, 2014 – Source: U.S. Census ACS, 2008-12 Est.
[13] Connecticut Office of Early Childhood, Est. Births 2011 (DPH) x 200% FPL (CT Voices)
[14] Connecticut Department of Public Health, Registration Report, 2011
[15] State Dept. of Education, Strategic School Profiles, 2012-13 & U.S. Census for State 21.2%
[16] Connecticut Voices for Children, 2014 Source: U.S. Census ACS, 2008-12 Est.
[17] Connecticut Birth to Three System, Annual Report, 2013
[18] CT State Department of Education, Special Education Application and Collection, Oct. 1, 2012. The Office of Early Childhood calculated the percent from the SEDAC # of 3 & 4 yr. old students with disabilities in Pre-K, divided by 2008 + 2009 Births, by Residence (DPH).
[19] Connecticut State Department of Education, www.data.ct.gov, 2014
[20] U.S. Census American Community Survey (ACS), September 18, 2014 release
[21] U.S. Census American Community Survey (ACS), 2014
[22] Connecticut Voices for Children, August, 2014 – Source: CT Department of Labor
[23] Connecticut Voices for Children, August, 2014 - Source: CT Department of Social Services
[24] Connecticut Voices for Children, August, 2014 - Source: CT Department of Social Services
[25] Connecticut State Department of Education, Strategic School Profiles, 2012-13
[26] Connecticut State Department of Education, Strategic School Profiles, 2012-13
[27] Connecticut State Department of Education, 2014
[28] Connecticut State Department of Education, Strategic School Profiles, 2012-13
[29] Connecticut State Department of Education, Strategic School Profiles, 2012-13
[30] Connecticut State Department of Education, Strategic School Profiles, 2012-13
[31] Connecticut State Department of Education, Strategic School Profiles, 2012-13
[32] Connecticut State Department of Education, Strategic School Profiles, 2012-13
[33] Connecticut State Department of Education, Strategic School Profiles, 2012-13
[34] Connecticut State Department of Education, Strategic School Profiles, 2012-13
[35] CERC Town Profile, 2013 for Town #s & U.S. Census ACS, 9/18/14 release for State #s
[36] CERC Town Profile, 2013 for Town #s & U.S. Census ACS, 9/18/14 release for State #s
[37] U.S. Census, ACS, 2008-2012 for Town #s & U.S. Census ACS, 9/18/14 release for State #s
[38] U.S. Census, ACS, 2008-2012 for Town #s & U.S. Census ACS, 9/18/14 release for State #s
[39] U.S. Census, ACS, 2008-2012 for Town #s & U.S. Census ACS, 9/18/14 release for State #s
[40] Connecticut Office of Early Childhood, Estimate of Unmet Need - Manchester calculated as 2011 Births x 35.4%, < 200%FPL, less 60% (represent 4 yr. olds) of SR, CDC & HS Pre-K.

* Suppressed cell size less than 6.

(3) *The State conducted outreach, including consultation with tribes if applicable, to potential Subgrantees and the process used in selecting each Subgrantee.*

Connecticut considered the following elements when deciding which high-need communities, across Connecticut's 49 competitive communities and 19 priority communities, would be best suited for this grant:

- served by a MIECHV home visiting program because it was identified in a 2010 Title V community need survey as an at-risk community without many resources;
- served by a state home-visiting program focused on abuse prevention;
- homeless population;
- percentage of IDEA Part C and Part B Section 619 enrollment;
- offered full-day kindergarten to all age-eligible children;
- demonstrated an unmet need for additional State Preschool Program spaces, using information from a Fiscal Year 2014 unmet needs report completed by the OEC and information gathered when we were expanding spaces by 1,020 in Spring 2014.

We began with 24 potential Subgrantees – 21 Competitive and 3 Priority Communities. Information was sent to each school readiness liaison with a description of the grant and the requirements for funding. Phone calls were conducted the week of September 8, 2014. We asked each community to consider the number of expansion and improved spaces that they could develop for the 2015-2016 school year. The key decisions to be made by the communities we spoke with were: 1) did they have any physical space available in their town that would be suitable for expansion; 2) how they would handle personnel or collective bargaining issues when some preschool teachers are paid more than others for doing the same job; 3) would the teacher qualification requirements of a BA in 2015 (which exceeds the state's requirements of 50 percent by 2015 and 100 percent by 2020) cause them to terminate or demote staff in classrooms with improved spaces?

All but four of the 24 communities gave us preliminary numbers. We then met with the school readiness liaisons to give them more information on Connecticut's ambitious but achievable plan for this grant. We allowed them another week to send us more specific

information and provide a letter of support that would serve as a preliminary Memorandum of Understanding. We conducted two conference calls on September 26 and 29 so that other interested stakeholders in each community could receive the latest information on our plan for this grant and ask questions. As a result of many conversations among stakeholders in the targeted communities and many e-mails and phone calls to the Office of Early Childhood, six communities decided that the grant is not a good fit for them. Our final number of high-need communities is 14. We are confident that our Subgrantees will be able to serve the targeted number of children listed in the Table in D(4) and, in addition to being able to expand State Preschool spaces by 428 and improve 284 existing spaces, we see this as a tremendous opportunity for the state to pilot and evaluate those elements of quality such as comprehensive services, teacher compensation, and high-quality professional development. See Appendix #11 – Subgrantee Letters of Support.

(4) *The State will subgrant at least 95 percent of the Federal grant award to its Subgrantees to implement and sustain voluntary, High-Quality Preschool Programs in two or more High-Need Communities and -*

(a) *Set ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served during each year of the grant period; and*

(b) *Incorporate in their plan;*

(i) *Ambitious expansion of the number of new slots in State Preschool Programs that meet the definition of High Quality Preschool Program; and*

(ii) *Ambitious improvement of existing State Preschool Program slots to bring them to the level of a High-Quality Preschool Program by extending programs from half-day to Full-day, limiting class size and decreasing child to staff ratios; employing and compensating a teacher with a bachelor's degree; or providing Comprehensive Services.*

The 14 high-need communities, represented by their school readiness council Subgrantee, have committed to expansion and improvement (or both) during each year of the grant period as listed in Table D(4) and Table A in the Excel spreadsheet.

The table below not only reflects the expansion and improvement numbers, but includes the types of improvements that will be made to existing State Preschool Program spaces. Most communities will need to increase teacher compensation, all will need to expand comprehensive services to meet the definition of the grant, all will enhance their professional development, and five will increase part-time State Preschool Slots to full-day (minimum 6 hours)/school year. Class size and child to staff ratios already meet (or exceed) the requirements of the grant and therefore, no improvements are needed in those areas.

Targets for each year of the Preschool Development Grant

	Eligible Children to be served each year of the grant		**Percent increase of State Preschool Program Spaces**		**Types of Improvements** (for improved spaces only)			
Community	**Expansion spaces**	**Improved spaces**	**Of four-year-olds only***	**Of three- and four-year olds***	**Teacher Comp.**	**More Hours**	**Comp. Services**	**Prof Dev.**
Bridgeport	180	90	35%	17%	√	√	√	√
Derby	17	18	126%	60%	√		√	√
East Haven	18	18	192%	92%	√		√	√
Griswold	12	21	146%	70%	√	√	√	√
Groton	0	15	36%	17%	√		√	√
Hamden	18	0	46%	22%	**NA**	NA	**NA**	**NA**
Hebron	9	9	208%	100%			√	√
Killingly	18	18	95%	46%		√	√	√
Manchester	36	20	146%	70%	√		√	√
Naugatuck	43	0	118%	57%	**NA**	NA	**NA**	**NA**
Seymour	5	13	288%	138%	√		√	√
Torrington	42	38	206%	99%	√	√	√	√
Vernon	21	15	69%	33%	√	√	√	√
Wolcott	9	9	188%	90%	√		√	√
Totals	428	284	58%	28%				

*Total number of new and improved spaces divided by state preschool slots in that community.

(5) *The State, in coordination with each Subgrantee, intends to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or each Subgrantee commits to contribute.*

Connecticut is firmly committed to sustaining the High-Quality State Preschool Programs after the grant period ends in December 2019 and all funds are liquidated by June 30, 2020. **The Office of Early Childhood will reallocate available state funding in State Fiscal Year 2021 for State Preschool Programs to ensure that the 428 expansion and 284 improved spaces in these 14 communities continue.** In the meantime, Connecticut will find ways to further improve our existing 13,935 State Preschool spaces as we also seek to expand by another 3,000 spaces over the next three years plus implement a Connecticut Smart Start program of funding for local school districts to serve three- and four-year-olds with certified teachers in programs operated by the local Boards of Education. The $(b)(4) Smart Start initiative funded over a 10-year period has the potential to expand the State Preschool Program by another 2,000 slots. Bond funding for capital improvements ($(b)(4) this year) begins in Fiscal Year 2015 and operating funding begins as early as July, 2015 for Fiscal Year 2016. A Request for Proposals will be issued by the Office of Early Childhood by November, 2014.

Our plan is that through the state's expansion funding in the next four years, and with the expertise of a consultant group that will be contracted this fiscal year to complete a 12-month study of how best to blend and streamline the many different state and federal preschool funding streams to maximize funding we are currently managing, we will be able to sustain and expand high-quality preschool programs as defined by this grant for high-need three- and four-year olds in Connecticut. We realize that the current annual rates of $(b)(4) per child for a school-day/school year and $(b)(4) per child for a 10-hour day/year-round are inadequate to achieve the level of quality we want for our children. We propose rates in this grant of $(b)(4) for school day and $(b)(4) for a 10-hour day, year-round and will monitor costs and expenditures by our Subgrantees to determine whether those are appropriate rates for purposes of planning universal access for all high-need three- and four-year-olds. (See Appendix #16 – RFP Overview Creating a Better

System of Early Care and Education in Connecticut. And see Section F High Quality Plan for additional detail.)

AMBITIOUS AND ACHIEVABLE PLAN: SECTION D

Key Goal

Expanding High-Quality State Preschool Programs in 14 high-need communities.

Key Activities & Rationale

To achieve the key goal of the plan, the state is committed to the following key activities:

KEY ACTIVITY 1: Enter into Memoranda of Understanding (MOU) between the Office of Early Childhood and each of the 14 Subgrantees that specifies the roles and responsibilities in implementing the project plan. An MOU is needed to ensure program integrity, accountability and compliance.

Timeline: January – March 2015

Party or Parties Responsible: Office of Early Childhood Division of Early Care and Education (Harriet Feldlaufer, Division Director), Subgrantees and school readiness liaisons

Supporting Evidence: Memoranda of Understanding between Office of Early Childhood and school readiness councils

Performance Measures: Signed Memoranda

KEY ACTIVITY: 2: Issue grant award letters and final budgets to each Subgrantee after completion of signed Memoranda of Understanding. The current grant system used for State Preschool Programs requires a grant award letter and final budget prior to payment.

Timeline: April 2015 – June 2015

Party or Parties: Office of Early Childhood Division of Early Care and Education (Harriet Feldlaufer, Division Director), Subgrantees and school readiness liaisons

Supporting Evidence: Grant Award letters and budgets sent to Subgrantees.

Performance Measures: First payments made

KEY ACTIVITY 3: Conduct a communication and outreach campaign with the 14 communities to ensure that parents of eligible four-year-olds are aware of the opportunities in these 14 communities. The Office of Early Childhood wants to ensure that all families in the selected communities, especially those that are isolated or hard to reach, are aware of these expansion and improved preschool spaces.

Timeline: April 2014 through August 2014 and then each year April through August.

Party or Parties: Office of Early Childhood Director of Communications (Diana LeJardi) and school readiness liaisons. The Office of Early Childhood will adapt its current communications campaign (entitled "The More You Know, The Better They Grow") to target hard-to-reach families in the 14 communities. Materials will be translated into languages needed in each community.

Supporting Evidence: Campaign materials for radio, social media and direct mail

Performance Measures: All expansion and improved slots filled by eligible four-year-olds in September of each year in each selected community.

KEY ACTIVITY: 4: Issue payments for start-up costs and ongoing services to allow Subgrantees to proceed with necessary improvements and expansions.

Timeline: July 2015 and quarterly thereafter

Party or Parties: Office of Early Childhood and State Department of Education fiscal staff, Office of Early Childhood's Early Care and Education Division (Harriet Feldlaufer, Division Director)

Supporting Evidence: Initial payments made and timely quarterly payments processed

Performance Measures: Payments are timely and accurate

Financial Resources

In-kind: state salaries and fringe of OEC staff assigned to key activities 1 through 4.

Needs of Eligible Children

High-Need Children: The Office of Early Childhood will address the needs of all eligible children under this grant in the following ways:

1. 10-hour days and year-round programming for over 60 percent of eligible children to meet families' needs and to offer a higher dosage of enrichment activities and prevent summer learning loss;
2. Transportation will be provided in those communities that indicated it was necessary to reach isolated families;
3. Comprehensive services for early identification of remediable health or development concerns; and
4. Availability of the Early Childhood Consultation Partnership, a nationally-recognized statewide consultation model for early childhood mental health prevention and intervention.

Homeless children: The Early Childhood Cabinet will concentrate on homeless families with young children this coming year, attempting to focus the efforts of multiple agencies around this very vulnerable population. Particular focus will be on ensuring that these children have access to high-quality preschool. This area of concern was identified through discussions with the Governor and Lieutenant Governor. To move this effort forward, the Commissioner of the Office of Early Childhood has met with nonprofit housing organizations to discuss the specific needs of homeless families with young children. The Commissioner is also an Advisory Committee Member of Secure Jobs, a two-year demonstration pilot designed to increase the income of families transitioning from homelessness to housing by connecting them to the education, training and supports, including early care and education, the need to secure and maintain stable, competitive employment.

In recent years, Connecticut's early childhood programs have made conscientious efforts in outreach to homeless families and families at-risk of homelessness. Collaborative work continues through communities, homeless shelters and transitional housing staff, the Connecticut Coalition to End Homelessness (CCEH), United Way of Connecticut, Care 4 Kids (Child Care Subsidy Program), Office of Early Childhood, Head Start State Collaboration Office, and the state

Departments of Housing, Social Services, Office of Early Childhood, and Children and Families, to provide early care and education opportunities to homeless children, in ways to allow for consistent, safe and comprehensive care.

In Connecticut, during Fiscal Year 2013, the CCEH Homeless Management Information System (HMIS) had an unduplicated count of 1,113 children, ages birth to five years, served by Emergency Shelter and Transitional Housing programs. Of the 14 Subgrantee communities represented in this grant proposal, five have shelters that served 21 percent of this population, as reported in HMIS. The five communities are Bridgeport, Killingly, Shelton, Torrington and Vernon. Please note that children in shelters represent only a percentage of homeless children in the state. Many homeless families double-up with friends and relatives, find other temporary shelter, or live on the streets.

The impact of homelessness on a child's success in school and in life may be devastating. By providing high-quality preschool education to children, we establish a consistent place to learn and thrive and help support the child and their family in preschool and through the transition to kindergarten through third grade.

Dual language learners: The Office of Early Childhood is working with the University of Connecticut Center for Excellence in Developmental Disabilities, Education, Training and Research (UCEDD) to focus on the use of the CT ELDS with children with disabilities and children who are dual language learners. UCEDD will focus groups and a survey with home-based and center-based preschool programs to gain feedback about what would be most helpful to providers and parents to aid them in using the CT ELDS with children with disabilities and children who are dual language learners.

Children with disabilities and delays: Statutory and budgetary authority for part C and section 619 of part B of IDEA will move from the State Department of Education and the Department of Developmental Services, respectively, to the Office of Early Childhood July 2015 to better align and coordinate policies, programs and services for children with disabilities and delays with all the policies, programs and services for young children in Connecticut managed by the Office of Early Childhood, including home visiting and State Preschool Programs.

E. **Collaborating with Each Subgrantee and Ensuring Strong Partnerships (50 points)**

The extent to which the State has an ambitious and achievable plan to ensure that each Subgrantee is effectively implementing High-Quality Preschool Programs, including a description of -

(1) *The roles and responsibilities of the State and Subgrantee in implementing the project plan.*

The role of the State and the Subgrantees will be based on the existing school readiness council infrastructure put forth by the State both in statute and in written internal policies and guidance. The Office of Early Childhood will oversee the Preschool Development Expansion program, having ultimate authority regarding finances, program quality, standards implementation, and compliance with all grant requirements.

The Office of Early Childhood will enter into a Memorandum of Understanding (MOU) with the school readiness council in each community, which will serve as the Subgrantee. The fiduciary for the school readiness council is either the municipality, the local board of education or a Regional Educational Service Center (RESC). The school readiness council will subcontract with the early learning provider that will provide direct preschool service to eligible four-year-old children under this grant. The school readiness liaison serves as the central point of contact between the early learning provider and the Office of Early Childhood regarding program quality and accountability, monitoring and support, standards implementation, program evaluation, and finance.

Professional program staff within the Office of Early Childhood have a long comprehensive history of working collaboratively with school readiness councils identified in this grant. In turn, the school readiness councils have existing subcontracts with the early learning providers identified to provide services under this grant as part of Connecticut's quality State Preschool Programs. Therefore, the Office of Early Childhood, the school readiness councils and early learning providers have a solid and proven track record of working together to provide high-quality services that meet the needs of our youngest learners. This long-term relationship and history of providing

quality preschool places Connecticut in an ideal position to implement an ambitious and achievable plan designed to deliver high-quality services to eligible four-year-olds.

The Office of Early Childhood will fund two state positions to support high-quality preschool expansion and improvement under this grant. The grant accountability and reporting coordinator will be responsible for program administration, quality and accountability. The family engagement/community outreach specialist will be responsible for designing and overseeing implementation of culturally and linguistically responsive family engagement strategies at the community level, as well as working with communities to forge a seamless birth-through-third-grade continuum in high-need communities funded by the grant.

In addition, this Preschool Development Expansion grant will augment program monitoring, accountability, and evaluation of each preschool program by expanding the capacity and breadth of the school readiness liaison position. In communities with the greatest expansion, a new full-time position will be created; in communities with lesser expansion, the existing part-time position will be expanded to full time of half time depending on the number of new and improved classrooms. Increasing the scope and breadth of the school readiness liaison's role is a direct and immediate opportunity to advance quality, accountability, and child outcomes. All school readiness liaisons will meet on a monthly basis with the Office of Early Childhood coordinator for accountability and reporting who will be under the direct supervision of the Quality Rating and Improvement Manager.

(2) *How the State plans to implement High-Quality Preschool Programs, including the organizational capacity and existing infrastructure of the Subtrantee to provide High-Quality Preschool Programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of High-Quality Preschool Programs.* Connecticut is well-poised to implement high-quality State Preschool Programs due to its strong organizational capacity and existing infrastructure of the school readiness councils. Each of our Subgrantees represent communities with a history of delivering

high-quality preschool services that have strong school readiness councils in place to coordinate existing resources, oversee program quality, and regularly monitor programs operations. These communities have strong relationships with their fiduciaries. In addition, these communities have a solid practice of collaborating with the public schools to maintain ongoing two-way communication and cross-sector professional development among kindergarten and preschool staff and program administrators to ensure a smooth transition to kindergarten.

The school readiness council, by statute (C.G.S. Section 10-16r), must be comprised of representative members, with the chief elected municipal official and school superintendent serving as co-chairs:
"The chief elected official of the town or, in the case of a regional school district, the chief elected officials of the towns in the school district and the superintendent of schools for the school district shall jointly appoint and convene such council. Each school readiness council shall be composed of: (1) The chief elected official, or the official's designee; (2) the superintendent of schools, or a management level staff person as the superintendent's designee; (3) parents; (4) representatives from local programs such as Head Start, family resource centers, nonprofit and for-profit child day care centers, group day care homes, prekindergarten and nursery schools, and family day care home providers; (5) a representative from a health care provider in the community; and (6) other representatives from the community who provide services to children. The chief elected official shall designate the chairperson of the school readiness council. SCRs may also consider the inclusion of local librarians as members of the SRC to assist in implementing the required collaborative agreement between local libraries and providers."

The specific duties of the school readiness councils are outlined in State Statute Section 10-16r(b). They include:

- fostering relationships among providers;
- assisting in identifying children not being served;

- partnering with the Office of Early Childhood for purposes of preschool program evaluation;
- identifying existing and prospective resources available to children and families; facilitating the coordination of the delivery of services to children and families;
- exchanging information with preschool and community organizations;
- making recommendations to school officials concerning transition to kindergarten, and
- encouraging public participation.

The school readiness liaison roles and responsibilities are defined in our General Policy 14-10. The liaison duties include:

- Staffing the school readiness council, including completing reports, maintaining membership, communicating information from the Office of Early Childhood, and reviewing and updating policy with the council;
- Providing outreach to the community to assist families with enrollment in State Preschool Programs;
- Meeting regularly with providers to provide an information and resource forum;
- Conducting regular site visits to monitor compliance and develop actions when appropriate;
- Collaborating local public schools and other preschool programs to develop and implement the local transition to kindergarten plan;
- Supporting the development and ongoing implementation of the community's early childhood plan;
- Overseeing grant application processes, following directives from the Office of Early Childhood and complying with bidding processes;
- Representing the school readiness council in the community and across the state; and
- Attending statewide liaison meetings to exchange information with the Office of Early Childhood.

See Appendix #12– Liaison Duties and Responsibilities.

As referenced in the Executive Summary, in addition to these local school readiness councils, a tremendous strength of Connecticut's early childhood system is a public-private partnership with the William Caspar Graustein Memorial Fund. The Discovery Initiative, supported by the William Caspar Graustein Memorial Fund since 2000, was designed to create an early childhood system that ensures early learning and school success for children, birth to age 8. The Discovery process supports collaboration with communities, statewide partners and government agencies to analyze child and community data, reflect on needs and gaps, and organize community action on behalf of young children and their families. The Discovery Initiative contributes to a common goal: Connecticut children of all races and income levels are ready for school by age 5 and are successful learners by age 9. Eleven of our 14 high-need communities selected for preschool expansion and improvement under this grant are members of the Discovery Collaborative Initiative, which includes 61 high-need communities across the state.

Each community has its local Discovery Collaborative that allows for inclusive local decision making. The Discovery Collaborative is comprised of parents and community members representing cross-sector areas such as early care and education, Kindergarten to Grade 3 instruction, special education, after school, dual language learners, literacy, health, mental health, nutrition, and child welfare. Other members of the council include municipal representatives such as librarians, police and fire chiefs, and parks and recreation officers.

A foundational piece of the Discovery Initiative is the development and implementation of Community Plans for Early Childhood, which include these core elements:

- **Population Result -** A population result reflects conditions of well-being for children birth to age eight.
- **Indicators -** Indicators are measures that help quantify the achievement of a population result.
- **Needs Assessment -** The needs assessment is an analysis of baseline data or the trend line of an indicator.

- **Strategies -** Strategies are coherent sets of actions that have a reasonable chance of improving results.
- **Performance Measures and Data Systems -** Performance measures can tell how well public and private programs and agencies are working and if children and families are better off.
- **Local Financing** – A financing strategy aligns existing state and local resources to the plan strategies, identifies funds for potential reallocation, and specifies the level of new investments needed to effect positive change.

The Office of Early Childhood contributes $[(b)(4)] annually to support Discovery community plans. See Appendix #4 Discovery Community Plans.

(3) *How the State will ensure that each Subgrantee minimizes local administrative costs.*

Connecticut's school readiness council structure promotes efficiency and cost-effectiveness in the administration of preschool services. The fiduciary, a municipality or the local board of education, provides fiscal oversight and is in charge of allocating funds. Most often, these services are provided in-kind. The Office of Early Childhood requires that local administrative costs be no more than 10 percent of the total grant funding. This policy will also apply to State Preschool Programs funded by this grant.

(4) *How the State and Subgrantee will monitor the Early Learning Providers to ensure they are delivering High-Quality Preschool Programs.*

The school readiness liaison, under the auspices of the school readiness council, will be the designated person responsible for routinely monitoring early learning providers under this grant. The liaison will conduct regular site visits to monitor grant compliance with the program, conduct classroom observations, and develop corrective action plans when appropriate. The areas to be regularly monitored include:

- Fiscal
- Policy
- Staff qualifications
- Enrollment and attendance

- Standards, curriculum and assessment
- Accreditation and approval systems
- Health and Safety Licensing
- Professional development and training
- Program adherence to quality components

Under this grant proposal, the capacity of the school readiness liaison will be increased to ensure that expanded and improved programs will be provided robust training and technical support and on-site monitoring. In communities with greatest expansion, a new full-time position will be created; in communities with lesser expansion, a part-time position will be expanded to up to full-time or half-time depending on the number of new and improved classrooms. The liaisons will communicate regularly with Office of Childhood staff responsible for oversight of this federal grant and State Preschool Program.

(5) *How the State and Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development, workforce and leadership development.*

The Office of Early Childhood and State Preschool Programs have established ongoing and routine processes for sharing data and communicating administrative and operating procedures concerning staff qualifications, teacher-child ratios, child enrollment and attendance, family engagement practices, curriculum and assessment aligned to state early learning and development standards, and professional development plans related to workforce development needs. This policy will also apply to State Preschool Programs funded by this grant.

Due to the recent roll-out of new Connecticut Early Learning and Development Standards, the Office of Early Childhood is currently revising policy and guidance related to monitoring practices related to curriculum, instruction and assessment. The revised policy and guidance is anticipated to be implemented by January 2015. This policy and

guidance will be shared with the school readiness liaison and early learning provider, and technical assistance will be provided.

Early learning providers share data through monthly reports to the Office of Early Childhood, which include data about number of children served, number of children with IEPs, amount of parent fees, child care subsidy funds collected, children with public or private health insurance, children with no health insurance, and family income. This policy will also apply to State Preschool Programs funded by this grant.

Under this grant, Office of Early Childhood proposes to hire two full-time staff. One, the family engagement/community outreach specialist, will design and implement family engagement strategies at the local level. The other, the grant accountability and reporting coordinator, will direct monitoring and continuous quality improvement activities with the Subgrantees, which include assessments; data; instructional tools; comprehensive services; professional, workforce and leadership development. See Appendices #9 – Family Engagement/Community Outreach Specialist and #10 – Grant Accountability and Reporting Coordinator.

As part of our strategy to provide comprehensive services, the Office of Early Childhood will require that Subgrantees purchase behavioral health consultation services from the Early Childhood Consultation Partnership (ECCP), a statewide, evidence-based, mental health consultation program designed to meet the social and emotional needs of children birth to five in early care and education settings. The ECCP program builds the capacity of caregivers at the individual, family, classroom, or program-wide level.

Using the Center on the Social and Emotional Founds for Early Learning (CSEFEL) framework, ECCP provides support, education, and consultation to caregivers in order to promote enduring and optimal outcomes for young children. ECCP will provide both child-specific and core classroom services to the eligible children funded through this grant. Classroom services will include working with the instructional staff to enhance the overall social and emotional classroom environment by identifying teacher strengths,

providing prevention/early intervention strategies, building teacher's capacity to effectively respond to challenging behaviors and social emotional concerns and by facilitating supportive relationships. ECCP supports teachers in identifying and addressing the individual social and emotional needs of children and their families. Additionally, ECCP will work with the State Preschool Program local administrators and school readiness liaisons to develop support strategies they can use with the teaching staff as they implement ECCP strategies and positive changes in their work with children and families, and in their classroom environments.

When providing child-specific services to eligible children, ECCP will partner with families and teachers around the strengths and needs of an individual child. This is done through the development of prevention and early intervention strategies that support the child's social, emotional, and behavioral needs and the child's successes in the classroom and at home.

For this grant, we have included funding for high-quality professional development in the funds allocated to each Subgrantee for personnel in each classroom that includes eligible children as well as for the school readiness liaison for each school readiness council. The OEC will ensure that each Subgrantee will be able to purchase professional development for all personnel who will be participating in this grant to include at least three full days of training in topics such as the CT Early Learning and Development Standards, social-emotional development, Scientifically Based Interventions (response to intervention), and special education assessment and referral. These intentionally designed professional development modules will be followed by seven three-hour sessions of on-site coaching and mentoring for each classroom to maximize effect. The Connecticut Early Learning and Development Standards and the Core Knowledge and Competencies for early childhood teachers will be the foundation for our professional development.

Initial training in 2015 will be arranged through the state's Regional Educational Service Centers or other professional development providers. The plan for the second through

fourth years of the grant will be to shift the locus of that training and technical assistance to the five regional quality improvement hubs.

(6) *How the State will coordinate, not supplant, delivery of high-quality preschool with existing services including, title I of ESEA, part C and section 619 of Part B IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care Development Block Grant Act.*

State Preschool Programs address the diverse needs of young children in their classroom, drawing on their own resources and expertise. When children need additional supports that go beyond their scope of work, State Preschool Programs reach out to other services and ensure they are used for their intended purposes. State Preschool Programs will coordinate, not supplant, delivery of services such as title I of ESEA, part C and section 619 of Part B IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care Development Block Grant Act.

As one example of coordination, Connecticut's Birth to Three (Part C), and preschool special education programs and State Preschool Programs work together to ensure a seamless transition between services. The Birth to Three System administration notifies each school district and the State Department of Education of every child enrolled in Birth to Three who is potentially eligible for special education at age 3. Electronic reports with contact information for each child are sent to the Department of Education's special education data system for school districts (SEDAC). Authorized personnel in each district can pull down the information for children living in their district and may contact those families if the children have not yet been referred for a special education evaluation. For children whose parents are seeking special education services at age 3, Birth to Three service coordinators are responsible for convening a transition conference with the family, the school district, and the child's Birth to Three provider(s) at least 90 days prior to the child's third birthday. Children with spring and summer birthdays require extra planning to ensure that they receive Free Appropriate Public Education by their third birthday. The Connecticut State Department of Education has reported 99+

percent success rate for that requirement on their annual performance report for the past five years.

For children whose parents are not seeking special education services, the service coordinator must also offer those parents a transition conference with appropriate community agencies, including State Preschool Programs and Head Start, to discuss any plans for that child when they exit the Birth to Three System at age 3. Regardless of whether the child will be attending special education or other programs at age 3, the child's Individualized Family Service Plan must include the steps that providers and parents will take leading up to the transition to ensure that everyone is comfortable with the process. In State Fiscal Year 2013, 2,892 children exited the Birth to Three System at age 3. Of that number, 71 percent were eligible for preschool special education.

As another example of inter-agency coordination, the State Department of Education's Early Childhood Special Education Program (IDEA 619), in collaboration with the Office of Early Childhood's Accreditation Facilitation Project (AFP), provides funds to support school districts and community programs providing special education preschool services in obtaining accreditation through the National Association for the Education of Young Children (NAEYC).

(7) *How the State will integrate, to the extent practicable, High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings, including those that serve children from families above 200 percent of the Federal Poverty Level.*
The Office of Early Childhood has a written policy that requires its State Preschool Programs to promote early care and education in diverse and inclusive settings. Our State Preschool Program must have an open admission policy to serve all children, including children with special needs and disabilities and children from diverse backgrounds.

Under this grant, improved spaces will be in classrooms of three- and four-year-olds representing economic diversity. Our state trend data shows that approximately 80

percent of families in our State Preschool Programs have incomes less than 50 percent of Connecticut's State Median Income (SMI), 10 percent with incomes between 50 and 75 percent of the SMI, and 7 percent with incomes over 75 percent of the SMI. As a comparison with the Federal Poverty Line (FPL), the income threshold at 50 percent SMI for a family of four is $51,586.60 compared to the income threshold of $47,700 at 200 percent of FPL for a family of four. The income threshold at 75 percent of SMI for a family of four is $77,379.75.

For improved spaces, the federal grant will pay for services for eligible children who are four years old who come from households with incomes under 200 percent of the Federal Poverty Line. **The State of Connecticut will cover the portion of teacher salaries and comprehensive services costs for the 176 non-eligible children in the mixed classrooms.**

(8) *How the Subgrantee will deliver High-Quality Preschool Programs to Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English Learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural or tribal areas; who are from military families; and other children as identified by the State.*

A major strength of our existing State Preschool Program is the diversity of children served in the classroom, many in need of additional supports. Teachers are prepared to work with diverse children who need additional supports, such as children with developmental delays, English learners, children whose families are homeless and residing in shelters, and children in the child welfare system. Teachers are required to take a course in diversity as a condition of their employment.

For children with disabilities or developmental delays, our State Preschool Programs collaborate with our Part C program, Birth to Three, to ensure a seamless transition of services and supports. **It is anticipated that the Birth to Three program will move**

into the Office of Early Childhood in July 2015, which will further enhance coordination.

Our State Preschool Programs collaborate with the Department of Children and Families to ensure that foster children are given priority for enrollment in preschool. Legislation passed in the 2014 session, Special Act 14-22, requires the Department of Children and Families, in consultation with the Office of Early Childhood, to develop a plan to ensure that all foster children are enrolled in a high-quality accredited or Head Start Approval preschool program. See Appendix #8 – Special Act 14-22.

Additionally, a supplementary Dual Language Learning Framework is included within the Connecticut Early Learning and Development Standards (CT ELDS) to support professionals working specifically with children acquiring multiple languages. The Office of Early Childhood is working with the University of Connecticut Center for Excellence in Developmental Disabilities, Education, Training and Research (UCEDD) to focus on the use of the CT ELDS with children with disabilities and children who are dual language learners. See Appendix #2 – CT Early Learning and Development Standards.

(9) *How the State will ensure the Subgranteee implements culturally and linguistically responsive outreach and communication efforts to enroll children from families with Eligible Children, including isolated or hard-to-reach families; helps families build protective factors; and engages parents and families (e.g. builds capacity to support children's learning and development) as decision-makers in their children's education.* Family involvement, education and outreach are fundamental components of our State Preschool Program. State Preschool Program staff are trained in how to respect the cultural and linguistic diversity of each family in communications, classroom curriculum, and family activities. They provide information to parents about the importance of parental involvement in a child's academic and social-emotional development. Staff members assist parents with limited English proficiency with enrollment, program instruction, and how they can best support their children's development.

Each program establishes a parent governance board that involves parents in decision-making and policy development for the preschool. Programs provide parents with clear written policies so parents have a comprehensive understanding of their child's program. Families who are new to the program are offered an orientation session to the program. Programs have an open-door policy for families to visit their child's program at any time, and written communication is shared daily with families each day about their child's development. Under this grant, these provisions described in this section will apply.

(10) *How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate, including a description of how the State will ensure that each Subgrantee -*

There is a built-in relationship between the Subgrantee (school readiness council) and the public schools as the chief elected officer and the school superintendent serve as co-chairs of the council. As the municipal and public school leaders, they convene the council and set the tone for collaboration and partnerships. These leaders often are active participants in the Discovery Initiative as well. A long-standing requirement of the school readiness councils is to have a written inter-agency agreement between the early learning providers and the public schools. The intent of the agreement is to promote continuity of services and effective transitions on behalf of children who participate in the State Preschool Program and the public school. The agreements articulate a set of guiding principles to create and maintain meaningful partnerships. In addition, these agreements set out a policy for shared governance around program plans and goals, annual program assessments, and evaluation.

The school readiness councils, early learning providers, and public schools work together, when applicable, to ensure the best outcomes for our preschool-age children who will enter the public school system. Our year-end program evaluation (referred to as Connecticut School Readiness Preschool Program Evaluation) outlines expected program components directly related to a partnership between early learning providers and public schools. Programs in the process of obtaining NAEYC accreditation complete this

evaluation. Programs that are already accredited adhere to the NAEYC program components related to partnerships between early learning providers and public schools.

(a) *Partners with LEAS and other Early Learning Providers, as appropriate, to carry out activities that provide children and their families with successful transitions from preschool into kindergarten, and*

State Preschool Programs incorporate transition from preschool into kindergarten in its program, including:

(i) Preschool program provide orientation to the kindergarten registration process and the kindergarten curriculum for parents.

(ii) Preschool teachers and kindergarten participate in joint workshops and exchanging class visits, resources, and materials.

(iii) Preschool and kindergarten teachers collaborate to align curriculum with the Early Learning and Development Standards and the K-12 Common Core.

(iv) Preschool programs assist parents in registering their children for kindergarten, such as registration on-site, organizing a parent trip to kindergarten, assisting parents with paperwork, and providing assistance to non-English speaking parents.

(v) Activities are planned for children such as school bus ride and visiting a kindergarten class.

(vi) The preschool teacher, with a parent's permission, shares the developmental profile of a children entering kindergarten with the kindergarten teacher.

(vii) Preschool and kindergarten administrators provide opportunities for communication and exchange among preschool and kindergarten teachers.

The Office of Early Childhood in collaboration with will the State Department of Education Bureau of Health/Nutrition, Family Services & Adult Education will develop an on-line toolkit on transition to kindergarten. Work with stakeholders on this toolkit will include the Continuous Quality Improvement (CQI) team under this grant that includes the 14 school readiness liaisons and the Office of Early Childhood, the family engagement/community outreach staff member, and some selected districts that have

already implemented successful pre-K to kindergarten transition programs. The toolkit will be piloted in the 14 targeted communities under this grant before introducing it statewide to all State Preschool Programs.

(b) *Coordinates and collaborates with LEAs or other Early Learning Providers, as appropriate, in –*

(i) *Providing opportunities for early educators to participate in professional development on early learning and kindergarten standards, assessments, curricula and culturally responsive and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their learning and development, and engage parents as decision-maker in their child's education.*

Connecticut is a leader in using a professional development model tied to standards, instruction and assessment. Since 2008, Connecticut has been implementing the cycle of intentional teaching that is composed of planning experiences to support children's development, gathering information about how they are progressing, and adjusting what is being done to support them based upon this information. The Response To Intervention model has been the foundational element of the cycle of intentional professional development initiative. Connecticut is in the process of calibrating the cycle of intentional teaching model to our new Birth to Age 5 Connecticut Early Learning and Development Standards (CT ELDS).

Under this grant, the Office of Early Childhood will hold joint training on the cycle of intentional teaching with our early learning providers and public school kindergarten teachers and specialists in the 14 selected communities. These opportunities will provide cross-age, cross-sector professional growth opportunities that allow professionals to engage with their peers to assess, reflect on and improve their own teaching practices.

The Office of Early Childhood provides early learning providers with funds for quality enhancement with a focus on collaboration and coordination of services,

professional development, and workforce preparation. These quality initiatives are inclusive of licensed and unlicensed providers, including the public schools.

A critical component of our professional development work is placing priorities on teacher, leaders, and all staff members in State Preschool Programs and public schools to understand the importance of and employ strategies for engaging families. As part of our development and implementation of our new ELDS, we recognized that families are primary partners in their children's learning and development. It brought attention to the need for authentic family engagement in curricular decisions, collaboration on teaching strategies, and partners in authentic assessment. Under this grant, the Office of Early Childhood will hire an individual to focus on family engagement strategies and work with local communities that will be provided with funding to implement family engagement work in the community.

(ii) *Providing family engagement, support, nutrition, and other Comprehensive Services and coordinating with other community partners to ensure families' access to needed supports.*

The Office of Early Childhood, school readiness liaisons, and early learning providers will work together to design a plan to deliver comprehensive services in the classroom. Though they may vary from community to community, formal agreements will be executed with local, regional or state entities to deliver these comprehensive services. For those high-need communities with Head Start programs, the Office of Early Childhood will encourage the Subgrantees to partner with Head Start programs to provide comprehensive services in the classroom. Subgrantees may also be able to tap into existing services provided by the LEA in their community.

(iii) *Supporting Full Inclusion of Eligible Children with Disabilities and Developmental Delays*

State Preschool Programs are committed to supporting full inclusion of children with disabilities and developmental delays. The program has a written policy that

articulates its commitment to serve children with disabilities with an Individualized Educational Plan (IEP). The program partners with specialists from the school district to inform preschool staff and develop preventative strategies to support individual children. Preschool staff participates in training each year. The program also mechanisms to collaborate with school districts and Birth to Three (our Part C program) regarding referral, evaluation, and programming for children. With that, the program has a plan and process to ensure a smooth transition for children with disabilities into a preschool program and from a preschool setting into kindergarten. Finally, the program ensures that the teacher, family and therapist(s) consult on strategies to be implemented, ensure that the IEP goals and objectives are implemented in the classroom, and staff is knowledgeable about the process. These best practices will apply to State Preschool Programs participating in this grant.

(iv) *Supporting the inclusion of children who may be in need of additional supports, such as children who are English Learners, who reside on "Indian lands" at that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless" as defined by subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State.*

Our State Preschool Programs must articulate established channels of communication between Start Preschool Program staff and their counterparts in the schools including teachers, social workers, and public school liaison under the McKinney-Vento assistance act. Furthermore, early learning providers and the public school must set priorities for identifying and serving under-served populations of eligible children, including those who are English learners.

State Preschool Programs collaborate closely with the Department of Children and Families to ensure that children in the custody of that agency have access to spaces in the State Preschool Program. Legislation passed this year, Special Act 14-22, requires the Department of Children and Families, in consultation with the

Office of Early Childhood, to develop a plan to identify children in foster care who currently are not enrolled in high-quality preschool and ensure that they have access to accredited preschool or a program with Head Start Approval. See Appendix #8 . Special Act 14-22.

The Office of Early Childhood has also had discussions with the Connecticut Coalition to End Homelessness (CCEH), a statewide nonprofit membership and advocacy organization. . CCEH receives modest funding from the state to pay for child care for young children who are homeless. The Office of Early Childhood and CCEH have agreed to partner on how to best use these funds in combination with funding within the Office of Early Childhood.

(v) *Ensuring that High-Quality Preschool Programs have age-appropriate facilities to meet the needs of Eligible Children;*

The Office of Early Childhood's licensing division has some of the most stringent health and safety requirements in the nation. Licensing standards require facilities to be appropriate for preschool-aged children. The Fiscal Year 2015 state budget increased licensing staff by 18 to allow for annual inspections to take place in efforts to continually ensure the health and safety of our early childhood settings, including preschool, family and group home care, and youth camps.

However, our public schools are exempt from licensing. For State Preschool Programs that are located in public school settings, the Office of Early Childhood requires classrooms to be age-appropriate. The Office of Early Childhood is partnering with the Connecticut Association of Public School Superintendents (CAPSS) to conduct voluntary mock inspections in selected preschool programs in public school settings. The purpose of the mock inspections is to analyze any barriers or challenges for public schools to meet licensing standards as well as any misconceptions about the ability of public schools to meet these standards.

The Office of Early Childhood supports quality facilities by offering a grants-in-aid program to its State Preschool Programs for minor capital improvements. For the current fiscal year, $(b)(4) is allocated for facilities improvement, which builds on the $(b)(4) and $(b)(4) in the previous fiscal years for this purpose, respectively.

(vi) *Developing and implementing a systematic procedure for sharing data and other records consistent with Federal and State law; and*

Development of Connecticut's Early Childhood Information System (ECIS) is well underway, with $(b)(4) in bonding dedicated to this initiative. The ECIS will consist of multiple transactional data modules for use by preschool programs and administration in case management and program. The data will then feed into an early childhood data warehouse. The data warehouse will be linked to the State Longitudinal Data System, with other state agencies, and with the Preschool through 20 and Workforce Information Network (P20WIN). By linking the ECIS with the State Longitudinal Data System for K-12, Connecticut will be able to link preschool and elementary and secondary school unduplicated data, giving the state the ability to track a child's academic progress from preschool through secondary school. In additional child and family demographics, the data collected will include child developmental information.

After the fall of 2016, Kindergarten Entry Assessment (KEA) data will be available from the Department of Education and those aggregate results will be provided to each State Preschool Program to assist them in improving the quality of instruction as it relates to the readiness of their previous preschool children. Data collected from the KEA by the Connecticut Department of Education will become part of the K-12 Longitudinal Data System, with the ability to link it with data collected in preschool through the ECIS.

(vii) *Utilizing community-based learning resources, such as libraries, arts and art education programs, and family literacy programs.*

Our State Preschool Programs are required to have collaborative agreements with libraries and family literacy programs. Connecticut has several robust partnerships between museums and State Preschool Programs. Stepping Stones Museum in Norwalk and Imagine Nation Museum in Bristol are co-located with a State Preschool Program. In other partnerships, the museum offers free visits to children in State Preschool Programs as well as offering professional development to preschool staff, such as the Connecticut Science Museum. The Office of Early Childhood will work with our early learning providers under this federal grant to build stronger partnerships with museums and arts institutions, based on these two models.

Several of the communities selected for this grant have Family Resource Centers (FRCS) in elementary schools. Our State Preschool Programs ensure that parents know about the FRCs so they are connected when their children transitions to kindergarten. FRCs promotes comprehensive, integrated, community-based systems of family support and child development services, based on the "Schools of the 21st Century" concept developed by Dr. Edward Ziegler at Yale University. FRCs provide access, within a community, to a broad continuum of early child and family support services offering: parent education and training, adult education, family support, preschool, school-age child care, positive youth development services, and family child care training.

Ambitious and Achievable Plan: Section E

Key Goal

To ensure that each Subgrantee is effectively implement high-quality preschool programs in the 14 selected communities.

Key Activities & Rationale

To achieve the key goal of the plan, the state is committed to the following key activities:

KEY ACTIVITY 1: Each Subgrantee establishes new, or amends existing, subcontracts with the early learning providers that will provide direct services to eligible four-year-old children. Contracts are needed to ensure program integrity, accountability and compliance.

Timeline: April – June 2015

Party or Parties Responsible: Subgrantees, school readiness liaisons and local early learning providers

Supporting Evidence: Contracts between School Readiness Councils and local early learning providers.

Performance Measures: Signed contracts

KEY ACTIVITY 2: Expand the capacity of school readiness liaisons in Subgrantee communities to augment and enhance the program monitoring, accountability and evaluation capabilities of early learning provider subcontractors. We know we need to improve our monitoring capabilities and are confident that expanding the capacity of school readiness liaisons, people who know the needs of the community well, is the best way to do this.

Timeline: July – September 2015

Party or Parties Responsible: Office of Early Childhood staff hired as grant accountability and reporting coordinator and Subgrantees

Supporting Evidence: See Appendix #12 - School Readiness Liaison Duties and Responsibilities

Performance Measures: Create full-time school readiness liaison positions or expand existing part-time school readiness liaison positions to full-time or half-time in Subgrantee communities. Provide CLASS Training to the School Readiness Liaisons.

KEY ACTIVITY 3: Require school readiness liaisons in Subgrantee communities to regularly monitor all early learning programs funded by this grant. Regular monitoring is a fundamental component to ensure quality and better child outcomes.

Timeline: Ongoing September 2015 – August 2019

Party or Parties Responsible: Office of Early Childhood staff hired as grant accountability and reporting coordinator and school readiness liaisons

Supporting Evidence: State-Funded Program General Policy 14-10

Performance Measures:

- Annual unannounced licensing inspection by Office of Early Childhood's Division of Child Care & Youth Camp Licensing
- Monthly meetings between Office of Early Childhood and school readiness liaisons
- Regular announced and unannounced site visits to early learning programs participating in the grant by school readiness liaison. Areas to be monitored include:
    - Fiscal; policy; staff qualifications; enrollment and attendance; standards, curriculum and assessment; accreditation and approval systems; health and safety; professional development and training; and program adherence to quality components

KEY ACTIVITY 4: Ensure all Subgrantees adhere to existing school readiness contracts, general policies and/or assurances as related to assessment, data sharing, family engagement, culturally and linguistically responsive strategies to help families, professional development, staff qualifications, age-appropriate facilities, title I of ESEA, part C and section 619 of part B of IDEA, transition from preschool to kindergarten, full inclusion of children with disabilities and developmental delays, collaborative agreements with libraries and family literacy programs. Our existing school readiness contracts, general policies and/or assurances ensure that our early

learning providers are responsive to the unique needs of the children in their care and allow them to meet the diverse needs of vulnerable families.

Timeline: September 2015- August 2019
Party or Parties Responsible: Office of Early Childhood staff hired as grant accountability and reporting coordinator, Office of Early Childhood staff hired as family engagement/community outreach specialist, Subgrantees, school readiness liaison and early learning providers
Performance Measures: Monthly monitoring meetings with school readiness liaisons of Subgrantee communities and Office of Early Childhood

KEY ACTIVITY 5: Improve our existing school readiness contracts, general policies and/or assurances for Subgrantees funded by this grant to include teacher compensation commensurate with k-12 teachers in their community, comprehensive services, instructional tools, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act, children in child welfare system, English Learners, migrant children, and military families. Our existing school readiness contracts, general policies and/or assurances do not currently addresses these components of high-quality preschool. This grant is an opportunity to raise the quality of our State Preschool Programs by building on our existing system.

Timeline: September 2015 – August 2019
Party or Parties Responsible: Office of Early Childhood's Early Care and Education Division (Harriet Feldlaufer, Division Director), Subgrantees, school readiness liaison and early learning providers
Supporting Evidence: See Appendix #13 – Statement of Assurances
Performance Measures: New policies developed, approved, implemented and monitored.

KEY ACTIVITY 6: Collaborate with the CT Department of Children and Families to develop a plan to identify children in foster care who currently are not enrolled in high-quality preschool and make sure they are enrolled a high-quality State Preschool Program or Head Start program, pursuant to Special Act 14-22. Currently there is no mechanism in place to ensure that all foster

children in Connecticut are enrolled in a high-quality preschool. This plan will create that mechanism.

Timeline: November 2014 – January 2015
Party or Parties Responsible: Department of Children and Families and Office of Early Childhood staff hired as family engagement/community outreach specialist
Supporting Evidence: See Appendix #8 – Special Act 14-22
Performance Measures: Plan developed, submitted to Connecticut General Assembly and implemented.

KEY ACTIVITY 7: Assure all Subgrantees adhere to school readiness policy that local administrative costs do not exceed 10 percent of the total grant funding. It is sound fiscal policy to minimize administrative costs to ensure that the majority of the funds go directly to services for eligible children and families.

Timeline: September 2015 – August 2019
Party or Parties Responsible: Office of Early Childhood Fiscal staff, State Department of Education fiscal staff, Subgrantees and early learning providers
Supporting Evidence: School Readiness General Policy 09-03: Budget Guidance
Performance Measures: Monthly monitoring meetings with school readiness liaisons of Subgrantee communities and Office of Early Childhood

Financial Resources

In-kind: state salaries and fringe of Office of Early Childhood and State Department of Education staff assigned to key activities 1 through 7.

Grant funding:
School readiness liaison salaries and benefits for each year $533,550 for a total of $2,134,200. CLASS training $42,400.

40 percent of salary and fringe for Office of Early Childhood grant accountability and reporting coordinator: $67,834 (year 1); $70,161 (year 2); $72,492 (year 3); $74,817 (year 4) for a total of S285,305

40 percent of salary and fringe for Office of Early Childhood family engagement/community outreach specialist: $67,834 (year 1); $70,161 (year 2); $72,492 (year 3); $74,817 (year 4) for a total of S285,305

Needs of Eligible Children

High-Need Children: The Office of Early Childhood will address the needs of all eligible children under this grant in the following ways:

1. 10-hour days and year-round programming for over 60 percent of eligible children to meet families' needs and to offer a higher dosage of enrichment activities and prevent summer learning loss;
2. Transportation will be provided in those communities that indicated it was necessary to reach isolated families;
3. Comprehensive services for early identification of remediable health or development concerns; and
4. Availability of the Early Childhood Consultation Partnership, a nationally-recognized statewide consultation model for early childhood mental health prevention and intervention.

Homeless children: The Early Childhood Cabinet will concentrate on homeless families with young children this coming year, attempting to focus the efforts of multiple agencies around this very vulnerable population. Particular focus will be on ensuring that these children have access to high-quality preschool. This area of concern was identified through discussions with the Governor and Lieutenant Governor. To move this effort forward, the Commissioner of the Office of Early Childhood has met with nonprofit housing organizations to discuss the specific needs of homeless families with young children. The Commissioner is also an Advisory Committee Member of Secure Jobs, a two-year demonstration pilot designed to increase the income of families transitioning from homelessness to housing by connecting them to the education,

training and supports, including early care and education, the need to secure and maintain stable, competitive employment.

In recent years, Connecticut's early childhood programs have made conscientious efforts in outreach to homeless families and families at-risk of homelessness. Collaborative work continues through communities, homeless shelters and transitional housing staff, the Connecticut Coalition to End Homelessness (CCEH), United Way of Connecticut, Care 4 Kids (Child Care Subsidy Program), Office of Early Childhood, Head Start State Collaboration Office, and the state Departments of Housing, Social Services, Office of Early Childhood, and Children and Families, to provide early care and education opportunities to homeless children, in ways to allow for consistent, safe and comprehensive care.

In Connecticut, during Fiscal Year 2013, the CCEH Homeless Management Information System (HMIS) had an unduplicated count of 1,113 children, ages birth to five years, served by Emergency Shelter and Transitional Housing programs. Of the 14 Subgrantee communities represented in this grant proposal, five have shelters that served 21 percent of this population, as reported in HMIS. The five communities are Bridgeport, Killingly, Shelton, Torrington and Vernon. Please note that children in shelters represent only a percentage of homeless children in the state. Many homeless families double-up with friends and relatives, find other temporary shelter, or live on the streets.

The impact of homelessness on a child's success in school and in life may be devastating. By providing high-quality preschool education to children, we establish a consistent place to learn and thrive and help support the child and their family in preschool and through the transition to kindergarten through third grade.

Children in child welfare: See Key Activity 6.

Dual language learners: The Office of Early Childhood is working with the University of Connecticut Center for Excellence in Developmental Disabilities, Education, Training and Research (UCEDD) to focus on the use of the CT ELDS with children with disabilities and children who are dual language learners. UCEDD will focus groups and a survey with home-

based and center-based preschool programs to gain feedback about what would be most helpful to providers and parents to aid them in using the CT ELDS with children with disabilities and children who are dual language learners.

Children with disabilities and delays: Statutory and budgetary authority for part C and section 619 of part B of IDEA will move from the State Department of Education and the Department of Developmental Services, respectively, to the Office of Early Childhood July 2015 to better align and coordinate policies, programs and services for children with disabilities and delays with all the policies, programs and services for young children in Connecticut managed by the Office of Early Childhood, including home visiting and State Preschool Programs.

F. **Alignment within a Birth through Third Grade Continuum (20 points)**

Connecticut has made significant strides toward aligning its systems and programs that serve children from birth through third grade. This progress is helping children and their families transition across the developmental continuum and ensure that programs and systems are aligned to promote positive growth and development among young children. A major contribution to this work included aligning early childhood governance within the Office of Early Childhood, a new cabinet-level agency responsible for the administration, coordination, and improvement of early childhood services in the state. Our ambitious and achievable plan to build on and continue these alignment activities are described below.

(1) *For birth through age-five programs, these activities include—*

(a) *Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that expands families' choices, facilitates or improves their access to programs and supports in their own communities and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate;*

The Office of Early Childhood facilitates the coordination of federal, state and local early education and care programs and services to expand family choice, improve access to programs and supports communities, and engage families in meaningful participation. Within the Office of Early Childhood, the four Division Directors overseeing a wide array of early childhood programs and services meet weekly to discuss all early childhood initiatives and look for additional opportunities for increased collaboration. These conversations have resulted in new agency initiatives that reach across divisions, better serving our state's young children, families, early childhood providers and other stakeholders. Cross-division initiatives underway now include developing the Request for Proposal for a Quality Improvement System contractor, creating a plan due to the General Assembly in January 2015 for the coordination of home visiting programs that will offer a continuum of services to vulnerable families with young children, and performing an organizational

assessment to better align our own workforce and agency structure to match the new work to be accomplished.

The Office of Early Childhood has begun a comprehensive reform of its State Preschool Program infrastructure to ensure access to high-quality programs, birth through the end of preschool. The Office of Early Childhood is in final contract negotiations with a nationally-recognized consulting firm to develop a detailed reform implementation plan that will include recommendations on improving legislation, polices and practices for all early care and education funding streaming including CCDF, State Head Start, three different funding streams for state-funded preschool programs and public school programs funded locally. The 12-month project has three goals:

1. to improve the experience of families whose children need early care and education;
2. to improve the regulatory experience of programs; and
3. to improve the Office of Early Childhood's administration and governance of the system.

This project is slated to be completed by November 2015 and will result in legislative changes, policy changes and process improvements across all early childhood programs birth through age five, and our State Preschool Programs in particular. See Appendix #16 – RFP Overview: Creating a Better System or Early Care and Education for Connecticut.

Collaborations at the local level are fostered by our Division of Family Supports. Four Help Me Grow program liaisons conduct regular (from 4-11 per year) regional community networking meetings in nine areas of the state for all early childhood organizations serving children birth to kindergarten. Stakeholders representing a full array of programs and services for children birth to age five meet face-to-face, typically at one of their sites, for topical information but, more importantly, to make connections within the community with their colleagues in other programs and agencies. These nine areas include all of the 14 targeted communities for this grant.

The Office of Early Childhood will ensure that the program liaisons include all Subgrantees and their early learning providers in these networking meetings to further alignment of programs and practices within the community level.

Under this grant, Office of Early Childhood will hire a family engagement/community outreach specialist to strengthen the work that our Divisions have just begun in the following ways:

- assist school readiness liaisons in outreach to isolated and hard-to-reach families for purposes of accessing expansion or improved State Preschool Slots;
- deepen family engagement practices at the local level by convening four meetings a year focused on best practices in family engagement as well as strategies tailored to the local needs of that community; and
- forge a seamless birth-to-eight continuum at the local level;

In listening to our targeted communities during the development of this grant, we heard from several that without transportation, many four-year-olds would never be able to access State Preschool Programs because their hard-to-engage families were unable to get their children to the program sites. Therefore, we built transportation funding into this grant for six of the communities and will be evaluating the effectiveness of that strategy in terms of their ability to engage those families compared to similar communities not able to provide transportation.

All of the programs under the purview of the Office of Early Childhood, including home visiting and child care providers, are now implementing the new Early Learning and Development Standards (CT ELDS). See Appendix #2 – Connecticut Early Learning and Development Standards. Copies of the CT ELDS and supporting materials were sent to early childhood professionals across the state including licensed and unlicensed child care providers, preschool and kindergarten classrooms, pediatricians, Family Resource Centers and institutions of higher education. Regardless of whether a family chooses to have their young child in a community,

school or family child care setting, all child care providers will be familiar with our state's standards and ways to help support the early learning and development of young children, making the transition into kindergarten an easier one.

In addition to work at the state level, the Office of Early Childhood is implementing a new union contract for all family child care providers receiving child care subsidy funding. In an effort to allow for family choice, child care subsidies are available for low- to moderate-income families who may choose for their child to be cared for by a family child care provider including both licensed providers and license-exempt family, friends, and neighbors. Many of the families who may be considered isolated or hard-to-reach often elect to have their child care provided through a license-exempt member of their family, a friend, or a neighbor. This may be for a number of reasons including mistrust of people outside of their family network, cultural or religious beliefs, language, or non-standard work hours. Wherever a child receives care, the Office of Early Childhood seeks to ensure that the setting is high quality. The union contract seeks to pair rate increases with required increases in quality, and for the first time, mandatory orientation sessions are required for all family child care providers receiving a child care subsidy. The orientation session brings providers together to receive important health and safety information, learn about the CT ELDS, and receive safety equipment. These sessions also serve as a learning community for providers who work in isolation.

(b) *Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five*;

There will be no diminution of other services to any child. Connecticut is committed to embedding the expansion and improvement spaces funded through this grant within our existing State Preschool Program structure. This grant will cover all allowable costs for the eligible children included in this grant. **In any classrooms of improved spaces where there is a mix of eligible and non-eligible children under this grant, the state is prepared to add state funding to existing State Preschool**

Slots for those non-eligible children to ensure that the entire classroom is able to benefit from added quality. If there are expansion classrooms serving both eligible and non-eligible children, the Subgrantee will be required, through the MOU, to ensure that local funds would cover the additional quality enhancements for any child not eligible for this grant who is in a mixed classroom with eligible children in expansion spaces. Although parents of children in State Preschool Programs (other than those in Head Start agencies) are required to pay on a sliding fee scale, the parents of children covered under this grant in expansion or improved spaces will not be required to pay. Therefore there will be no charge to these parents and the fees charged to the other parents of children enrolled in the State Preschool Program will remain the same.

(2) *For kindergarten through third grade these activities include—*

(a) *Ensuring that Eligible Children are well-prepared for kindergarten*;

With our Early Learning and Development Standards well-aligned to Connecticut's Core standards for K-12 (including the new K-3 Social and Intellectual Habits Standards) we anticipate sustaining gains and increasing collaboration across preschool to kindergarten and up through third grade. Just as State Preschool Programs do, programs serving eligible children funded through this grant will use the Connecticut Early Learning and Development Standards (CT ELDS) as the foundation for all learning. Professional development workshops and on-site coaching sessions will be provided to ensure that current and new instructional staff funded under this grant are well-versed in the CT ELDS and their implementation within the classroom. Kindergarten teachers have also been provided with these standards, allowing for alignment between preschool and kindergarten and continued growth and development along the continuum, resulting in increased rates of success in kindergarten.

The other critical component in development is a formative assessment tool, anticipated for use across the age span from birth to 72 months. While the KEA will help educators better understand children as they begin formal schooling, a formative process will be the foundation of the birth to age five portion of the assessment

system in Connecticut. Formative assessment is a collaborative practice between the educator and child designed to further, rather than evaluate, the learning process.

(b) *For kindergarten through third grade, these activities will include:*
Sustaining the educational and developmental gains of Eligible Children by—

(i) *Promoting collaboration between preschool and kindergarten teachers;* The School Readiness Preschool Program Evaluation provides specific recommendations to guide the transition to kindergarten. Transition to kindergarten will be included in the enhanced monitoring and supervision that will be provided to the Subgrantees by the school readiness liaisons, particularly in the spring of each year. These recommendations include:

1) The preschool program provides orientation to the kindergarten registration process and the kindergarten curriculum for parents of children entering kindergarten;
2) Preschool teachers and kindergarten teachers collaborate by participating in joint workshops and exchanging class visits, resources, and materials;
3) Preschool and kindergarten teachers collaborate to align the pre-kindergarten and kindergarten curriculum with the Early Learning and Development Standards and the Connecticut K-12 Core Standards;
4) Programs assist parents in registering their children by working with the public schools. The activities may include registration on site; organizing a parent trip to the kindergarten registration at the school; assisting parents with the paperwork; and providing special assistance for parents who speak languages other than English;
5) Activities are planned for children who will transition to kindergarten to give them experience and practice. These activities may include a school bus ride, social stories, and visiting a kindergarten class.
6) The preschool teacher, with a parent's permission shares the developmental profile for a child entering kindergarten with the kindergarten teacher. The profile is based on the outcomes and goals of the Early Learning and Development Standards; and

7) Preschool and kindergarten administrators provide opportunities for communication and exchange among preschool and kindergarten teachers for planning the transition process.

In addition, Connecticut has made considerable efforts to build upon the Pre-K-3rd Grade continuum. In 2010, a cross-stakeholder team was sent to Harvard to participate in the Pre-K-3rd Grade Institute led by Dr. Kristie Kauerz. In the years subsequent to the Harvard Institute, Connecticut convened two cohorts of a Connecticut 3-to-3 Institute with support from the William Caspar Graustein Memorial Fund, Connecticut Association of Schools, EASTCONN (one of our regional educational service centers), Connecticut Association of Boards of Education, Connecticut Association of Public School Superintendents, and individual stakeholders from public schools and community-based programs. Eight communities (including two of the communities included in this grant) were required to gather cross-sector teams that included public school central office administration with the ability to commit resources as well as community-based early childhood leaders. Each cross-sector team developed an actionable plan based on the Kauerz/Coffman *Framework for Planning, Implementing and Evaluating Pre-K to 3rd Grade Approaches*. As a result of the Institute, several of the communities are now involved in a regional Prek-3rd Grade consortia and have engaged in additional work, specifically in the area of executive function through deep imaginative play. Several communities have focused on effective transition to kindergarten, making transition a thoughtful, intentional process instead of a disconnected or one-time activity. All communities have increased collaboration in their efforts to develop a coherent continuum of Pre-K to 3rd Grade services. The Office of Early Childhood is in the process of forming a statewide Pre-K to 3rd Grade Advisory body.

In June 2013, Connecticut was selected by the National Governors Association (NGA) as one of six states to participate in an 18-month Pre-K to Grade 3 Policy Academy focused on the crucial intersection of early care and education. This work has supported our efforts to develop a robust policy agenda beginning with a

Governor's Pre-K to Grade 3 Policy Symposium in 2014 aimed at building awareness and commitment across key stakeholders to support a continuum of high-quality early learning opportunities from birth through third grade. The symposium highlighted the role of community leaders, including elementary school principals. Specific tools and strategies were shared, including the Kauerz-Coffman *Framework for Planning, Implementing and Evaluating Pre-K-3rd Grade Approaches* (2013). As a result of the Policy Academy, the OEC partnered with the Connecticut State Department of Education's Talent Office to develop an *Evidence Guide for Pre-K through Grade 2 Teacher Evaluation*. This guide is based on the Connecticut Common Core of Teaching Rubric and was used by the Connecticut State Department of Education as a model for other evidence guides for other ages and content areas. Collaborative groups created this tool to aid in the teacher evaluation process from Pre-K through grade 2. The Evidence Guide for Pre-K through Grade 2 provides examples of what evaluators should see in classrooms based on the Connecticut Core of Teaching Rubric. Additionally, *A Principal's Guide to the New CT ELDS* was developed and disseminated through a partnership with the Connecticut Association of Schools.

Under a Memorandum of Agreement with the Office of Early Childhood, the University of Connecticut is designing a Pre-K to Grade 3 Leadership Program to increase the knowledge of pre-service and in-service leaders about the unique developmental period of early childhood Pre-K-to grade 3 (age 8). Improving knowledge by those leading programs for children Pre-K to grade 3 is a lever for improved outcomes for children. The program will be tailored to the needs of Connecticut elementary principals, assistant principals, PreK-3rd grade teacher leaders, early childhood directors (community and public school based), and school district central office administrators. The program is being designed to focus on curriculum and instruction, assessment practices for young children, evaluation of early childhood teachers and programs, and leading for equity, excellence and early success. When the University of Connecticut is ready to enroll its first cohort in this program in July 2015 we will ensure that any applicant working in one of the targeted high-need communities under this grant receives preference.

The University and the Office of Early Childhood have assembled an impressive advisory panel for this program:

Elizabeth Aschenbrenner, Director of Birth – Age 8 Initiatives, EASTCONN Regional Educational Service Center, Project Coordinator, Executive Function and Dual Language Learning

Craig Cooke, Ph.D., Superintendent of Windsor Public Schools, CT

Juanita Copley, Ph.D., Professor, Emerita Curriculum and Instruction Department College of Education: University of Houston

Kristie Kauerz, Ed.D, Research Assistant Professor of P-3 Policy and Leadership: University of Washington

Lois Lanning, Ph.D., International consultant for literacy and concept-based curriculum design, adjunct professor, and author

Chris Maxwell, Buffett Early Childhood Institute, University of Nebraska

Sharon Ritchie, Senior Scientist and Principal investigator First School initiative, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

Susan Rivers, Ph.D., Deputy Director and lead developer of RULER, Yale Center for Emotional Intelligence, CT

Wendy Simmons, Ph.D., Assistant Director for Program Development and Common Core State Standards, Connecticut State Education Resource Center (SERC)

Steve Tozer, Director, Center for Urban Education Leadership, University of Illinois at Chicago College of Education

(ii) *Expanding access to Full-Day kindergarten.* **All of the high-need communities selected for this grant offer full-day kindergarten.** Statewide, 90 percent of Connecticut's kindergarteners are attending full-day programs (defined as 900 hours of actual schoolwork for a minimum of 180 days per year.) They are enrolled in 132 school districts that offer full-day kindergarten to all children. Twelve additional districts offer full-day kindergarten to some children, 14 offer only half-day kindergarten, and 8 districts offer half-day kindergarten to some children. In addition, 10 Charter Schools and 14 Magnet Schools offer full-day kindergarten.

One district that moved from half-day to full-day kindergarten in Fall 2013 has already been able to document a tremendous improvement in academic outcomes as indicated below:

Comparison of Student Outcomes at the end of Kindergarten

District Average*	Spring 2013 Half-Day K	Spring 2014 Full Day K	Increase
DRA 2 (Developmental Reading Assessment)	58%	76%	+18%
Word Recognition	84%	98%	+14%
Hearing/Recording Sounds	86%	94%	+8%
Number Identification	86%	94%	+8%
Quantity Discrimination	81%	92%	+11%

*Word Recognition and Hearing/ Recording Sounds are district-created assessments. Number Identification and Quantity Discrimination are subtests of the AIMSweb Test of Early Numeracy Skills. Data Source: Enfield Public Schools, September 2014

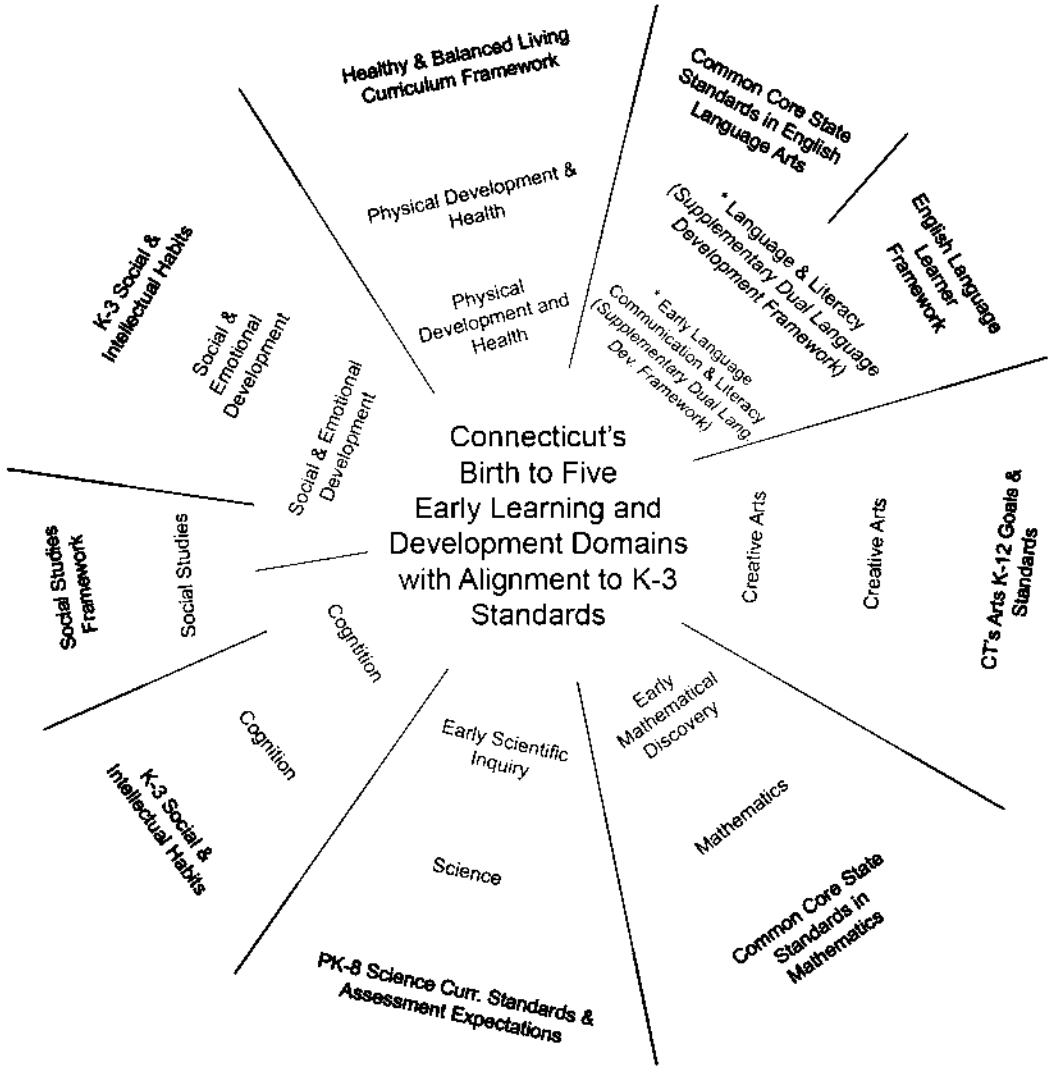
(iii) *Sustaining a high level of parent and family engagement as children move from High-Quality Preschool Programs into the early elementary school years*; Connecticut's Department of Education has been working diligently to increase parent and community engagement in all schools. All Title I districts (and all of our selected high-need communities receive Title I funding) are required to implement School-Parent Compacts under federal law. With the enhanced monitoring and supervision to be provided under this grant, we will ensure that each of our high-need communities implements these School-Parent Compacts, increasing parent and family engagement.

The State Department of Education began an initiative to improve school-parent compacts after a review found that most of the compacts described activities that did not directly affect learning. As a result, the State Department of Education issued a "School-Parent Compact Guide to Quality" to assist districts. The guide highlights quality indicators for the compacts including the school's role, the parent's role, the student's role, activities to develop partnerships, jointly developed activities, communicating about student progress, and the format and language used in those compacts. An article by several staff of the Connecticut Department of Education called "Making the Most of School-Family Compacts" was published in *Educational Leadership* in May 2011, detailing their initiative and what they saw as the keys to its success at all grade levels. These compacts will be the foundation for sustaining a high level of parent and family engagement in our 14 targeted communities..

(c) *Taking steps, or building upon the steps it has taken, to align, at a minimum—*

(i) *Child learning standards and expectations.* The Connecticut Early Learning and Development Standards were designed to align with Connecticut's K-3 standards from their inception. This alignment is best depicted by the chart below. The Office of Early Childhood and the State Department of Education staff have recently worked to develop K-3 Social and Intellectual Habits Standards that are aligned with the CT ELDS. Those K-3 standards were presented to a Connecticut

State Board of Education's academic subcommittee on September 24, 2014 and will be presented by the Connecticut State Department of Education to the Board for adoption sometime this calendar year. The chart below describes the alignment of Connecticut's ELDS from birth through third grade. See Appendix #2 – CT Early Learning and Development Standards.



*The supplemental Dual Language Development Framework applies to children learning multiple languages. Early learning environments must respect family language preference and honor children's development in their primary language and promote continued bilingual development.

(ii) *Teacher preparation, credentials, and workforce competencies.*

The Connecticut Early Childhood Core Knowledge and Competency Framework (CKCs) for the role of the Teacher utilized multiple resources as a basis for its creation. An analysis of Connecticut competency documents associated with various credentials teacher certifications was conducted to identify the strengths and gaps in addressing a unified set of competencies that cut across each sector where an adult (the Teacher) has responsibility for one or more children. The State Department of Education's Common Core of Teaching provided some foundational ideas to the work by addressing NAEYC professional preparation standards.

Over the past three years, 13 higher education institutions at both the two-year and four-year level engaged in a review of their early childhood planned program of study as part of an application to be approved to offer a pathway leading to the OEC Early Childhood Teacher Credential (ECTC). The ECTC is based on the NAEYC professional preparation standards with additional elements such as assessment of oral competency, a 24-credit transfer agreement, and two possible endorsements; infant/toddler and/or preschool, each with practicum expectations. The development of the ECTC was a cross-agency and multi-stakeholder initiative with the intent to align higher education planned programs of study in the use of common standards and common articulation expectations. This work provided a fundamental source for the development and recent approval of the Teacher CKCs.

(iii) *Comprehensive Early Learning Assessment Systems.*

The Connecticut Office of Early Childhood and the Connecticut State Department of Education are partnering with the University of Connecticut Department of Educational Psychology to develop a new Integrated Early Childhood Assessment System for use in our state. The new Integrated Early Childhood Assessment System will include two interrelated components which will replace the current

Kindergarten Entry Inventory and the Connecticut Preschool Assessment Framework: a Kindergarten Entrance Assessment (fully described in Section C) and a formative assessment tool, anticipated for use across the age span from birth to 72 months.

The Kindergarten Entry Assessment (KEA) will provide information to stakeholders at the local, regional and state levels about how well-prepared children are for kindergarten.

- *Student Results*

  Families and teachers will learn about each student's skills, learning, and developmental needs, so that they can identify strengths and weaknesses of each student, resulting in individualized plans of instruction and any necessary interventions.
- *Group Results*

  School, local district, and state leaders will learn about students' levels of preparedness for kindergarten, which will facilitate programmatic decision-making at the school, district, and state levels.

The KEA will address the domains of Social Foundations, Language and Literacy, Mathematics, and Physical Well-Being and Motor Development through a set of selected response items, performance tasks, and observational rubrics for teachers. Census administration of the KEA will begin in September 2016.

The other critical component in development is a formative assessment tool, anticipated for use across the age span from birth to 72 months. While the KEA will help educators better understand children as they begin formal schooling, a formative process will be the foundation of the birth to age five portion of the assessment system in Connecticut. Formative assessment is a collaborative practice between the educator and child designed to further, rather than evaluate, the learning process.

Once this system is established, State Preschool Program providers will carefully review current assessment practices to determine any duplication, as the new system is likely to replace other locally used tools. It is anticipated that the new KEA and the assessment system will provide more useful information for teachers so that they can make informed decisions about how to support children in their classrooms and communities.

The Connecticut Office of Early Childhood and the Connecticut State Department of Education, with assistance from the University of Connecticut's Department of Educational Psychology, will design a system of observation and documentation based on the Connecticut Early Learning and Development Standards, the Connecticut Preschool Assessment Framework, the Kindergarten Entry Assessment and the formative assessment tool. The Connecticut Integrated Early Childhood Assessment System will reflect the depth and breadth of Connecticut's standards for learning and development from birth to age five which, as noted in section (i) above, are aligned with K-3 standards.

(iv) *Data systems.* The Office of Early Childhood, in conjunction with the Connecticut Department of Education (CSDE), has embarked on a multi-year, $(b)(4) project to develop an Early Childhood Information System. The CSDE Information Technology Department is overseeing the project and is also redesigning its own public school information system and software for assigning unique identifiers to students as well as its K-12 Longitudinal Data System. We are fortunate that the same Information Technology Bureau in CSDE is in charge of both projects to ensure absolute alignment of the two systems.

By December 2014, we expect that all children in State Preschool Programs will be receiving unique identifiers that will follow them through their K-12 education, higher education, and into the workforce. Currently, only State Preschool Programs operated by public schools are able to easily assign these identifiers. This next phase will allow 450 community agencies and Head Start Programs to

also obtain these identifiers. The new Early Childhood Information System (ECIS) will, whenever possible, ensure that data fields use the Common Education Data Standards which will allow easier matching of data with the CSDE K-12 data system. One of our most important linkages will be piloted in the Fall 2015 when the new KEA data is field-tested in several districts. That will give us the opportunity to try out our ability to link early childhood data on children, settings, and workforce with KEA results. The first KEA census data collection will be completed in Fall 2016. The Office of Early Childhood's ECIS will become the "P for Preschool" in our state's P-20WIN project, managed by the Connecticut Board of Regents. That will eventually allow researchers to link early childhood, K-12, higher education, and Department of Labor data.

(v) *Family engagement strategies.* In 2013, the Family Engagement workgroup of the Early Childhood Cabinet issued a report entitled "Engage Parents as Partners and Leaders, a Guide for Early Childhood Providers." See Appendix #14 – Engaging Parents as Partners and Leaders. Those recommendations included adopting a common framework that defines parent engagement and leadership along a continuum and connects it back to child and family outcomes; ensures parent leadership is an essential part of the framework; provides training and support to parents and providers; and includes parent engagement as an essential piece to all programming and systems building initiatives. The report further offers specific recommendations for providers, for policy makers, for the community, and for parents. These recommendations are very much in alignment with what the Department of Education has found to be successful K-3 strategies.

The Early Childhood Cabinet's Family Engagement workgroup also contributed the latest thinking on family engagement which are well-aligned with work produced by the Department of Education:

- Families are the strongest influence on children's development and learning. Effective programs and providers must be knowledgeable of and responsive to the diverse needs and circumstances of all children and

families in a way that supports mutual, two-way respectful communication and support. Partnerships between families and providers are built strongest when the languages and communication styles of enrolled families enhance opportunities to work together equally in supporting individual children's development and learning.

- Early childhood programs and providers are a critical resource that can have a lasting and profound impact on early child development and school readiness. A family's early childhood program or provider is in contact with the family on a continual basis which provides opportunities to form relationships, share information, and link families to community resources. To do this effectively, programs or providers must be knowledgeable of and responsive to the needs and circumstances of all children and families, especially those of vulnerable children. Program and providers must form partnerships with community based programs and services that both meet the needs of children and families and build upon the parents' assets, knowledge, skills and networks.
- Family engagement in children's learning and development is increasingly viewed as an essential support to early childhood programs and providers. There are many different ways in which families can be involved in their children's early childhood setting and the more different opportunities are available, the more parents are likely to become involved. Programs and providers must structure a welcoming and inviting environment that is supported by policies and practices that support a culture of partnership. All parents have strengths, and when cultivated, parents take on leadership roles within the program and in the community and become effective advocates for policies that increase access to and quality of early childhood programs and services.

Ambitious and Achievable Plan: Section F

(does not include key activities from competitive priority #2)

Key Goal

To align high-quality preschool programs supported by this grant with programs and systems that serve children from birth through third grade to, among other things, improve transitions for children across this continuum.

Key Activities & Rationale

To achieve the key goal of the plan, the state is committed to the following key activities:

KEY ACTIVITY 1: Complete organizational assessment of the Office of Early Childhood to better align the structure of the department and its workforce to the work to be accomplished and aligned across the many early childhood programs transferred to the Office of Early Childhood from other agencies.

The rationale is that the existing structure of the agency was created by a planning team in 2012 based on moving entire programs from one agency to another. Since the point of bringing these programs under one agency was to align them, streamline processes for families and providers, and seek efficiencies where there is duplication of effort, a new structure is needed.

Timeline: October 2014 - June 2015

Party or Parties Responsible: Office of Early Childhood Strategic Planning Director (Mary Farnsworth) is the point person from the Office of Early Childhood and the Public Consulting Group is conducting the research and writing the report with recommendations. The Early Childhood Funders Collaborative is funding this project.

Supporting Evidence: Contract between the Public Consulting Group and the Early Childhood Funders Collaborative.

Performance Measures: Report with recommended changes completed. Reassignment (if needed) of Office of Early Childhood personnel, alignment of work, and decisions on the creation of new positions completed.

KEY ACTIVITY 2: Comprehensive reform and realignment of the Office of Early Childhood program infrastructure and financing to ensure access to high-quality programs for eligible children, birth through preschool.

The rationale is that various means of financing early childhood programs were formerly distributed across three agencies (Education, Social Services, and Developmental Services.) The eligibility for these programs and payment structures and reporting requirements are all different and all codified in statute or regulation. Transferring them to the Office of Early Childhood has not fundamentally changed anything about the way these programs relate to local providers or families. In order to fulfill the expectation that consolidating many programs into one state agency has created, changes to funding mechanisms, eligibility, and reporting requirements are necessary.

Timeline: January 1, 2015 - July 2016

Party or Parties responsible: Office of Early Childhood Strategic Planning Director (Mary Farnsworth) and selected contractor (to be finalized with a signed contract in late November, 2014.)

Performance Measures: Final report with recommended legislative or regulatory changes due by Fall 2015. Legislative and regulatory changes to be made 7/1/15 to 6/30/16. Full implementation of legislative changes by 7/1/15 and regulatory changes 7/1/16.

KEY ACTIVITY 3: Forge a seamless birth to eight continuum at the local level

Timeline: April 2015 – June 2019

Party or Parties: Office of Early Childhood staff hired as family engagement/community outreach coordinator, school readiness liaisons, Office of Early Childhood Family Support Division (Karen Foley-Schain Division Director.)

Supporting Evidence: Invitations from Help Me Grow program coordinators to all 14 selected communities to invite their participation in all networking meetings. Scheduling by the Office of Early Childhood staff member of quarterly meetings of all relevant community organizations in each of the 14 selected communities.

Performance Measures: Data on collaborations to be collected at each networking meeting and quarterly meeting to show improved collaboration. 85 percent of families surveyed report smooth transitions between various programs in each of the selected communities.

KEY ACTIVITY 4: Third-party evaluation of child outcomes. A contractor to conduct a third-party evaluation will be selected. The evaluation will include pre- and post- assessment of eligible children's development in the expansion and improved slots as well as pre- and post-assessment of children in existing, unimproved, State Preschool Slots.

Timeline: September 2015 – June 2019

Party or Parties: Office of Early Childhood staff member hired as grant accountability and reporting coordinator, Office of Early Childhood QRIS Manager, school readiness liaisons in the 14 selected communities.

Supporting Evidence: RFP issued, contractor selected, report submitted on results of pre- and post assessments and mid-year observation completed each year.

Performance Measures: Eligible children in high-quality State Preschool Programs funded under this grant make more developmental progress than their peers in state-funded State Preschool Programs.

Financial Resources

In-kind: state salaries and fringe of OEC staff assigned to key activities 1 through 4.

Additional state funding for third-party evaluation estimated at $3,084,009

Grant funding:

60 percent of salary of Office of Early Childhood staff member for family engagement/community outreach in years one and two of the grant: $101,751 (year one); S105,242/year (year two); ($108,739 (year 3); and $112,226 (year 4) for a total of $427,958.

20 percent of salary of Office of Early Childhood accountability and reporting coordinator for $33,917 (year 1); S35,081 (year 2); $36,246 (year 3); and $37,409 (year 4) for a total of S142,653

Third-party evaluation contractor: $328,076 (year 1); $178,251 (year 2); $189,444 (year 3); and S177,820 (year 4). Total is $873,591.

Needs of Eligible Children

High-Need Children: The Office of Early Childhood will address the needs of all eligible children under this grant in the following ways:

1. 10-hour days and year-round programming for over 60 percent of eligible children to meet families' needs and to offer a higher dosage of enrichment activities and prevent summer learning loss;
2. Transportation will be provided in those communities that indicated it was necessary to reach isolated families;
3. Comprehensive services for early identification of remediable health or development concerns; and
4. Availability of the Early Childhood Consultation Partnership, a nationally-recognized statewide consultation model for early childhood mental health prevention and intervention.

Homeless children: The Early Childhood Cabinet will concentrate on homeless families with young children this coming year, attempting to focus the efforts of multiple agencies around this very vulnerable population. Particular focus will be on ensuring that these children have access to high-quality preschool. This area of concern was identified through discussions with the Governor and Lieutenant Governor. To move this effort forward, the Commissioner of the Office of Early Childhood has met with nonprofit housing organizations to discuss the specific needs of homeless families with young children. The Commissioner is also an Advisory Committee Member of Secure Jobs, a two-year demonstration pilot designed to increase the income of

families transitioning from homelessness to housing by connecting them to the education, training and supports, including early care and education, the need to secure and maintain stable, competitive employment.

In recent years, Connecticut's early childhood programs have made conscientious efforts in outreach to homeless families and families at-risk of homelessness. Collaborative work continues through communities, homeless shelters and transitional housing staff, the Connecticut Coalition to End Homelessness (CCEH), United Way of Connecticut, Care 4 Kids (Child Care Subsidy Program), Office of Early Childhood, Head Start State Collaboration Office, and the state Departments of Housing, Social Services, Office of Early Childhood, and Children and Families, to provide early care and education opportunities to homeless children, in ways to allow for consistent, safe and comprehensive care.

In Connecticut, during Fiscal Year 2013, the CCEH Homeless Management Information System (HMIS) had an unduplicated count of 1,113 children, ages birth to five years, served by Emergency Shelter and Transitional Housing programs. Of the 14 Subgrantee communities represented in this grant proposal, five have shelters that served 21 percent of this population, as reported in HMIS. The five communities are Bridgeport, Killingly, Shelton, Torrington and Vernon. Please note that children in shelters represent only a percentage of homeless children in the state. Many homeless families double-up with friends and relatives, find other temporary shelter, or live on the streets.

The impact of homelessness on a child's success in school and in life may be devastating. By providing high-quality preschool education to children, we establish a consistent place to learn and thrive and help support the child and their family in preschool and through the transition to kindergarten through third grade.

Children in child welfare: The Office of Early Childhood will collaborate with the Connecticut Department of Children and Families to develop a plan to identify children in foster care who currently are not enrolled in high-quality preschool and make sure they are enrolled a high-quality State Preschool Program or Head Start program, pursuant to Special Act 14-22. Currently there is no mechanism in place to ensure that all foster children in Connecticut are enrolled in a high-quality preschool. This plan will create that mechanism.

Dual language learners: The Office of Early Childhood is working with the University of Connecticut Center for Excellence in Developmental Disabilities, Education, Training and Research (UCEDD) to focus on the use of the CT ELDS with children with disabilities and children who are dual language learners. UCEDD will focus groups and a survey with home-based and center-based preschool programs to gain feedback about what would be most helpful to providers and parents to aid them in using the CT ELDS with children with disabilities and children who are dual language learners.

Children with disabilities and delays: Statutory and budgetary authority for part C and section 619 of part B of IDEA will move from the State Department of Education and the Department of Developmental Services, respectively, to the Office of Early Childhood July 2015 to better align and coordinate policies, programs and services for children with disabilities and delays with all the policies, programs and services for young children in Connecticut managed by the Office of Early Childhood, including home visiting and State Preschool Programs.

G. **Budget and Sustainability (10 points)**

The extent to which the budget narrative and budget tables demonstrate that the State will -

(1) *Use the funds from this grant and any matching contributions to serve the number of children described in its ambitious and achievable plan for each year, including using the funds for the projected per child costs for new and improved State Preschool Program slots that are reasonable and sufficient and that the projected per child costs for new and improved State Preschool Program slots are reasonable and sufficient to ensure High-Quality Preschool Programs;*

Please see Budget and Budget Narrative and Competitive Priority 1

(2) *Coordinate the use of existing funds from Federal sources that support early learning and development, such as title I of the ESEA, Part C and Section 619 of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act of 1990, and State, private, local foundation, or other private funding sources for activities and services that help expand High-Quality Preschool Programs;*

The Office of Early Childhood, by July 2015, will be managing the Part C of IDEA and Section 619 of Part B of IDEA grant (other than funds passed through to the LEAs). These programs will transfer from the Connecticut Department of Developmental Services and the State Department of Education. The Office of Early Childhood currently manages the state-funded Nurturing Families Network home-visiting program as well as the Community-Based Child Abuse and Neglect Prevention grant (CBCAP) and the Child Care and Development Block Grant (CCDBG). Connecticut uses $9 million in Child Care and Development Block Grant funding for the State Preschool Program. However, since CCDBG requires that parents pay at least something for those preschool services. It will not be used for any child funded under this grant. For family fees, Connecticut uses a sliding fee scale from 0 percent to 10 percent of a family's income, based of the State Median Income level. A significant percentage of the Child Care and Development Fund in Connecticut is used to subsidize child care.

The state works with other organizations such as the Early Childhood Funders Collaborative that is funding the organizational assessment of the Office of Early Childhood, to align the OEC structure and workforce across all of the programs we now manage. In addition, the William Caspar Graustein Memorial Fund, a private philanthropic organization, provides funding to 53 communities in the state to enhance the early childhood planning efforts. The Office of Early Childhood provides state funding to supplement Head Start programs in the state. The State Head Start Collaboration Office is in the Office of Early Childhood and works directly with the other divisions in the office linking Head Start programs to services in the state. Many Head Start programs also receive State Preschool Program funding for additional slots and additional hours to provide continued early learning opportunities for children.

In recent years Connecticut's early childhood programs have made conscientious efforts in outreach to homeless families and families at-risk of homelessness. Collaborative work continues through communities, homeless shelters and transitional housing staff, the Connecticut Coalition to End Homelessness (CCEH), United Way of Connecticut, Care 4 Kids (Child Care Subsidy Program), Office of Early Childhood, Head Start State Collaboration Offices, Connecticut State Department of Education, McKinney-Vento Homeless Assistance resources, and the state Departments of Housing, Social Services, and Children and Families, to provide access and opportunities for early care and education to homeless children, in ways to allow for consistent, safe and comprehensive care.

In Connecticut, during FFY 2013, the CCEH Homeless Management Information System had an unduplicated count of over 1,000 (1,113) children, ages birth to five years, served by Emergency Shelter and Transitional Housing programs. Of the 14 towns represented in this grant proposal, five have shelters that served 21 percent (235 children birth to age five) of this population, as reported in HMIS.

Connecticut, through the Office of Early Childhood and its partner organizations, is working to coordinate funding and resources to bridging gaps for families at risk and

experiencing homelessness, into high-quality services, early care and education, and comprehensive child and family supports.

(3) Sustain the High-Quality Preschool Programs supported by this grant after the grant period ends to ensure that the number and percentage of Eligible Children with access to High-Quality Preschool Programs in the State will be maintained or expanded, including to additional High-Need Communities

Connecticut is firmly committed to sustaining the High-Quality State Preschool Programs after the grant period ends in December 2019. **The Office of Early Childhood will reallocate available state funding for State Preschool Programs to ensure that the 428 expansion and 284 improved spaces in these 14 communities continue.** In the meantime, Connecticut will find ways to further improve our existing 13,935 State Preschool spaces as we also seek to expand by another 3,000 spaces over the next three years plus implement a Connecticut Smart Start program of funding for local school districts to serve three- and four-year-olds with certified teachers in programs operated by the local Boards of Education. The $(b)(4) Smart Start initiative funded over a 10-year period has the potential to expand the State Preschool Program by another 2,000 slots. Bond funding for capital improvements ($(b)(4) this year) begins in Fiscal Year 2015 and operating funding begins as early as July, 2015 for Fiscal Year 2016. A Request for Proposals is under development and will be issued by the Office of Early Childhood in November, 2014.

Our plan is that through the state's expansion funding in the next four years, and with the expertise of a consultant group that will be contracted this fiscal year to complete an 12-month study of how best to blend and streamline the many different state and federal preschool funding streams to maximize funding we are currently managing, we will be able to sustain and expand high-quality preschool programs as defined by this grant for high-need three- and four-year-olds in Connecticut. We realize that the current annual rates of $(b)(4) per child for a school-day/school year and $(b)(4) per child for a 10-hour day/year-round are inadequate to achieve the level of quality we want for our children.

We propose rates in this grant of $(b)(4) for school day and $(b)(4) for full-day, full-year and will monitor costs and expenditures by our Subgrantees to determine whether those are appropriate rates for purposes of planning universal access for all high-need three- and four-year- olds. See Appendix #16 – RFP Overview Creating a Better System of Early Care and Education for Connecticut. See Section F High Quality Plan for additional detail.

Competitive Preference Priority 1: Contributing Matching Funds (up to 10 points).

Over the four years of the grant, the budget and plan demonstrate a (b)(**percent** state match of state funds to federal funds, equal to $(b)(4) The match is directed toward high-quality preschool improved spaces for eligible children and for state infrastructure, including the state's investment in funding for State Fiscal Year 2015 over the expenditures in State Fiscal Year 2014 for the State's Preschool Program. This match reaches the highest level of the competitive preference of (b) (4) percent or more in Competitive Preference Priority 1 for "Contributing Matching Funds."

Connecticut is committed to improving to quality and comprehensive services in the State Preschool Program through this grant and to sustaining these efforts after the grant is completed. A state funding match will support the work of this grant and the state level infrastructure will also sustain the work and align with the structure and intent of the grant.

Competitive Priority 1 Table						
Types of Match	*Increased* State Funding in Fiscal Year 2014 (SFY15)	Year 1	Year 2	Year 3	Year 4	**TOTAL**
State	(b)(4)					
Local						
Philanthropic						
Other						
Overall Match						

This state match includes the increase from State Fiscal Year 2014 to State Fiscal Year 2015 for the State Preschool Program slots and quality enhancements of $(b)(4) the State Preschool Program of $(b)(4) and includes the state funding for 16 new Child Care Licensing staff with mid-range salary of $(b)(4) (b) (4) percent) in benefits, and one new Child Care Licensing Supervisor positions with mid-range salary of $(b)(4) (b) (4) percent) in benefits are included in the match. Twelve of the sixteen are included in the Year 1 match, to allow for any potential delays in hiring. The state match includes $(b)(4) in state funds each year for the current State Preschool Program spaces being improved in the 13 Competitive districts. Also included in the state match for infrastructure is $(b)(4) from the $(b)(4) in state bond funds for the integrated Early Childhood Information System (ECIS). This system

will provide a mechanism for streamlined reporting and data analysis and help support a coordinated system of early care and education in Connecticut. This demonstrates Connecticut's intent and work for sustainable infrastructure and the opportunity for continued program evaluation and review of the success of children from birth through Grade 12. The ECIS will be built to link to the State Longitudinal Data System for Pre-K through Grade 12 and the P-20WIN system that includes Higher Education and Workforce data. This commitment to quality and safety is shown in the state level infrastructure line in Table A, Part II, 2A. This commitment to quality and safety is shown in the state level infrastructure line in Table A, Part II, 2A.

Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development (up to 10 points)

Key Goal

To create a more seamless progression of supports and interventions from birth through third grade for a defined cohort of eligible children and their families within each high-need community served by each Subgrantee.

Key Activities & Rationale

To achieve the key goal of the plan, the state is committed to the following key activities:

KEY ACTIVITY 1: Track data on children residing in the 14 selected communities who are enrolled in MIECHV or state-funded home-visiting programs. (Each of the selected communities has at least one home-visiting program that serves their town.) Starting with the cohort of children born in 2015 (and each birth cohort thereafter) who will be enrolled in home-visiting programs prenatally or within 30 days of their birth, we will assign unique identifiers and begin the process of collecting longitudinal data to track their progress during home visiting enrollment (and/or IDEA Part C enrollment), as they enter into State Preschool Programs or Head Start and/or IDEA Part B Section 619 (information on type and dosage of program and types of services provided), as they enter kindergarten (KEA data), and eventually, into third grade (test scores).

The rationale for monitoring the transition of age cohorts of children through an array of early childhood programs in these 14 selected communities would be to pilot a method of ensuring that children are transitioned successfully and are not lost to the system. This type of longitudinal tracking will be expanded statewide when the Early Childhood Information System is fully developed and implemented.

Timeline: January 1, 2015 - June 30, 2019

Party or Parties Responsible: Office of Early Childhood MIECHV staff (Karen Foley-Schain Division Director) and contractors will begin data collection and will maintain the child's record while enrolled.

The Office of Early Childhood staff member hired for monitoring, supervision, and reporting will track and collect data maintained by the Subgrantees during the children's enrollment in State Preschool Programs. The Office of Early Childhood data and accountability coordinator, an existing state-funded position, will report aggregate kindergarten entry assessment data on each birth cohort as they enter kindergarten and will coordinate with the Connecticut Department of Education Bureau of Research and Evaluation on reporting of aggregate third grade mastery testing results for each birth cohort.

Performance Measures: Annual data report on children residing in the 14 selected communities as they progress through the continuum of services for children from birth through third grade.

KEY ACTIVITY 2: The Office of Early Childhood, Family Support Division, will require MIECHV-funded and state-funded home-visiting contractors using the Parents as Teachers, Nurse-Family Partnership, and Early Head Start models to retain children until preschool age (if at all possible) in order to better inform these hard-to-reach or isolated parents (including parents who speak languages other than English) in the 14 selected communities about high-quality preschool options available through the State Preschool Program or Head Start for children turning three.

The rationale is that home visitors establish long-term relationships with these families in the three years preceding preschool enrollment and would be in a good position to inform the families on their caseloads about the value of high-quality preschool experiences and to choose high-quality preschool when their children reach preschool age. Since these families are not typically well-connected to the early childhood system in their communities or with the local public schools, they tend to choose early care and education from informal care networks rather than seeking higher quality.

Timeline: January 1, 2015 - June 30, 2019

Party or Parties responsible: Office of Early Childhood MIECHV staff (Karen Foley-Schain Division Director) and home-visiting contractors.

Performance Measures: The percentage of children remaining in MIECHV-funded or state-funded home visiting programs until the age of three will increase over the four years of the grant.

KEY ACTIVITY 3: The Office of Early Childhood will enter into an Memorandum of Understanding (MOU) with all Early Head Start programs serving the 14 selected communities to ensure that parents of enrolled children are well informed about high-quality preschool options available through the State Preschool Program or Head Start for children turning three and that the parents are assisted to visit Head Start Programs and State Preschool Programs to meet the staff and other parents.

Timeline: MOU in place no later than July 1, 2015

Party or Parties: Head Start Collaboration Office (Grace Whitney) and all Early Head Start programs serving children in the 14 selected communities.

Supporting Evidence: A signed Memorandum of Understanding

Performance Measures: The percentage of children in the 14 selected communities who exit Early Head Start at age three and enter a high-quality preschool program will increase over the four years of the grant.

KEY ACTIVITY 4: The Office of Early Childhood, Division of Family Support will ensure that home-visiting program contractors assist parents of children in these 14 selected communities to visit State Preschool Programs or Head Start Programs and meet the staff and other parents as their children approach age three.

Timeline: July 1, 2015 - June 30, 2019

Party or Parties: OEC Division of Family Support staff (Karen Foley-Schain, Division Director) and home-visiting contractors.

Supporting Evidence: Activity reports submitted by contractors

Performance Measures: The percentage of children exiting from home visiting programs at age three and enrolling in high-quality State Preschool Programs will increase over the four years of the grant.

KEY ACTIVITY 5: The Office of Early Childhood, Division of Early Intervention, will require IDEA Part C providers to include local State Preschool Program information on the transition plan for all children living in the 14 selected communities, to actively work to enroll children not eligible for early childhood special education and related services in State Preschool Programs at age three, and to invite (with parent consent) a local State Preschool Program representative to each transition conference for children not seeking to enroll in early childhood special education programs.

Timeline: Beginning July 1, 2015

Party or Parties Responsible: Early Intervention Division Director and IDEA Part C Coordinator Lynn Johnson and Birth to Three System staff and contractors.

Supporting Evidence: Policy directive to Birth to Three System local programs serving any of the 14 selected communities.

Performance Measures: The percentage of children exiting from Birth to Three programs at age three in the 14 selected communities and enrolling in high-quality State Preschool Programs will increase over the four years of the grant.

KEY ACTIVITY 6: The Office of Early Childhood, Division of Early Care and Education, will require State Preschool Program Subgrantees funded under this grant to negotiate formal inter- or intra-agency agreements with their local school district's early childhood special education coordinator to formalize the process of referral and transition for any enrolled child, including the involvement of the child's teacher in the IEP meeting (at the request of the parent). Conduct an annual survey and request aggregate special education data from the Connecticut Department of Education to determine the effectiveness of the agreements. The rationale is that written agreements between the local State Preschool Programs and the local school district with which all personnel are familiar will contribute to a smoother process for families of children who require special education and related services.

Timeline: July 1, 2015 – June 30, 2017

Party or Parties: OEC Early Care and Education Division staff (Division Director Harriet Feldlaufer), school readiness liaisons in the selected communities, Directors of Special Education and early childhood special education coordinators in the selected communities, state IDEA Part B Section 619 coordinator.

Supporting Evidence: Completed agreements

Performance Measures: Annual parent, provider, school district surveys, and special education data will indicate that the process of identification and referral for children potentially eligible for special education and related services was handled efficiently and in compliance with the requirements of IDEA Part B regulations.

KEY ACTIVITY 7: The Office of Early Childhood in collaboration with will the State Department of Education Bureau of Health/Nutrition, Family Services & Adult Education will develop an on-line toolkit on transition to kindergarten. Work with stakeholders on this toolkit will include the Continuous Quality Improvement (CQI) team under this grant that includes the 14 school readiness liaisons and the Office of Early Childhood, the family engagement/community outreach staff member, and some selected districts that have already implemented successful pre-K to kindergarten transition programs. The toolkit will be piloted in the 14 targeted communities under this grant before introducing it statewide to all State Preschool Programs.

Timeline: July 1, 2015 - June 30, 2017

Party or Parties: Office of Early Childhood family engagement/community outreach staff member, Division Early Care and Education staff (Harriet Feldlaufer, Division Director) CSDE Bureau of Health/Nutrition, Family Services and Adult Education (John Frassinelli, Bureau Chief). The toolkit will be developed by staff from both agencies and posted on the websites of both agencies.

Supporting Evidence: Completed toolkit posted on Office of Early Childhood and State Department of Education websites.

Performance Measures: 85 percent of families surveyed will report a smooth transition from preschool to kindergarten.

KEY ACTIVITY 8: The University of Connecticut Pre-K to Grade 3 Leadership Program will enroll its first cohort of educators and child care administrators that will include participants from the selected communities.

Timeline: July, 2015

Party or Parties Responsible: Office of Early Childhood Early Care and Education Division (Harriet Feldlaufer, Division Director) and University of Connecticut Leadership Program, Karen List, Ph.D. program director.

Supporting Evidence: List of enrollees in Pre-K to Grade 3 Leadership Program by community.

Performance Measures: As a result of completion of this program, participants will be able to demonstrate an understanding of the special considerations for curriculum, instruction and assessment for children pre-K to Grade 3 as measured by pre- and post-assessments of participants.

Financial Resources

In-kind: state salaries and fringe of Office of Early Childhood and State Department of Education staff assigned to key activities 1 through 8.

Grant funding: 20 percent of salary of grant-funded Office of Early Childhood Accountability and Reporting Coordinator: $33,917 (year one); $35,081 (year two); $36,246 (year 3); and $37,409 (year 4) for a total of $142,653.

Needs of Eligible Children

High-Need Children: The Office of Early Childhood will address the needs of all eligible children under this grant in the following ways:

1. 10-hour days and year-round programming for over 60 percent of eligible children to meet families' needs and to offer a higher dosage of enrichment activities and prevent summer learning loss;

2. Transportation will be provided in those communities that indicated it was necessary to reach isolated families;
3. Comprehensive services for early identification of remediable health or development concerns; and
4. Availability of the Early Childhood Consultation Partnership, a nationally-recognized statewide consultation model for early childhood mental health prevention and intervention.

Homeless children: The Early Childhood Cabinet will concentrate on homeless families with young children this coming year, attempting to focus the efforts of multiple agencies around this very vulnerable population. Particular focus will be on ensuring that these children have access to high-quality preschool. This area of concern was identified through discussions with the Governor and Lieutenant Governor. To move this effort forward, the Commissioner of the Office of Early Childhood has met with nonprofit housing organizations to discuss the specific needs of homeless families with young children. The Commissioner is also an Advisory Committee Member of Secure Jobs, a two-year demonstration pilot designed to increase the income of families transitioning from homelessness to housing by connecting them to the education, training and supports, including early care and education, the need to secure and maintain stable, competitive employment.

In recent years, Connecticut's early childhood programs have made conscientious efforts in outreach to homeless families and families at-risk of homelessness. Collaborative work continues through communities, homeless shelters and transitional housing staff, the Connecticut Coalition to End Homelessness (CCEH), United Way of Connecticut, Care 4 Kids (Child Care Subsidy Program), Office of Early Childhood, Head Start State Collaboration Office, and the state Departments of Housing, Social Services, Office of Early Childhood, and Children and Families, to provide early care and education opportunities to homeless children, in ways to allow for consistent, safe and comprehensive care.

In Connecticut, during Fiscal Year 2013, the CCEH Homeless Management Information System (HMIS) had an unduplicated count of 1,113 children, ages birth to five years, served by Emergency Shelter and Transitional Housing programs. Of the 14 Subgrantee communities

represented in this grant proposal, five have shelters that served 21 percent of this population, as reported in HMIS. The five communities are Bridgeport, Killingly, Shelton, Torrington and Vernon. Please note that children in shelters represent only a percentage of homeless children in the state. Many homeless families double-up with friends and relatives, find other temporary shelter, or live on the streets.

The impact of homelessness on a child's success in school and in life may be devastating. By providing high-quality preschool education to children, we establish a consistent place to learn and thrive and help support the child and their family in preschool and through the transition to kindergarten through third grade.

Children in child welfare: The Office of Early Childhood will collaborate with the Connecticut Department of Children and Families to develop a plan to identify children in foster care who currently are not enrolled in high-quality preschool and make sure they are enrolled a high-quality State Preschool Program or Head Start program, pursuant to Special Act 14-22. Currently there is no mechanism in place to ensure that all foster children in Connecticut are enrolled in a high-quality preschool. This plan will create that mechanism.

Dual language learners: The Office of Early Childhood is working with the University of Connecticut Center for Excellence in Developmental Disabilities, Education, Training and Research (UCEDD) to focus on the use of the CT ELDS with children with disabilities and children who are dual language learners. UCEDD will focus groups and a survey with home-based and center-based preschool programs to gain feedback about what would be most helpful to providers and parents to aid them in using the CT ELDS with children with disabilities and children who are dual language learners.

Children with disabilities and delays: Statutory and budgetary authority for Part C and section 619 of Part B of IDEA will move from the State Department of Education and the Department of Developmental Services, respectively, to the Office of Early Childhood July 2015 to better align and coordinate policies, programs and services for children with disabilities and delays with all the policies, programs and services for young children in Connecticut managed by the Office of Early Childhood, including home visiting and State Preschool Programs.

Competitive Preference Priority 3: Creating New High-Quality State Preschool Program Slots (0 or 10 points)

To receive a competitive preference under this priority, the State must demonstrate how it will use at least 50 percent of its Federal grant award to create new State Preschool Program slots that will increase the overall number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Programs.

Connecticut is spending more than 50 percent of its Federal grant award to create new State Preschool Program slots that meet the definition of High-Quality Preschool Programs as defined in this grant. Over the four-year grant, Connecticut proposes to spend $47,566,327, of which $31,860,252 is for *new* State Preschool Program spaces, or 67 percent. The expansion funding includes per child cost, start-up costs, transportation, coordination and monitoring, and high-quality professional development. Over the four-year period, we propose to spend $13,327,760 for *improved spaces*, or 28 percent of the total grant.

In Year 1, Connecticut proposes to spend $8,471,313 for *new* State Preschool Program spaces, or 68 percent, and $3,331,940 for *improved spaces,* or 27 percent of the total Year 1 grant budget. In Years 2, 3, and 4, Connecticut proposes to spend $7,796,313 for *new* State Preschool Program spaces, or 67 percent, and $3,313,940 for *improved spaces,* or 29 percent of the Year 2, 3 and 4 grant budget.

	New Spaces	%	**Improved Spaces**	%	**Total for Spaces**	%	**Infrastructure**	%
Year 1	$8,471,313	68%	$3,331,940	27%	$11,803,253	94.4%	$695,747	5.6%
Year 2	$7,796,313	67%	$3,331,940	29%	$11,128,253	95.2%	$560,856	4.8%
Year 3	$7,796,313	67%	$3,331,940	29%	$11,128,253	95.2%	$560,856	4.8%
Year 4	$7,796,313	67%	$3,331,940	29%	$11,128,253	95.2%	$560,856	4.8%
Program	**$31,860,252**	**67%**	**$13,327,760**	**28%**	**$45,188,012**	**95.0%**	**$2,378,315**	**5.0%**

TOTAL FEDERAL FUNDS: $47,566,327 ($45,188,012 + $2,378,315)

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** ApplicationAssurancesandCertifications.pdf

Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition

(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): Governor Daniel P. Malloy	Applicant's Mailing Address: Executive Chambers Room 202 State Capitol Building 210 Capitol Ave Hartford, CT 06106
Employer Identification Number: 06-6000798	Organizational DUNS: 079102530
Lead Agency: Connecticut Office of Early Childhood Contact Name: Loree Armstrong, AOR	Lead Agency Contact Phone: 860-713-6411 Lead Agency Contact Email Address: loree.armstrong@ct.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

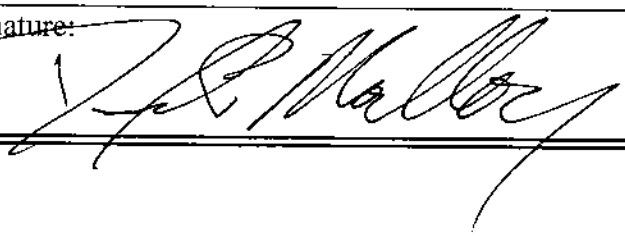
Governor or Authorized Representative of the Governor (Printed Name):	Telephone: 860-566-4840
Signature of Governor or Authorized Representative of the Governor:	Date: 10/09/14
Lead Agency Authorized Representative (Printed Name): Loree Armstrong	Agency Name: Office of Early Childhood
Signature of Lead Agency Authorized Representative: (b)(4)	Date: 10/01/14

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
Governor Dannel P. Malloy	
Signature: 	Date: 10/09/14

Non Responsive

INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ○
NO ☒

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: ___/___/_____ To: __/___/_ ____

Approving Federal agency: ___ED ___HHS __Other

(Please specify agency): _____ _____ ____

LETTERS OF SUPPORT

Government Agency/Organization
Governor's Office
General Assembly
▪ Joint Committee on Appropriations
▪ Education Committee
▪ Human Services Committee
▪ Committee on Children
▪ Commission on Children
Government Agencies, Quasi-State Agencies and Advisory Councils
▪ Office of Early Childhood
▪ State Department of Education
▪ Office of Policy and Management
▪ Head Start Collaboration Office
▪ Connecticut Health and Educational Facilities Authority
▪ State Education Resource Center
▪ Child Poverty and Prevention Council
▪ Connecticut Early Childhood Cabinet/State Advisory Council
Philanthropy
▪ Graustein Foundation
▪ United Way of Connecticut
Business
▪ Connecticut Business and Industry Association
Advocacy Organizations
▪ Connecticut Voices for Children
▪ Connecticut Parent Advocacy
▪ Connecticut Parent Power
▪ Connecticut Association for Human Services
▪ Connecticut Early Childhood Alliance
▪ Connecticut Family Resource Center Alliance
Other Organizations and Associations
▪ Connecticut Association for Education of Young Children
▪ Connecticut Association of Public School Superintendents
▪ Connecticut Council of Administrators of Special Education
▪ Connecticut Head Start Association
▪ Advanced Behavioral Health, Inc.
▪ Teach For America Connecticut
▪ Connecticut Children's Investment Partnership
▪ Training, Education and Manpower, Inc.

Dannel P. Malloy
GOVERNOR
STATE OF CONNECTICUT

October 11, 2013

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Sylvia Mathews Burwell
Secretary
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Re: Preschool Development Expansion Grant

Dear Secretary Duncan and Secretary Burwell:

I commend to you Connecticut's Preschool Development Expansion Grant application that aligns with my agenda to improve the education, development, and health outcomes of young children, reduce the state's achievement gap, and prepare our children for lifelong success and learning.

As you well know, high quality early childhood education sets a foundation for our young people that they will build upon their entire lives. Since I became Governor, we are transforming how we address early childhood care and development with a comprehensive approach to delivering services to children and their parents. We created in law the Office of Early Childhood (OEC) to administer a coordinated system of early childhood services and supports for children from birth to age five. We have expanded our state-funded School Readiness preschool program to serve 2,020 additional low-income three- and four-year-olds. And we created Smart Start, an opportunity for municipalities to expand high-quality early education in public school settings. We are making progress; we have created excellent early education programs that reach over 15,000 children and continue to work toward universal access to high-quality state preschool opportunities for all children in need, to raise the state's early childhood workforce standards and compensation levels, and to provide comprehensive services beyond early education.

However, there remains much work to do to provide a high quality preschool opportunity to every Connecticut child in need. The reality remains that one Connecticut child in every four enters kindergarten without the skills, knowledge, and behavioral skills needed to succeed. This constitutes one of the worst achievement gaps of any state in the country.

210 CAPITOL AVENUE, HARTFORD, CONNECTICUT 06106
TEL (860)566-4840 FAX (860)524-7395 www.governor.ct.gov
governor@ct.gov

Connecticut's Preschool Development Expansion Grant application proposes to expand our existing high-quality preschool system that currently provides early education to low-income families in our poorest communities so that we may serve an additional 428 four-year-olds in a high quality early education setting and improve quality for another 284 preschoolers. In addition we will focus on improving access to and integration of comprehensive services into our high-quality preschool classrooms while raising early education teacher compensation and significantly enhancing family engagement,

Our proposal will provide the resources necessary to support 14 communities, including Bridgeport our largest community with the greatest unmet need, to reach more youngsters in need of a high quality early learning experience. However, poverty doesn't just exist in our major cities but in pockets throughout our state. This proposal would enable Connecticut to accelerate ongoing efforts to increase access to high-quality early education in some of our most vulnerable towns.

Due to my Administration's ongoing expansion efforts, Connecticut has developed the necessary infrastructure and workforce to provide high quality opportunities. By using the existing structure of our state preschool program, Connecticut has the advantage of being able to quickly and efficiently put our most vulnerable four-year-old children from our partner communities on a path to healthy learning and growing in a high-quality early education setting with the ultimate goal of closing our achievement gap with the help of this grant.

Connecticut's application again reaffirms our historic commitment to provide high-quality early education to our state's most vulnerable preschool-age children. At its core, our Preschool Development Expansion Grant proposal reflects Connecticut's belief in our fundamental responsibility to provide an opportunity for all children to succeed. It is a responsibility we fully embrace. I am proud to present to you Connecticut's Preschool Development Expansion Grant application which aligns with my agenda to improve health, development and educational outcomes for young children, reduce the achievement gap and prepare our children for lifelong success and learning.

Thank you for the opportunity to apply and for your consideration.

Sincerely,

Dannel P. Malloy
Governor

The Connecticut General Assembly

Joint Committee on Appropriations

October 11, 2014

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The Honorable Sylvia Mathews Burwell, Secretary
U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell,

We write to express the strong, bipartisan support of the Connecticut General Assembly's Appropriations Committee for our state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's robust Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

Despite current efforts, approximately one out of four children in our state enters Kindergarten with skills, knowledge, and behavior that are below expectations – putting them at an immediate disadvantage in reaching their educational and lifelong potential. The Appropriations Committee is committed to improving early childhood outcomes in Connecticut through participation in Connecticut's Preschool Development Expansion Grant initiative.

In a bipartisan effort, the Appropriations Committee has supported building on our early care and education system, most recently, formally establishing Connecticut's Office of Early Childhood in statute, expanding high-quality early education to an additional1, 020 low-income children through our School Readiness program, and creating Smart Start, an opportunity for municipalities to expand high-quality early education in public school settings.

The Office of Early Childhood was established with the vision of creating a system to consolidate existing, disparate early childhood programs and services for children from birth to age five - establishing a coordinated system that strives to:

- Reduce the academic achievement gap,
- Increase participation in early childhood education programs,
- Increase parental engagement, family literacy, and parenting skills ,
- Increase oral language development and social competence; and,
- Decrease special education placements.

The Appropriations Committee is pleased that Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, provides high-quality comprehensive services, augments professional development opportunities, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

State of Connecticut
GENERAL ASSEMBLY

EDUCATION COMMITTEE
ROOM 3100
LEGISLATIVE OFFICE BUILDING
HARTFORD, CONNECTICUT 06106-1591
(860) 240-0420

October 11, 2014

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

The Honorable Silvia Mathews Burwell, Secretary
U.S. Dept. of Health and Human Services
200 Independence Ave, SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell,

We write to express the strong, bipartisan support of the Connecticut General Assembly's Education Committee for our state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's robust Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

Despite current efforts, approximately one out of four children in our state enters Kindergarten with skills, knowledge, and behavior that are below expectations – putting them at an immediate disadvantage in reaching their educational and lifelong potential. The Education Committee is committed to improving early childhood outcomes in Connecticut through participation in Connecticut's Preschool Development Expansion Grant initiative.

Through our bipartisan work on the Education Committee, we have helped build the foundation for early learning and development that the Preschool Development Expansion Grant will build upon including, most recently, formally establishing Connecticut's Office of Early Childhood in statute, expanding high-quality early education to an additional 1,020 low-income children through our School Readiness program and creating Smart Start, an opportunity for municipalities to expand high-quality early education in public school settings.

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The Office of Early Childhood was established with the vision of creating a system to consolidate existing, disparate early childhood programs and services for children from birth to age five. By establishing a coordinated system, our state is better positioned to achieve these critical goals:

- Reduce the academic achievement gap;
- Increase participation in early childhood education programs;
- Increase parental engagement, family literacy, and parenting skills;
- Increase oral language development and social competence; and
- Decrease special education placements.

We are pleased that Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, provides high-quality comprehensive services, augments professional development opportunities, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in these struggling communities and giving these young children the opportunities they need to succeed both academically and in life.

As leaders of the Education Committee, we fully endorse Connecticut's Preschool Development Expansion Grant application and look forward to supporting its successful implementation.

Thank you for your consideration of this initiative that is so critical to the future success of the children in our state.

Sincerely,

Andrea Stillman
State Senator, 20th District
Co-Chair, Education Committee

Andrew Fleischmann
State Representative, 18th District
Co-Chair, Education Committee

Toni Boucher
State Senator, 26th District
Ranking Member, Education Committee

Tim Ackert
State Representative, 8th District
Ranking Member, Education Committee

State of Connecticut
GENERAL ASSEMBLY

Senator Gayle Slossberg
CO-CHAIR

Senator Eric D. Coleman, *Vice-Chair*
Senator Joe Markley, *Ranking Member*

Representative Catherine Abercrombie
CO-CHAIR

Representative Charles Stallworth, *Vice-Chair*
Representative Terrie Wood, *Ranking Member*

HUMAN SERVICES COMMITTEE

October 11, 2014

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

The Honorable Sylvia Mathews Burwell, Secretary
U.S. Dept. of Health and Human Services
200 Independence Ave, SW
Washington, DC 20201

Dear Secretaries Duncan and Sebelius,

As co-chairs of the Connecticut General Assembly's Human Services Committee, we write to express our strong support for our state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's robust Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

Despite current efforts, approximately one out of four children in our state enters Kindergarten with skills, knowledge, and behavior that are below expectations – putting them at an immediate disadvantage in reaching their educational and lifelong potential. The Human Services Committee is committed to improving early childhood outcomes in Connecticut through participation in Connecticut's Preschool Development Expansion Grant initiative.

The Human Services Committee focuses much of its policy work on our children and families who need a wide variety of supports to ensure they are stable, healthy and leading productive lives. Our Committee supported formally establishing Connecticut's Office of Early Childhood in statute, expanding high-quality early education to an additional 1,020 low-income children through our School Readiness program, and creating Smart Start, an opportunity for municipalities to expand high-quality early education in public school settings.

The Office of Early Childhood was established with the vision of creating a system to consolidate existing, disparate early childhood programs and services for children from birth to age five - establishing a coordinated system that strives to:

- Reduce the academic achievement gap,
- Increase participation in early childhood education programs,
- Increase parental engagement, family literacy, and parenting skills ,
- Increase oral language development and social competence; and,
- Decrease special education placements.

The Human Services Committee is pleased that Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, provides high-quality comprehensive services, augments professional development opportunities, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in these struggling communities and giving these young children the opportunities they need to succeed both academically and in life.

As leaders of the Human Services Committee, we fully endorse Connecticut's Preschool Development Expansion Grant application and look forward to supporting its successful implementation.

Thank you very much for your consideration of this initiative that is so critical to the future success of young children in our state.

Sincerely,

Senator Gayle Slossberg
Human Services Committee Co-chair

Representative Catherine Abercrombie
Human Services Committee Co-chair

State of Connecticut
GENERAL ASSEMBLY

[illegible]
Senator Dante Bartolomeo
Representative Diana Urban

State Capitol, Room [illegible]
Hartford, Connecticut [illegible]
[illegible]

COMMITTEE ON CHILDREN

October 11, 2014

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

The Honorable Sylvia Mathews Burwell, Secretary
U.S. Dept. of Health and Human Services
200 Independence Ave, SW
Washington, DC 20201

Dear Secretaries Duncan and Sebelius,

We, Senator Dante Bartolomeo and Representative Diana Urban, co-chairs of the Connecticut General Assembly's Committee on Children, write to express the strong support of the Connecticut General Assembly's Committee on Children for our state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's robust Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

Despite current efforts, approximately one out of four children in our state enters Kindergarten with skills, knowledge, and behavior that are below expectations -- putting them at an immediate disadvantage in reaching their educational and lifelong potential. The Committee on Children is committed to improving early childhood outcomes in Connecticut.

The Committee on Children has the unique opportunity to focus its attention on Connecticut's children, particularly those who are most at risk. Our Committee fully supported formally establishing Connecticut's Office of Early Childhood in statute, expanding high-quality early education to an additional 1,020 low-income children through our School Readiness program, and creating Smart Start, an opportunity for municipalities to expand high-quality early education in public school settings.

The Office of Early Childhood was established with the vision of creating a system to consolidate existing, disparate early childhood programs and services for children from birth to age five - establishing a coordinated system that strives to reduce the academic achievement gap, increase participation in early childhood education programs, and increase parental engagement.

The Committee on Children is pleased that Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing programs, provide more children with high-quality early education, provide high-quality comprehensive services, augments professional development opportunities, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to expand high-quality early education for 4-year-olds in struggling communities and giving these young children the opportunities they need to succeed both academically and in life.

As the leaders of the Children's Committee, we fully endorse Connecticut's Preschool Development Expansion Grant application and look forward to supporting its successful implementation.

Thank you very much for your consideration of this initiative.

Sincerely,

Senator Danté Bartolomeo
Co-Chair
Committee on Children

Representative Diana Urban
Co-Chair
Committee on Children

State of Connecticut
GENERAL ASSEMBLY

Commission on Children

September 25, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy,

The Connecticut Commission on Children strongly supports Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. This grant, coupled with the great strides Connecticut has made in improving outcomes for the young children of our state, would help to provide young children with high-quality early education and better prepare them for kindergarten and life.

Our state began school readiness policy with attention to low-income children in our poorest cities. The focus was on access, quality and supply. In 1997, our state stood out. We were the only state assuring care for both three- and four-year-olds, combining dollars between social services and education. We developed local school readiness councils and assured accreditation for school readiness slots. But the overall initiative was based on programs. It was not systemic, across all early care programs.

Under your leadership and that of Connecticut's legislature, we have made significant progress in improving the state's early childhood system and increasing access to high-quality early education for young children, who would not otherwise be able to attend preschool. Your commitment to enhancing the well-being of our state's youngest residents has been evident through the creation of the Office of Early Childhood (OEC), a cabinet-level state agency.

The creation of the OEC takes what our state began and brings it from program policy to a comprehensive system. The Office of Early Childhood brings all the programs serving young children together. It offers a continuum of services from birth to age eight, creates a coordinated early care and education system, and assures our teachers are well-trained and educated. It begins a data and accountability plan, oversees safety standards and the integration of home visitation and early care. This is the whole house approach.

This year, you unveiled your five-year plan to expand access to high-quality preschool to an additional 4,010 children, providing universal access to early education for some of our most vulnerable children. And this past spring, you signed a bill creating Smart Start in an effort to increase access to high-quality preschool in our public school system. Early care and education programs, if they are of quality, are equalizers. They level the skills set for formal schooling.

18-20 Trinity St. Hartford, CT 06106 Phone: (860) 240-0290 Fax: (860) 240-0248 Website:
www.cga.ct.gov/coc

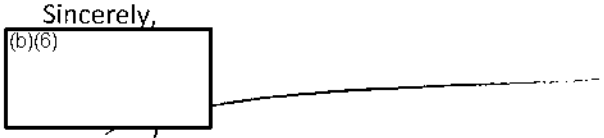
The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access for low-income families in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

There is mounting evidence that intervention beginning during infancy or preschool age, has a greater impact on child outcomes and families than beginning to provide services at school age. There is evidence across early learning settings that all children who are behind can make gains when they have teachers who know how to actively involve children in learning and have the appropriate supports.

Universal access to high-quality preschool is a key building block in our state's work to close the achievement and opportunity gaps prevailing in our state, for far too long. We thank you for and join you in your strong commitment to improving outcomes for Connecticut's youngest residents.

The Commission on Children, a strategic policy arm of the state Legislature, supports this opportunity to expand high-quality preschool in Connecticut through the federal Preschool Development Expansion Grant and strongly support our state's application.

Sincerely,



Elaine Zimmerman
Executive Director

STATE OF CONNECTICUT
OFFICE OF EARLY CHILDHOOD

Connecticut Office of Early Childhood

Dannel P. Malloy
Governor
Nancy Wyman
Lt. Governor

Myra Jones-Taylor, Ph.D.
Commissioner

October 9, 2014

The Honorable Arne Duncan, Secretary
United State Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Sylvia Mathews Burwell,
Secretary
United State Department of Health and
Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Re: Preschool Development Expansion Grant

Dear Secretary Duncan and Secretary Burwell:

As the Commissioner for the Connecticut Office of Early Childhood, I am proud Governor Dannel P. Malloy has chosen our agency to be the lead for the state's Preschool Development Expansion Grant application. Connecticut's application not only expands access to High-Quality Preschool Programs to our state's low-income 4-year-olds, but also aims to improve the quality of existing preschool programs, increase compensation for the early childhood workforce and increase the availability of comprehensive services for young children and their families.

Over the past few years, Connecticut has demonstrated a strong commitment to improving the health and educational outcomes of the young children of our state. This past legislative session, the state formally established the first Office of Early Childhood (OEC), a cabinet-level agency created to administer a comprehensive and coordinated system of early childhood services and support for children from birth to age five. Connecticut has also made significant investments to increase access to high-quality early childhood education by expanding its existing State Preschool Program to serve nearly 2,500 additional low-income 3- and 4-year-olds, giving these fortunate young children the start in life they deserve to help them succeed both in the classroom and in life. And lastly, Connecticut has also made the commitment with the creation of Smart Start, a competitive grant opportunity for the state's towns and cities to expand high-quality early education within the public school system.

While all of these improvements are helping many of the state's children, there is still more that needs to be done. With the proposals made in the OEC's Preschool Development Expansion Grant application, Connecticut would not only be able to increase the number of Eligible Children served, it would also be able to improve the quality of many of its existing programs, providing high-quality early education experiences and comprehensive services to young children and their families.

The Preschool Development Expansion Grant would not only allow Connecticut to expand high-

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quality preschool to Eligible Children in our largest city with the greatest unmet need, it would also increase the number of high-quality preschool spaces in the state's Competitive Communities, many of which are seeing growing pockets of poverty that are outpacing the rate of poverty throughout the state. The funding support from the Preschool Development Expansion Grant would give Connecticut necessary resources to not only support 13 Competitive Communities, expanding high-quality early education for 4-year-olds in these struggling towns and giving these young children the opportunities they need to succeed both academically and in life, but it will also allow us to support our largest Priority Community with the greatest unmet need for state preschool programs.

Connecticut is committed to providing high-quality early education to our state's most vulnerable preschool-age children. I am proud to lend my support to Connecticut's Preschool Development Expansion Grant application which will work to improve the health, development and educational outcomes for our state's young children, reduce the achievement gap and prepare children for academic and lifelong success.

Sincerely,

(b)(4)

Myra Jones-Taylor, Ph.D.
Commissioner

STATE OF CONNECTICUT
STATE BOARD OF EDUCATION

October 10, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The State Department of Education expresses its support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. Under your leadership, Connecticut has made significant progress in improving the state's early childhood system and increasing access to high-quality early education. This federal expansion grant would build on the state's commitment to provide our high-need children with high-quality early education to ensure they are ready for school and lifelong success.

Your commitment to enhancing the well-being of our state's youngest residents has been evident through the establishment of the Office of Early Childhood, a new state agency which we helped to launch and which has statutory authority over early childhood programs. The State Department of Education partners with the Office of Early Childhood to ensure a smooth transition from preschool to kindergarten. Both agencies are working together on several initiatives including: development of a Kindergarten Entrance Assessment (KEA); development of K-3 social and intellectual habits standards that are aligned with the Connecticut Early Learning and Development Standards; alignment of the age 3 to grade 3 continuum, and enhancing our K-3 literacy work. We are also working collaboratively to implement the Smart Start Initiative to expand preschool programs in our public schools.

This federal Preschool Development Expansion Grant application proposes to improve the quality of existing preschool programs, provide more children with high-quality early education, infuse comprehensive services into programs, and raise the state's standards and compensation levels for early childhood professionals.

As Commissioner of the State Department of Education, I want to thank you for your commitment to improving outcomes for Connecticut's youngest residents. The State Department of Education stands by our state's application.

Sincerely,

(b)(6)

Stefan Pryor
Commissioner of Education

STATE OF CONNECTICUT
OFFICE OF POLICY AND MANAGEMENT

September 30, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The Office of Policy and Management would like to express its support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. Increasing access to early childhood education is crucial to our efforts to reduce Connecticut's achievement gap, and ensuring kindergarteners demonstrate full readiness for school.

During the last four years, you have championed the principle that all children should enter public school ready to learn and that early education provides the foundation for later success. Children receiving early childhood education are more likely to graduate from high school, less likely to repeat a grade, and less likely to need special education classes. Under your leadership, Connecticut has created a state Office of Early Childhood to coordinate and improve the delivery of early childhood services for Connecticut children, funded 2,020 new slots for early childhood education, and developed a five year plan to provide universal access to high-quality preschool for our most vulnerable children through the creation of over 4,000 more school readiness slots.

The state's Preschool Development Expansion Grant application aligns with our vision for a coordinated, effective early childhood education system. It continues to invest in our state's existing preschool program by providing additional access to low-income children in our poorest communities. It also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

We stand in strong support of Connecticut's federal Preschool Development Expansion Grant, and believe it represents our continuing commitment to the health and well-being of all of our state's children.

Sincerely,

(b)(6)

Benjamin Barnes
Secretary, Office of Policy and Management

CONNECTICUT HEAD START STATE COLLABORATION OFFICE

October 7, 2014

Myra Jones-Taylor, PhD
Commissioner
CT Office of Early Childhood
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

I am writing to express my support for Connecticut's Preschool Development Grant – Expansion Grant application being submitted to the US Departments of Health and Human Services and Education.

Preschool capacity in Connecticut has continued to grow and strengthen over the past 15 years and this opportunity for federal support can only create a stronger and more comprehensive network of preschool services for our state. As the Director of Head Start Collaboration in Connecticut, I look forward to working with the CT Office of Early Childhood and the fourteen high need communities that will participate in this initiative and to providing support in whatever ways requested to align efforts and engage with Head Start programs in the selected communities to do the same.

Please let me know what I can do to partner with you on this promising project.

Sincerely,

(b)(6)

Grace Whitney, PhD, MPA, IMH-E® (IV)
Director

Office of Early Childhood, 165 Capitol Avenue, Hartford, CT 06106
Phone: 860-713-6767 Email: grace.whitney@ct.gov

CHEFA

CONNECTICUT HEALTH AND EDUCATIONAL
FACILITIES AUTHORITY

October 11, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The Connecticut Health and Educational Facilities Authority (CHEFA) would like to express its support for Connecticut's application for the Federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. This grant, coupled with the great strides Connecticut has made in improving outcomes for the young children of our state, would help to provide young children with high-quality early education and better prepare them for kindergarten and life.

Under your leadership and with the support of Connecticut's legislative leaders, we have made significant progress in improving the state's early childhood system and increasing access to high-quality early education for young children who would not otherwise be able to attend preschool. Your commitment to enhancing the well-being of our state's youngest residents has been evident through the creation of the Office of Early Childhood, a cabinet-level state agency with authority over early childhood programs. This year, you unveiled your five-year plan to expand access to high-quality preschool to an additional 4,010 children, providing universal access to early education for some of our most vulnerable children. This past spring, you signed a bill creating Smart Start in an effort to increase access to high-quality preschool in our public school system.

The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

Through the State's landmark School Readiness Legislation (Public Act 97-259), CHEFA collaborated with the Department of Social Services and State Department of Education to develop three loan programs to finance quality spaces for early education. One of these, the Tax-Exempt Loan Program, has become the principal engine generating early care facilities for low-income children in Connecticut. $ (b)(6) has been invested to provide over 5,100 spaces through this program. Each of the facilities is required to demonstrate its commitment to quality through accreditation by the National Association for the Education of Young Children (NAEYC).

10 Columbus Boulevard • Hartford, CT 06106-1978
Tel: (860) 520-4700 • Fax: (860) 520-4706
www.chefa.com

Through our partnership with the Office of Early Childhood, CHEFA continues to support the planning and development of quality space for early learning. Our estimate of unmet demand for preschool can help guide the selection of communities most in need of expansion, and our financing programs can provide the additional classroom spaces they need to grow.

Thank you for your commitment to improving outcomes for Connecticut's youngest residents. We are excited about the opportunity to further expand high-quality preschool through the federal Preschool Development Expansion Grant and we whole-heartedly support our state's application.

Sincerely,

(b)(6)

Jeffrey A. Asher
Executive Director
Connecticut Health and Educational Facilities Authority

SERC
EQUITY. EXCELLENCE. EDUCATION.
State Education Resource Center

October 11, 2013

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The State Education Resource Center (SERC) would like to express support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. This grant, coupled with the great strides Connecticut has made in improving outcomes for the young children of our state, would help to provide young children with high-quality early education and better prepare them for kindergarten and life.

Under your leadership and with the support of Connecticut's legislative leaders, we have made significant progress in developing a coordinated early childhood system and increasing access to high-quality early education for young children who would not otherwise be able to attend preschool. Your commitment to enhancing the well-being of our state's youngest residents has been evident through many policy efforts, though none more significant than the creation of the Office of Early Childhood, a cabinet-level state agency with authority over early childhood programs.

The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access to low-income children in several communities that have generally not had access to state resources before. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

SERC's work aligns with the priorities of the proposed Preschool Development Expansion Grant in a variety of ways. Our mission is to promote excellence in education for all children and youth in the state of Connecticut. As a centralized library and resource center for professionals, families, and community members, SERC provides information, research, and professional development on best practices to better prepare educators to meet the needs of the students they serve. SERC, a quasi-state agency (P.A. No. 14-212) affiliated with the Connecticut State Department of Education, has been serving Connecticut's educators, students, and families since 1969.

- SERC provides high quality professional development for educators in order to expand their depth of knowledge and skills.
- SERC provides a comprehensive system of professional learning for local educational agencies and community organizations that explores the historical underpinnings that have led to institutionalized practices that perpetuate injustice, discrimination, and inequalities for

targeted individual groups based on their race, disability, economic and social hardship, gender, sexual orientation, age, language, and religious creed.

- SERC is a central resource within the state of CT that disseminates information on cutting-edge policy, research, and practice.
- SERC houses an educational library with an extensive collection of resources geared to both professionals and families.
- SERC hosts a state-of-the-art website.

In addition, SERC maximizes the impact of community, state, and federal resources by collaborating with partners including the Connecticut State Department of Education, the Office of Early Childhood, CT's Parent Training and Information Center, Head Start, the CT Commission on Children, Even Start, the Regional Educations Service Centers, and the Family Resource Center Alliance, among others. SERC is prepared to partner for the successful implementation of the Preschool Development Expansion Grant in any way that may be helpful.

Thank you for your commitment to improving outcomes for Connecticut's youngest residents. We are excited about the opportunity to further expand high-quality preschool through the federal Preschool Development Expansion Grant.

Sincerely,

(b)(6)

Ingrid M. Canady
Associate Director for Program
SERC

STATE OF CONNECTICUT

OFFICE OF POLICY AND MANAGEMENT

September 30, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

As chair of the Child Poverty and Prevention Council, I would like to express my support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for Connecticut 4-year-olds whose income is at or below 200% of the federal poverty level. Research shows that the lack of quality early education can have a significant impact on children's readiness for school and their potential for lifelong educational and work success. Improving access to early educational opportunities for our most vulnerable children will help ensure that all our kindergarteners, regardless of income, have the skills necessary to begin an effective academic career.

Throughout your administration, you have demonstrated your commitment to the improvement of Connecticut's early childhood education through multiple initiatives, including the creation of the state Office of Early Childhood, the addition of over 2,000 school readiness slots, and the development of a plan to provide universal access to high-quality preschool by 2019. The state's Preschool Development Expansion grant builds on these investments by not only providing additional access to low-income children in our poorest communities, but also working to improve the quality of existing preschool programs.

The Child Poverty and Prevention Council's purpose is to develop and implement strategies and recommendations to reduce the number of children living in poverty and establish and measure prevention service outcomes that promote the health and well-being of children and families. From our work, we know that poverty is associated with significant negative outcomes for children, including greater risk for poor school performance, behavior problems, and learning disabilities. We also know that children in poverty are more likely to experience poorly performing schools, encounter health problems and food insecurity that can interfere with learning, and endure homelessness or frequent moves that can interrupt education. Since our inception, one of our core objectives has been ensuring affordable early childhood education, and Connecticut's application continues our progress in improving the lives of our state's children and ensuring they have access to opportunities and resources that will help them succeed both in school and in adulthood.

I strongly support Connecticut's Preschool Development Expansion grant application and its demonstration of our commitment to ensuring positive outcomes for all of our state's children.

Sincerely,

(b)(6)

Anne Foley, Chair
Child Poverty and Prevention Council

STATE OF CONNECTICUT
OFFICE OF EARLY CHILDHOOD

Connecticut Office of Early Childhood

Dannel P. Malloy
Governor
Nancy Wyman
Lt. Governor

Myra Jones-Taylor, Ph.D.
Commissioner

October 10, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106
Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The Connecticut Early Childhood Cabinet (also serving as the State Advisory Council) expresses unequivocal support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. As Chair of the Connecticut Early Childhood Cabinet, and as Commissioner of the Office of Early Childhood, I pledge my commitment to implementing this ambitious and achievable plan to improve outcomes for our 4-year-old children whose families have incomes at or below 200 percent of the Federal Poverty Level.

Under your leadership, Connecticut has made significant progress in improving the state's early childhood system and increasing access to high-quality early education. This federal expansion grant will build on the state's commitment to provide our high-need children with high-quality early education to ensure they are ready for school and lifelong success.

Your commitment to early care and education has been evident through the establishment of the Office of Early Childhood, a separate cabinet-level agency that has full statutory and budgetary authority of early childhood programs formerly residing in the Departments of Education, Social Services, Public Health, and the Board of Regents. By bringing early childhood programs under one agency, Connecticut has a unique opportunity to focus on our youngest children and build a better trajectory for their lifelong success.
As Chair of the Connecticut Early Childhood Cabinet, and as Commissioner of the Office of Early Childhood, I stand strongly by our state's application.

Sincerely,

(b)(6)

Myra Jones-Taylor
Commissioner
Office of Early Childhood
Chair, Connecticut Early Childhood Cabinet

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WILLIAM CASPAR GRAUSTEIN
MEMORIAL FUND

October 11, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The William Caspar Graustein Memorial Fund would like to express our support for the federal Preschool Development Expansion Grant to expand high-quality preschool for 4-year-old children from low-income families in Connecticut. This grant will provide children who face significant structural barriers and gaps in opportunity with access to the high-quality early education needed to prepare them for success in school and life.

Under your leadership and with the support of Connecticut's legislative leaders, we have made significant progress in improving the state's early childhood system and increasing access to high-quality early education. Your commitment to enhancing the wellbeing of our state's youngest residents has been evident through: your support of the creation of the Office of Early Childhood; your five-year plan to expand access to high-quality preschool to an additional 4,010 children; and your signing of a bill this past spring creating Smart Start to increase access to high-quality preschool in our public school system.

The storyteller figure symbolizes the values of the Memorial Fund – educating, supporting and inspiring our children

The Preschool Development Expansion Grant application builds upon the state's existing preschool program. Connecticut's proposal works to improve the quality of existing preschool programs, providing more children from low-income families with access to high-quality early education. The proposal also aims to improve the early childhood workforce by raising the state's standards and compensation for early childhood professionals. We are thrilled to see that funding will go to programs where early education teacher salaries are comparable to public school teacher salaries.

The William Caspar Graustein Memorial Fund works with 52 communities across Connecticut and with other statewide partners to ensure that children of all races and from all economic backgrounds are ready for school by age five and successful learners by age nine. In partnership with the Office of Early Childhood and other funders, we have provided capacity building and funding for 40 communities to establish and support local early childhood councils. These local collaboratives/councils are developing and implementing comprehensive birth-to-age-eight early childhood plans, with strategies built to address the needs of the whole child across the domains of school readiness, health, and family support and parent engagement. Under the school readiness domain, many communities are implementing strategies to improve the quality of early childhood programs at the local level, such as providing high-quality professional development.

Thank you for your unwavering commitment to improving the lives of Connecticut's youngest residents. We are excited about the opportunity to further expand high-quality preschool and enhance the early childhood workforce through the federal Preschool Development Expansion Grant. We stand by our state's application.

Sincerely,

(b)(6)

R. David Addams
Executive Director

Letters of Support
PR/Award # S419B150006
Page e214
One Hamden Center • Suite 2B • 2319 Whitney Avenue • Hamden, CT 06518 • (203) 230 3330 Voice • (203) 230 3331 Fax
Website: www.wcgmf.org • email: GMFmail@wcgmf.org

October 1, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, Connecticut 06106

Dear Governor Malloy:

United Way of Connecticut enthusiastically supports the application of the Connecticut Office of Early Childhood for the Preschool Development Grant-Expansion Grant to expand high quality preschool for low-income four year olds in our state. The State of Connecticut has substantially increased its investment in quality preschool slots to serve an additional 4,000 children over five years. This grant can leverage these previous state investments as well as those by private funders, including multiple local United Ways across Connecticut, to provide young children with more high-quality early education and better prepare them for success in school and life.

Our understanding is that this grant will help to expand the number of new slots in high quality preschool programs and enhance quality by extending slots to full days, limiting class size, employing teachers with Bachelor's degrees or providing comprehensive services in some of our poorest communities.

Connecticut's newly created Office of Early Childhood has already provided crucial leadership and demonstrated real commitment to the goals of serving more children from lower-income families and improving the quality of child care and promoting better outcomes for our young children. OEC is also strengthening the early childhood workforce by raising the states standards and compensation levels for early childhood professionals. So, we are confident that this grant will have real impact and substantial benefit for children and their families in Connecticut.

United Way of Connecticut pledges to support the Office of Early Childhood in the successful implementation of this grant. In particular, we will build on our work under OEC's leadership and along with many government and nonprofit partners to support comprehensive services. We will build on our work with the Office of Early Childhood, under the Early Childhood Comprehensive Systems initiative (funded by HRSA), to increase the number of early developmental screenings and to strengthen and streamline referrals to services when the need is identified. We will also coordinate our Child Care Provider Orientation training (funded through OEC) to compliment the quality improvement work proposed in this grant. And, United Way of Connecticut will employ our statewide 2-1-1 information and referral system to strengthen linkages to multiple community services to support better preschool outcomes for children. This is consistent with the United Way system goal of promoting school readiness across the state.

We look forward to working with the Office of Early Childhood on this crucial initiative.

Sincerely,

(b)(6)

Richard J. Porth
President/CEO

CBIA CONNECTICUT BUSINESS & INDUSTRY ASSOCIATION

John R. Rathgeber
President and Chief Executive Officer

October 11, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The CBIA would like to express its support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. This grant, coupled with the great strides Connecticut has made in improving outcomes for the young children of our state, would help to provide young children with high-quality early education and better prepare them for kindergarten and life.

Under your leadership and with the support of Connecticut's General Assembly, we have made significant progress in improving the state's early childhood system and increasing access to high-quality early education for young children who would not otherwise be able to attend preschool. Your commitment to enhancing the well-being of our state's youngest residents has been evident through the creation of the Office of Early Childhood, a cabinet-level state agency with authority over early childhood programs. This year, you unveiled your five-year plan to expand access to high-quality preschool to an additional 4,010 children, providing access to quality early education for some of our most vulnerable children.

The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

Thank you for your undying commitment to improving outcomes for Connecticut's youngest residents. We are excited about the opportunity to further expand high-quality preschool through the federal Preschool Development Expansion Grant and stand by our state's application.

Sincerely,

(b)(6)

John R. Rathgeber

CONNECTICUT
VOICES
FOR CHILDREN

Independent research and advocacy to improve the lives of Connecticut's children

October 2, 2015

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

Connecticut Voices for Children would like to express its support for Connecticut's application for the federal Preschool Development Expansion Grant, which would allow more of our most at-risk children to attend high-quality preschool, readying them for success in school and beyond.

The research is clear: children who have access to high-quality early education are more likely to graduate from high school; less likely to be retained, need special education services, or become involved with the juvenile justice system; and more likely to have higher lifetime earnings. This is true even and especially when these children live in poverty, have experienced abuse or neglect, have parents with limited education, or are English language learners.

Over the last four years, you and legislators from both sides of the aisle have heeded this research: increasing the number of state-subsidized preschool slots, maintaining high standards for teachers and programs, and creating a new state agency – the Office of Early Childhood – designed to ensure that our early childhood programs are accessible, efficient and effective, and of the highest quality across the board.

We applaud the work that has been done. And yet the job is not yet finished. We need to further increase the number of subsidized preschool seats, so that that all children in the state, no matter what town they live in, can attend preschool. We need higher salaries for preschool staff, so that we can attract and retain teachers with college degrees. We need to ensure that that preschoolers *and their families* can access any and all services they need and to which they are entitled. And we need better data collection and analysis, so that we can identify which programs are having the greatest impact and scale up best practices. We are excited that the state's Preschool Development Expansion Grant application recognizes and seeks to address each of these four areas of need.

Connecticut Voices for Children has a deep and broad understanding of the early care and education landscape, combining historical and state-specific knowledge with an awareness of the initiatives that other states are currently undertaking. We are willing and eager to share our expertise with the state as it seeks to do the work proposed in this grant.

Thank you for your commitment to Connecticut's children.

Sincerely,

(b)(6)

Cyd Oppenheimer
Senior Policy Fellow

(b)(6)

Ellen Shemitz
Executive Director

Main Office
338 Main Street • Niantic, CT 06357
(860) 739-3089
(800) 445-2722 Toll Free
Satellite Office
Fair Haven Community Health Center
374 Grand Avenue • New Haven, CT 06513

Connecticut Parent Advocacy Center, Inc.

October 7, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The Connecticut Parent Advocacy Center (CPAC) offers our strong support for Connecticut's federal Preschool Development Expansion Grant application to expand high-quality preschool for low-income 4-year-olds in our state. This grant, combined with the steps Connecticut has already taken to improve outcomes for young children, will help provide more young children, including children with disabilities, with high-quality early education and better prepare them for kindergarten and future school success.

Connecticut has made significant progress in improving the state's early childhood system and increasing access to high-quality early education for young children who would not otherwise be able to attend preschool. The creation of the Office of Early Childhood, a cabinet-level state agency with authority over early childhood programs, has been instrumental in coordinating the myriad of early education programs and services for providers as well as young children and their families. The Office of Early Childhood, working with a variety of stakeholders, including CPAC, has played a pivotal role in ensuring that your commitment to expand access to high-quality preschool to an additional 4,010 children is realized. We applaud your efforts to ensure universal access to early education for some of our most vulnerable children, including young children with special needs.

The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

As Connecticut's federally funded, statewide Parent Training and Information Center, the Connecticut Parent Advocacy Center looks forward to enhancing your early childhood efforts so

that families of young children, especially those who have children who require early intervention or special education services are prepared to advocate for appropriate supports and services to meet the unique developmental needs of their children. We will continue to prepare families who have young children with disabilities and the providers who work with them to develop positive and meaningful relationships so that family engagement is acknowledged and practiced as an essential element of improved child outcomes from the earliest years. ...

Thank you for your continued commitment to improving outcomes for young children, including those who have disabilities. We strongly support Connecticut's application and are excited about the opportunity to further expand high-quality preschool through the federal Preschool Development Expansion Grant.

Sincerely,

(b)(6)

Nancy Prescott
Executive Director

Educating, Engaging, and Mobilizing Parents
to Act on Children's Issues

Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

October 11, 2014

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

Our statewide parent-led organization, CT Parent Power would like to express its unequivocal support for Connecticut's application for the federal Preschool Development Expansion Grant to increase high-quality preschool spaces for our low-income parents/families with children age 4 in our state. This grant, coupled with the great strides Connecticut has made in improving outcomes for the young children of our state, would help to provide the highest quality care and educational experiences for young children to best prepare them for kindergarten and life long learning.

Your leadership, alongside the support of Connecticut's legislative leaders, has made significant progress in improving our state's early childhood system, while increasing access to high-quality early education for young children who would not otherwise be able to attend preschool. Your commitment to enhancing the well being of our state's most vulnerable, our young children, has been evidenced by the creation of our Office of Early Childhood, a cabinet-level state agency with authority over early childhood programs that matter most to our families.

The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

CT Parent Power has continued to be a full partner in all aspects of our early childhood systems build approach with child/parent voices and actions being at the forefront. CT Parent Power is extremely proud of the bold actions that our state has unveiled under your leadership with a five-year plan to expand access to high-quality preschool for an additional 4,010 children, providing universal access to early education for some of our most vulnerable children. Moreover, this past spring, you signed a bill creating Smart Start in an effort to increase access to high-quality preschool in our public school system, which our 3,287 CTPP parent members across the state commended you for as we began the process in getting our state closer to establishing our shared vision for all young children to have access to universal care and educational experiences of utmost high quality.

CT Parent Power looks forward to our sustained collective work to expand and improve existing preschool spaces for our 4 year old children from diverse families with an income at or below 200% of the federal poverty level, as well as, the expanded and improved preschool spaces being afforded to our most at-risk children with a high quality bachelor's level teacher with appropriate compensation for consistent continuum of quality curriculum and instruction of comprehensive services that maximize a better end result for our most vulnerable, our young children.

We are thrilled to provide any guidance and support to this collective work, as you have shown an unwavering commitment to improving outcomes for Connecticut's youngest residents. Thank you for supporting this timely opportunity to further expand high-quality preschool through the federal Preschool Development Expansion Grant and stand by our state's application to ensure that no young child or family is ever left behind.

Sincerely,

(b)(6)

Marilyn Calderón
Executive Director
CT Parent Power

CT Parent Power 110 Bartholomew Ave, Suite 4030, Hartford, CT 06106 (860) 951-2212 ext. 273
marilyn@ctparentpower.org www.ctparentpower.org info@ctparentpower.org

Connecticut Association for Human Services
110 Bartholomew Avenue · Suite 4030
Hartford, Connecticut 06106
www.cahs.org

Casey McGuane, President
James P. Horan, Executive Director
860.951.2212
860.951.6511 fax

October 6, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The Connecticut Association for Human Services (CAHS) strongly supports Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. This grant promises to advance the process underway to expand Connecticut's early childhood system and ensure high quality early learning and development experiences for many more high-needs children.

For decades, CAHS has worked to improve the quality of and access to early care, and development for low-income children. Throughout this time, studies have consistently shown that early childhood programs can help close academic and achievement gaps for high-needs children, but only if they are of high quality. Unfortunately, too many children living in poverty either have poor access to early childhood programs, or are in childcare settings of low or unknown quality. We know that by providing exceptional experiences for our youngest and most vulnerable children, we will help close the state's large academic achievement and economic gaps. Higher levels of educational attainment will lead to greater opportunity for these children as adults.

We are encouraged that under your leadership and with the support of Connecticut's legislative leaders, we have made significant progress in improving the state's early childhood system and increasing access to high-quality early education for many young children who would not otherwise be able to attend preschool. The creation of the Office of Early Childhood, your five-year plan to expand access to high-quality preschool experiences to many more children, and your signing "Smart Start" into law, are all evidence of your commitment towards providing universal access to early education for our most vulnerable children.

Despite these great strides, we know there is work to be done. There is still a need to provide quality early experiences for all children, including those who live in poverty outside the Priority Districts. We know that early care and education workforce issues, including the need for bachelors level teachers in our early childhood classrooms, will have a significant impact on the

quality and availability of the early care and education workforce. We also recognize that children live within the context of a family. For children to be successful, their families often need access to community supports that lead to a strengthened family.

We are encouraged that the state's Preschool Development Expansion Grant application addresses these issues. It builds upon the state's existing preschool program, providing additional access to low-income children who live in underserved pockets of poverty throughout the state. In addition, Connecticut's proposal also works to improve the quality of existing preschool programs, not only by providing more children with high-quality early education, but also by striving to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals. We are especially enthusiastic that this grant recognizes the importance of providing access to community supports for the families of the participating children. The proposed connections to resources and support services will serve to strengthen both the early childhood experience and the family as a whole.

CAHS is pleased to support this application and will be available to help disseminate information on the OEC's progress and efforts under this grant with our growing 800-member Early Care and Education listserv, as well as our 100-member Provider Caucus. CAHS will work as an advocate, mobilizer, communicator, and convener to ensure the successful implementation of Connecticut's Early Learning Challenge grant, and strongly supports the state's application.

Sincerely,

(b)(6)

James P. Horan
Executive Director

Connecticut
Early Childhood
Alliance

October 2, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy,

The Connecticut Early Childhood Alliance would like to express its support for Connecticut's application for the federal Preschool Development Expansion Grant.

Connecticut has long invested in our youngest children. Strides made in recent years with strong bi-partisan support from you and our legislative leaders – have resulted in greater access for children and better coordination of our programs. However, we know there is still more to be done. Three important Alliance priorities are addressed in this grant application:

1. providing more children in underserved areas access to high-quality learning experiences,
2. including comprehensive services in early learning settings,
3. and compensating our highly trained and qualified early childhood teachers at levels commensurate with their K-12 peers

We applaud the inclusion of a strong evaluation component for the grant. The collection and analysis of data about the impact of comprehensive services and compensation on the outcomes for children will help inform Connecticut's future practices.

As we learn the impact of this program, the Alliance will work with you and the Office of Early Childhood to build upon the program's findings and bring its elements to scale across the state. If we are successful in doing that, we will have made even more progress towards a strong and comprehensive system of early childhood.

We are excited about the path Connecticut is on. Thank you for your leadership and vision to ensure that Connecticut's youngest residents get a strong start.

Sincerely,

(b)(6)

Merrill Gay
Executive Director

CONNECTICUT FAMILY RESOURCE CENTER

President
Catherine R. Battista
Meriden FRC
203-238-2316

Vice President
Donna Cavallaro
Plainville FRC
860-793-6304

Secretary
Lori Borysewicz
Plymouth FRC
860-283-6167

Treasurer
Gail Nolan
Bloomfield FRC
860-769-5518

September 25, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford CT 06106

Dear Governor Malloy:

The CT Family Resource Center Alliance would like to express its strong support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. Clearly, this grant would further support Connecticut's outstanding efforts to date in improving outcomes for our young children.

Under your strong leadership and with the support of Connecticut's legislature, we have made significant progress in improving our early childhood system and increasing access to high-quality early education. Your dedication to enhancing the well-being of our state's youngest residents has been evident with the establishment of the Office of Early Childhood. Your five-year plan to expand access to high-quality preschool to an additional 4,010 children shows your commitment to the education of our most vulnerable children. Additionally, the signing of the Smart Start bill will most certainly increase access to high-quality preschool in the public schools.

The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

Connecticut's Family Resource Centers embody the underlying concept that healthy development and quality education begin with access to quality child care and support services from birth. For over 25 years we have been providing access to a broad continuum of early childhood and family support services which foster the optimal development of children and families. Our programs provide the best possible start for children and families of all racial, ethnic and socioeconomic while targeting our most at-risk children and families. The intent of this grant has the same philosophical foundation as our Family Resource Centers, and we heartily support it.

Thank you for your undying commitment to improving outcomes for Connecticut's youngest residents. We are excited about the opportunity to further expand high-quality preschool through the federal Preschool Development Expansion Grant and stand by our state's application.

Sincerely,

(b)(6)

Catherine R. Battista
President, CT Family Resource Center Alliance

CAEYC

October 2, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy,

The Connecticut Association for the Education of Young Children would like to express its support for Connecticut's application for the federal Preschool Development Expansion Grant.

Connecticut has long invested in our youngest children. Strides made in recent years have resulted in greater access for children and better coordination of early childhood programs. Your commitment to enhancing the well-being of our state's youngest residents has been evident through the creation of the Office of Early Childhood, a cabinet-level state agency with authority over early childhood programs. However, we know there is still more to be done. Three important CAEYC priorities are addressed in this grant application:

1. A focus on high quality in alignment with NAEYC standards
2. Access to high quality professional development for all staff in all settings
3. Compensating our highly trained and qualified early childhood teachers at levels commensurate with their K-12 peers

We applaud the inclusion of a strong evaluation component for the grant. The collection and analysis of data about the impact of this expansion opportunity on the outcomes for children will help inform Connecticut's future practices.

As we learn the impact of this program, the CAEYC will work with you and the Office of Early Childhood to build upon the program's findings and bring its elements to scale across the state. If we are successful in doing that, we will have made even more progress towards a strong and comprehensive system of early childhood.

We are excited about the path Connecticut is on. Thank you for your leadership and vision to ensure that Connecticut's youngest residents get a strong start.

Sincerely,

(b)(6)

Karen Rainville
Executive Director

Connecticut Association for the Education of Young Children 7Corporate Drive Unit 118,
North Haven CT 06473
203-821-7216 www.ctaeyc.org

Office: (860) 236-8640
FAX: (860) 236-8628
www.capss.org

Connecticut Association of Public School Superintendents
26 Caya Avenue
West Hartford, Connecticut 06110

October 7, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The CT Association of Public School Superintendents (CAPSS) would like to express its unequivocal support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. This grant, coupled with the great strides Connecticut has made in improving outcomes for the young children of our state, would help to provide young children with high-quality early education and better prepare them for kindergarten and life.

Under your leadership and with the support of Connecticut's legislative leaders, we have made significant progress in improving the state's early childhood system and increasing access to high-quality early education for young children who would not otherwise be able to attend preschool.

The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

CAPSS is committed to a transformation of public education so that, among other things, all children enter formal schooling at age three instead of at age five. What the state has done over the past three years along with what could be done with the funds from a Preschool Development Expansion Grant have and will continue to move CT towards this objective.

We are excited, therefore, about the opportunity to further expand high-quality preschool through the federal Preschool Development Expansion Grant and stand by our state's application.

Sincerely,

(b)(6)

Joseph J. Cirasuolo, Ed.D.
Executive Director
CAPSS

ConnCASE

330 Main Street – Third Floor - Hartford, CT 06106

Phone: 860.548.1747 Fax: 860.541.6484

September 29, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The Connecticut Council of Administrators of Special Education (ConnCASE) would like to express its support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. This grant would help to provide young children with high-quality early education and better prepare them for kindergarten and life.

The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

Thank you for your commitment to improving outcomes for Connecticut's youngest residents. We are excited about the opportunity to further expand high-quality preschool through the federal Preschool Development Expansion Grant and stand by our state's application.

Sincerely,

(b)(6)

Dr. Michael Regan
President

Connecticut Head Start Association

October 6, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The Connecticut Head Start Association would like to express its unequivocal support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. This grant, coupled with the great strides Connecticut has made in improving outcomes for the young children of our state, would help to provide young children with high-quality early education and better prepare them for kindergarten and life.

The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education.

The CT Head Start Association will:

- Provide expertise and support that promotes effective strategies in delivering comprehensive strategies;
- Assist the Connecticut Office of Early Childhood in reaching and meeting the needs of our most vulnerable children and families;
- Promote early childhood provider participation in the Preschool Development Grant;
- Identify and facilitate linkages to additional resources to expand high quality early learning and development programs;
- Facilitate links to private and philanthropic resources to promote long-term project success as appropriate;

Thank you for your continued commitment to improving outcomes for Connecticut's youngest residents. We are excited about the opportunity to further expand high-quality preschool through the federal Preschool Development Expansion Grant and stand by our state's application.

Sincerely,

(b)(6)

Darlene C. Ragozzine, Executive Director
Connecticut Head Start Association

Advanced Behavioral Health, Inc.

September 25, 2014

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The Early Childhood Consultation Partnership (ECCP®) of Advanced Behavioral Health (ABH®) Inc. would like to express its unequivocal support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. This grant, coupled with the great strides Connecticut has made in improving outcomes for the young children of our state, would help to provide young children with high-quality early education and better prepare them for kindergarten and life.

Under your leadership and with the support of Connecticut's legislative leaders, we have made significant progress in improving the state's early childhood system and increasing access to high-quality early education for young children who would not otherwise be able to attend preschool. Your commitment to enhancing the well-being of our state's youngest residents has been evident through the creation of the Office of Early Childhood, a cabinet-level state agency with authority over early childhood programs. This year, you unveiled your five-year plan to expand access to high-quality preschool to an additional 4,010 children, providing universal access to early education for some of our most vulnerable children. And this past spring, you signed a bill creating Smart Start in an effort to increase access to high-quality preschool in our public school system.

The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

The Early Childhood Consultation Partnership® (ECCP) program is an innovative and nationally recognized evidenced-based program which provides statewide early childhood mental health consultation services to early care and education providers and families of children ages birth to five.

ECCP is notably one of the first statewide, results oriented, data driven Early Childhood Mental Health Consultation programs in the country. The program has clearly articulated outcomes relating to professional development, service delivery of at risk children and their caregivers, and state and local community networking.

Middletown, CT 06457 | 860.638.5309 | F 860.638.5302 www.abhct.com

ECCP works in partnerships at state, local and individual family levels in order to address the social, emotional and behavioral needs of typically underserved high-risk children (e.g. foster children, children with special needs, etc.). We also emphasize the importance of maintaining a workforce that is fully versed in the fields of Early Childhood Mental Health and Early Childhood Education.

The goals of the Preschool Development Expansion Grant are consistent with the goals of the ECCP program and will serve to extend the work of the ECCP by placing more focus upon four year old children and the important adults and early care and education systems in their lives within the School Readiness districts outlined in this application.

Thank you for your undying commitment to improving outcomes for Connecticut's youngest residents. We are excited about the opportunity to further expand high-quality preschool through the federal Preschool Development Expansion Grant and stand by our state's application.

Sincerely,

(b)(6)

Elizabeth Bicio, LCSW
Director
Early Childhood Consultation Partnership
(ECCP®) and Early Childhood Programs
Advanced Behavioral Health, Inc.
213 Court Street
Middletown, CT 06457
Phone: 860-704-6198

Samuel Moy, Ph.D.
President and CEO
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213 Court Street
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TEACHFORAMERICA

Secretary Arnie Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Matthews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue. SW
Washington, DC 20201

September 29, 2014

Dear Secretary Duncan and Secretary Burwell:

I am writing today to express Teach For America • Connecticut's strong support for the Connecticut Preschool Expansion Grant application.

Teach For America • Connecticut is dedicated to ending educational inequity by developing teacher leaders who offer their students the opportunity to attain an excellent education, especially for low-income students and students of color who face the systemic challenges of poverty and racism. We believe that an excellent education empowers and supports a child to fulfill her potential and realize her greatest dreams, ensuring she has the opportunity to succeed in higher education and in all areas of life, including academic, personal, social, and political. We are deeply invested in Connecticut's application because we know Connecticut is dedicated to providing access to high quality programs to improve outcomes for young children.

We are inspired by Connecticut's vision to expand pre-K for our state. Currently, our state is serving 45,856 children under the age of 4 with just 9,487 enrolled in the Connecticut School Readiness Program, and this funding will allow us to build upon this success for more children and families. We know this is essential to creating an equitable landscape for all children to have access to a high quality teacher and education.

Teach For America • Connecticut is particularly supportive of this application. We are proud to partner with Kindergarten – 3rd grade classrooms and hope to partner with pre-K programs in the future. In our work, we consistently see the impact of early childhood education in terms of quality and presence, and we feel compelled to provide quality education to the children of Connecticut as soon as possible. We believe through our experience that Connecticut's commitment to serving pre-K children and families will dramatically increase outcomes for our state's children in kindergarten, in third grade, and far beyond.

Teach for America • Connecticut is confident that winning this grant will promote expanded school readiness, and work to ensure expanded equity and access to quality for pre-K students. We appreciate your careful consideration of Connecticut's Preschool Development Grant application.

Sincerely,

(b)(6)

Nate Snow
Executive Director
Teach for America • Connecticut

LISC

October 11, 2013

The Honorable Governor Dannel P. Malloy
State Capitol,
210 Capitol Avenue
Hartford, CT 06106

Re: Preschool Development Expansion Grant

Dear Governor Malloy:

The Connecticut Children's Investment Partnership, a program of the Local Initiatives Support Corporation (LISC) would like to express its support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. This grant, coupled with the great strides Connecticut has made in improving outcomes for the young children of our state, would help to provide young children with high-quality early education and better prepare them for kindergarten and life.

Under your leadership and with the support of Connecticut's legislative leaders, we have made significant progress in improving the state's early childhood system and increasing access to high-quality early education for young children who would not otherwise be able to attend preschool. Your commitment to enhancing the well-being of our state's youngest residents has been evident through the creation of the Office of Early Childhood, a cabinet-level state agency with authority over early childhood programs. This year, you unveiled your five-year plan to expand access to high-quality preschool to an additional 4,010 children, providing universal access to early education for some of our most vulnerable children. And this past spring, you signed a bill creating Smart Start in an effort to increase access to high-quality preschool in our public school system.

The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

Thank you for your undying commitment to improving outcomes for Connecticut's youngest residents. We are excited about the opportunity to further expand high-quality preschool through the federal Preschool Development Expansion Grant and stand by our state's application.

Sincerely,

(b)(6)

Christine Devine, Director
LISC Children's Investment Partnership

COMMUNITY ACTION AGENCY
A PATH TO SELF-SUFFICIENCY SINCE 1965

Training, Education and Manpower, Inc.
30 Elizabeth Street • Derby, Connecticut 06418-1848 • (203) 736-5420 Fax (203) 736-5425 • web www.teaminc.org

The Honorable Governor Dannel P. Malloy
State Capitol
210 Capitol Avenue
Hartford, CT 06106

October 3, 2014
Re: Preschool Development Expansion Grant

Dear Governor Malloy:

TEAM Inc. would like to express its unequivocal support for Connecticut's application for the federal Preschool Development Expansion Grant to expand high-quality preschool for low-income 4-year-olds in our state. This grant, coupled with the great strides Connecticut has made in improving outcomes for the young children of our state, would help to provide young children with high-quality early education and better prepare them for kindergarten and life. Under your leadership and with the support of Connecticut's legislative leaders, we have made significant progress in improving the state's early childhood system and increasing access to high-quality early education for young children who would not otherwise be able to attend preschool. Your commitment to enhancing the well-being of our state's youngest residents has been evident through the creation of the Office of Early Childhood, a cabinet-level state agency with authority over early childhood programs. This year, you unveiled your five-year plan to expand access to high-quality preschool to an additional 4,010 children, providing universal access to early education for some of our most vulnerable children. And this past spring, you signed a bill creating Smart Start in an effort to increase access to high-quality preschool in our public school system.

The state's Preschool Development Expansion Grant application builds upon the state's existing preschool program, providing additional access to low-income children in our poorest communities. Connecticut's proposal also works to improve the quality of existing preschool programs, providing more children with high-quality early education, and aims to improve the early childhood workforce by raising the state's standards and compensation levels for early childhood professionals.

TEAM is a 501(c)3 nonprofit and a current Head Start and Early Head Start Grantee in excellent standing, as evidenced by its previous Office of Head Start monitoring reviews, MIECHV (Maternal, Infant, & Early Childhood Home Visitation) monitoring reviews, and ongoing Head Start / Early Head Start outcomes. TEAM is also a current Child Day Care & School Readiness provider serving the Lower Naugatuck Valley & Milford, is a Child & Adult Care Food Program (CACFP) Sponsor in excellent standing for eighty-five (85) Family Child Care Homes, and operates multiple Human Services and Family Resource Center initiatives. Specifically, TEAM Inc will:

- Promote early childhood provider participation in the Preschool Development Grant; Identify and facilitate linkages to additional resources to expand high quality early learning and development programs;
- Assist the Office of Early Childhood in reaching and meeting the needs of our most vulnerable children and families;
- Provide expertise and support that promotes effective strategies in delivering comprehensive services;
- Facilitate links to private and philanthropic resources to promote long-term project success as appropriate

Thank you for your undying commitment to improving outcomes for Connecticut's youngest residents. We are excited about the opportunity to further expand high-quality preschool through the federal Preschool Development Expansion Grant and stand by our state's application.

Sincerely,

(b)(6)

David Morgan
Vice President – TEAM Inc.

Subgrantees – Letters of Support

The following communities have agreed to participate as Subgrantees and have submitted letters of support:

- Bridgeport
- Derby
- East Haven
- Griswold
- Groton
- Hamden
- Hebron
- Killingly
- Manchester
- Naugatuck
- Seymour
- Torrington
- Vernon
- Wolcott

October 3, 2014

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

The City of Bridgeport is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs.

Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

As a subgrantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

_180_ New High-Quality Expansion Preschool Spaces for Eligible 4 year old children
_90_ Improved High-Quality Preschool Spaces for Eligible 4 year old children

This letter serves to assure the State of Connecticut, that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant.

We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

(b)(6)

Amy J. Marshall
School Readiness Council Co-Chair

(b)(6)

Agnes Dubow
School Readiness Council Co-Chair

Board of Education Administrative Offices
1st Floor, 948 Main St., Bridgeport, CT 06604

(203) 275-1274
(203) 275-1265

DERBY SCHOOL READINESS

"PUTTING THE PIECES TOGETHER FOR FUTURE SUCCESS"

FAMILY SCHOOL COMMUNITY

Letter of Support

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

October 3, 2014

Dear Commissioner Jones-Taylor,

The City of Derby's Early Childhood Council is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs. Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

As a subgrantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

17 New High-Quality Expansion Preschool Spaces for Eligible 4 year old children
18 Improved High-Quality Preschool Spaces for Eligible 4 year old children

This letter serves to assure the State of Connecticut that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant. We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

(b)(6)

Beth Colette – Derby Early Childhood Council Chair

October 3, 2014

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

The Town of East Haven is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs.

Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

As a sub grantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

_18_ New High-Quality Expansion Preschool Spaces for Eligible 4 year old children
_18_ Improved High-Quality Preschool Spaces for Eligible 4 year old children

This letter serves to assure the State of Connecticut, that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant.

We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

Joe Ferraiolo School Readiness Council Chair

Town of Griswold

28 Main Street
Griswold, CT 06351
Phone (860) 376-7060, Fax (860) 376-7070

October 3, 2014

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

The Town of Griswold is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs.

Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

As a subgrantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

_12_ New High-Quality Expansion Preschool Spaces for Eligible 4 year old children
_21_ Improved High-Quality Preschool Spaces for Eligible 4 year old children

This letter serves to assure the State of Connecticut, that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant.

We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

(b)(6)

Erin Palonen, Director of Special Education
School Readiness Council Co-Chairs

(b)(6)

Kevin Skulczyck, Griswold First Selectman

Groton Sub Grantee Letter of Support

October 3, 2014

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

The Town of Groton is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs.

Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

As a sub grantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

15 Improved High-Quality Preschool Spaces for Eligible 4 year old children

This letter serves to assure the State of Connecticut, that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant.

We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

(b)(6)

Kevin Trejo, School Readiness Council Chair

Hamden's Partnership for Young Children

October 3, 2014

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

The Town of Hamden is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs.

Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

As a subgrantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

18 New High-Quality Expansion Preschool Spaces for Eligible 4 year old children

This letter serves to assure the State of Connecticut, that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant.

We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

(b)(6)

Hamden's Partnership for Young Children /School Readiness Council Chair

60 Putnam Ave, Hamden, CT 06517 (b)(6) @gmail.com 203-407-7733

Hebron Public Schools

High Expectations, Bright Futures

Jeffrey R. Newton
Superintendent of Schools

Eric A. Brody, Principal
Gilead Hill School

October 3, 2014

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

The Town of Hebron is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs.

Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

As a subgrantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

9	New High-Quality Expansion Preschool Spaces for Eligible 4 year old children
9	Improved High-Quality Preschool Spaces for Eligible 4 year old children

This letter serves to assure the State of Connecticut, that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant.

We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

(b)(6)

Barbara H. Wilson
School Readiness Council Chair

Kevin C. Farr
Superintendent of Schools
kfarr@killinglyschools.org

KILLINGLY PUBLIC SCHOOLS

Great Things Happen Here!

Steve Rioux
Assistant Superintendent of Schools
srioux@killinglyschools.org

October 3, 2014

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

The Town of
Killingly is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs.

Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

79 WESTFIELD AVENUE • P.O. BOX 210 • KILLINGLY, CT 06239-0210 • 860-779-6600 • FAX 860-779-3798

As a subgrantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

18 New High-Quality Expansion Preschool Spaces for Eligible 4 year old children
18 Improved High-Quality Preschool Spaces for Eligible 4 year old children

This letter serves to assure the State of Connecticut, that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant.

We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

(b)(6)

Mr. Kevin Farr
School Readiness Council Chair

Town of Manchester

41 Center Street • P.O. Box 191
Manchester, Connecticut 06045-0191
www.manchesterct.gov

SCOTT SHANLEY, GENERAL MANAGER

JAY MORAN, MAYOR
TIMOTHY M. DEVANNEY, DEPUTY MAYOR
RUDY KISSMANN, SECRETARY

DIRECTORS
CHERI A. ECKBRETH
STEVE GATES
MARGARET H. HACKETT
SUSAN HOLMES
LISA P. O'NEILL
MARK D. TWEEDIE

October 3, 2014

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

The Town of Manchester is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs.

Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

As a subgrantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

36 New High-Quality Expansion Preschool Spaces for Eligible 4 year old children
20 Improved High-Quality Preschool Spaces for Eligible 4 year old children

RACIAL UNITY FOR A BETTER COMMUNITY • Manchester, CT •

An equal opportunity Employer

Town of Manchester

41 Center Street • P.O. Box 191
Manchester, Connecticut 06045-0191
www.manchesterct.gov

SCOTT SHANLEY, GENERAL MANAGER

JAY MORAN, MAYOR
TIMOTHY M. DEVANNEY, DEPUTY MAYOR
RUDY KISSMANN, SECRETARY

DIRECTORS
CHERI A. ECKBRETH
STEVE GATES
MARGARET H. HACKETT
SUSAN HOLMES
LISA P. O'NEILL
MARK D. TWEEDIE

This letter serves to assure the State of Connecticut, that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant.

We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

(b)(6)

Shelly Matfess
Manchester School Readiness Council Co-Chair

(b)(6)

Barbara Quigley
Manchester School Readiness Council Co-Chair

An equal opportunity Employer

RACIAL UNITY FOR A BETTER COMMUNITY • Manchester, CT •

October 3, 2014

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

The Town of Naugatuck is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs.

Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

As a subgrantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

_43_ New High-Quality Expansion Preschool Spaces for Eligible 4 year old children

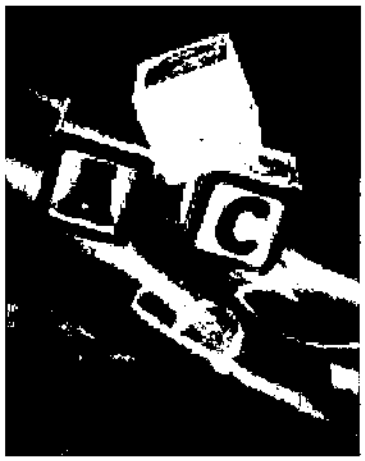
This letter serves to assure the State of Connecticut, that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant.

We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

(b)(6)

School Readiness Council Chair



Seymour School Readiness Council

Letter of Support

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

October 3, 2014

Dear Commissioner Jones-Taylor,

The Seymour Early Childhood Council is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs. Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

As a sub grantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

5 New High-Quality Expansion Preschool Spaces for Eligible 4 year old children
13 Improved High-Quality Preschool Spaces for Eligible 4 year old children

This letter serves to assure the State of Connecticut that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant. We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

(b)(6)

Mary Sue Feige – Seymour School Readiness Council Chair

Subgrantee Letter of Support Template

October 3, 2014

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

The Town of Torrington is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs.

Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

As a subgrantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

_42_ New High-Quality Expansion Preschool Spaces for Eligible 4 year old children
_38_ Improved High-Quality Preschool Spaces for Eligible 4 year old children

This letter serves to assure the State of Connecticut, that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant.

We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

Cheryl F. Knight

School Readiness Council Chair

October 3, 2014

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

The Town of **Vernon** is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs.

Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

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As a subgrantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

21 New High-Quality Expansion Preschool Spaces for Eligible 4 year old children
15 Improved High-Quality Preschool Spaces for Eligible 4 year old children

This letter serves to assure the State of Connecticut, that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant.

Sincerely,

(b)(6)

School Readiness Council Chair

October 3, 2014

Myra Jones-Taylor, Ph.D., Commissioner
Connecticut Office of Early Childhood
165 Capitol Avenue, Rm. G31
Hartford, CT 06106

Dear Commissioner Jones-Taylor,

The Town of Wolcott is pleased to have the opportunity to participate in and support the state's proposed Preschool Development Expansion Grant application. If funded, we believe Connecticut's Preschool Development Expansion Grant proposal will greatly accelerate our efforts to expand access to high-quality early education for 4-year-olds and better meet the needs of young children and their families.

We are committed to providing high-quality preschool education. This grant and the collaborative efforts between the Connecticut Office of Early and our community allows us to direct and focus high-quality, full-day early education to children who will be entering kindergarten in the Fall and to provide comprehensive services for families, opportunities for family engagement, family literacy and outreach to low-income families with the highest needs.

Additional supports for professional development, qualifications of the Head Teacher, raising the workforce compensation to match that of our local public school teachers, and additional evaluation tools, demonstrates our high value of early education and comprehensive services for our children.

Connecticut's Preschool Development Expansion Grant proposal builds upon the state's existing preschool program, providing additional access to low-income children across the state. The Preschool Development Expansion Grant will provide Connecticut with the resources necessary to support these communities, expanding high-quality early education for 4-year-olds in our struggling communities and give these young children the opportunities they need to succeed both academically and in life.

As a subgrantee for the Preschool Development Grant- Expansion Grant we are proposing to provide the following:

_9_ New High-Quality Expansion Preschool Spaces for Eligible 4 year old children
_9 Improved High-Quality Preschool Spaces for Eligible 4 year old children

This letter serves to assure the State of Connecticut, that we will meet the High Quality criteria listed in the grant and to the program requirements listed in the grant.

We look forward to our continued commitment to serving the needs of children and families.

Sincerely,

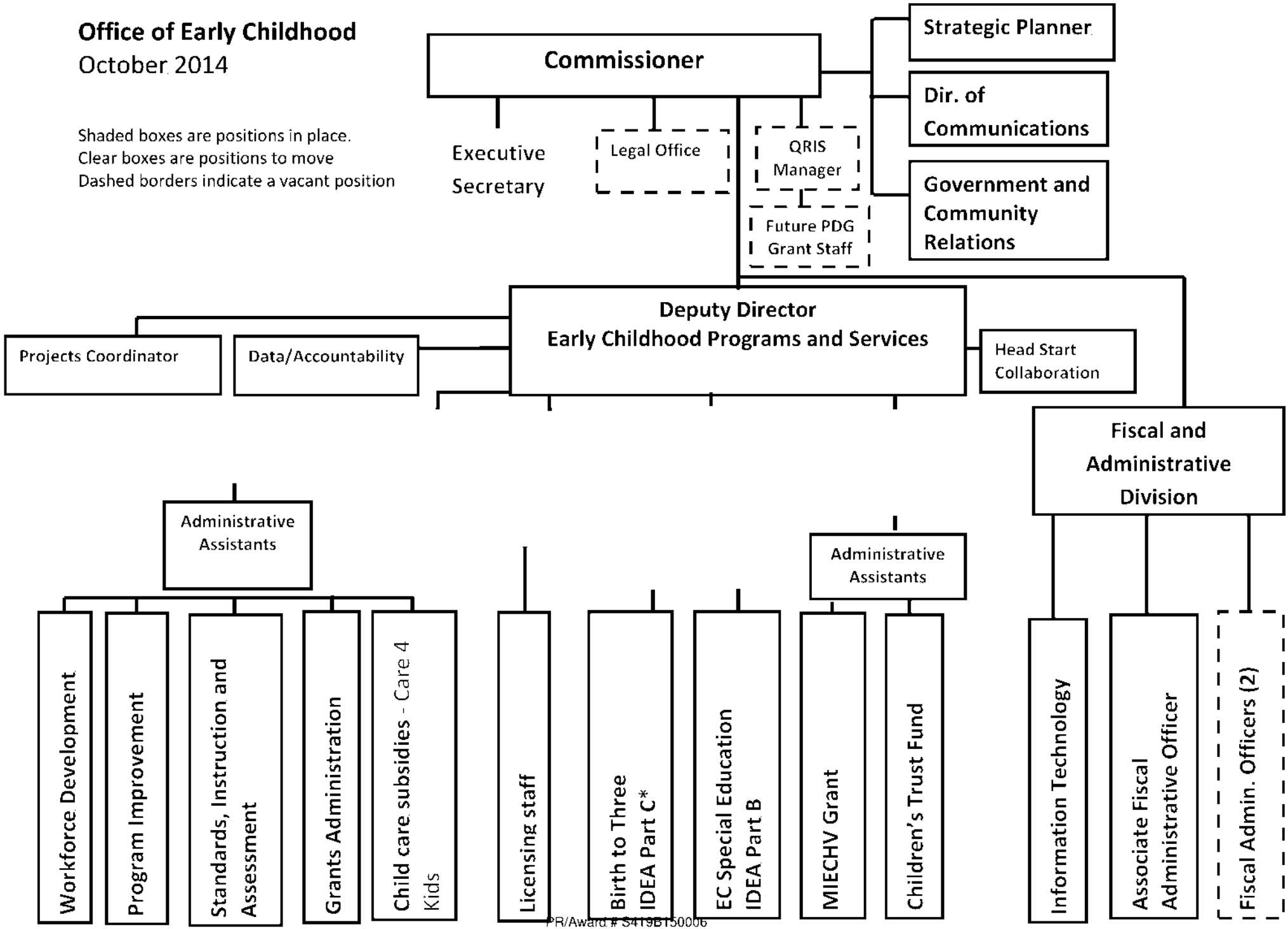
(b)(6)

School Readiness Liaison Chair

APPENDIX TABLE OF CONTENTS		
Attachment #	**Attachment Title**	**Relevant Selection Criterion**
#1	Office of Early Childhood Table of Organization	A(1)
#2	CT Early Learning and Development Standards	A(1), B(1), E(8), F(1)
#3	Core Knowledge and Competencies	A(4)(b), B(4), F(2)(ii)
#4	Discovery Community Plans	A(4)(k), E(2)
#5	Letters of Support List	A(6)
#6	Quality Rating and Improvement System (QRIS) Standards, Criteria and Indicators	A(1), B(4)
#7	Public Act 13-178	B(6)
#8	Special Act 14-22	B(6), E(8), E(10)
#9	Family Engagement/Community Outreach Specialist Job Description	C(1), E(5)
#10	Grant Accountability and Reporting Coordinator Job Description	C(1), E(5)
#11	Subgrantee Letters of Support List	D(3), (E)
#12	Liaison Duties and Responsibilities	E(2)
#13	Statement of School Readiness Assurances	(E)
#14	Engaging Parents as Partners and Leaders	F(2)(v)
#15	What is School Readiness in CT?	A(5)
#16	RFP Overview: Creating a Better System of Early Care and Education for Connecticut	B (2), D(5), F(1)
#17	Budget Documentation	G

Office of Early Childhood
October 2014

Shaded boxes are positions in place.
Clear boxes are positions to move
Dashed borders indicate a vacant position

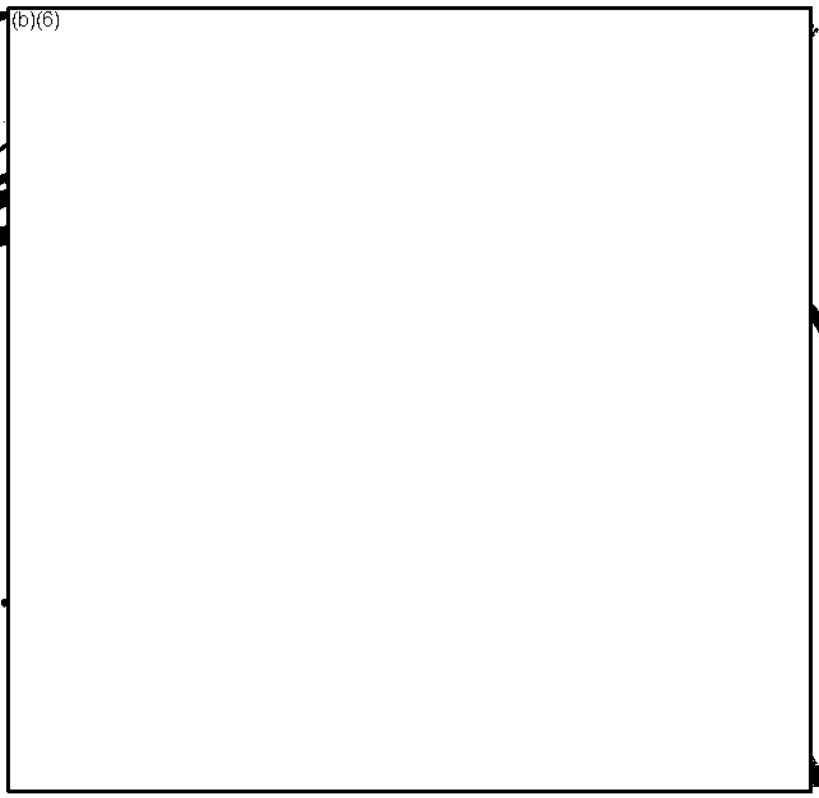


Additional administrative support provided by the Dept. of Education in the areas of fiscal, legal, IT, and HR.

CTELDS

Connecticut Early Learning
and Development Standards

What children, birth to five, should know and be able to do



Connecticut's Early Learning and Development Standards were developed to help families, communities and schools work together to support children's early learning and growth.

April 2014

Photos taken at the Connecticut Early Childhood Block Party in Hartford's Bushnell Park on August 24, 2013, courtesy of Leah Grenier (cover photo and pages 4, 5, 6 and 10)
CT ELDS logo design by Andrea Wadowski, Connecticut State Department of Education.
Document design and layout by EASTCONN Communications, Hampton, Connecticut.

I am pleased to introduce the Connecticut Early Learning and Development Standards (CT ELDS) which serve as the foundation for supporting ALL young children in Connecticut, no matter where they live, play and learn. The CT ELDS are statements of what children from birth to age five should know and be able to do across the earliest years of development.

The learning progressions within the Connecticut Early Learning and Development Standards promote:

- Equity for ***all*** children, through the setting of high, but appropriate, expectations;
- High-quality early learning experiences, by providing clear goals and trajectories of learning;
- Provision of individual support, based on each child's growth and development;
- Families' understanding of what their children are learning and how they can support them;
- Teachers' understanding of age-appropriate content and approaches to children's learning; and,
- Communication across sectors, based upon these common goals for children.

The CT ELDS were developed through the work of the Connecticut Early Childhood Education Cabinet and its Learning Standards Workgroup. In addition, over 100 state and national experts participated in some way during the development process, helping to ensure a strong and comprehensive set of learning standards.

ALL CHILDREN,
IN ALL SETTINGS,
EVERY YEAR

Connecticut's vision is that all young children will have high-quality learning experiences, across all types of settings, and that children's growth and development will be supported across every year of their lives. The CT ELDS serve as a foundation for achieving this vision as they provide the basis for planning learning environments, supporting individual children and communicating around common goals.

(b)(6)

Myra Jones-Taylor, Ph.D.
Executive Director, Connecticut Office of Early Childhood

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Guiding Principles

All children benefit from rich learning environments in homes, communities and early care and education settings. Connecticut's Early Learning and Development Standards provide the basis for supporting children's growth and development across settings. The following principles guided the work on the early learning and development standards.

The guiding principles are grouped into four broad categories: Young Children, Families, Early Learning Environments and Communities. The first category, Young Children, addresses what is known about young children's learning and development. The other categories address the roles and responsibilities of families, early childhood environments and communities in supporting children's health, learning and development.

These principles must be considered when this document is used to support children in any early learning environment. Although this document articulates learning standards for children from birth to age 5, these same principles apply throughout the early elementary years.

Young Children:

- **Are capable and competent.** All children are capable of achieving positive early learning and developmental outcomes. There should be high expectations for all young children, regardless of their background, experience, language or developmental status.
- **Learn best when their basic needs are met.** Basic needs of young children include health (physical, mental and oral), safe and nurturing environments, positive social relationships, a sense of belonging and sound nutrition. If these basic needs are not met, a child's growth and development will be affected.
- **Are unique in their growth and development.** Each child will demonstrate knowledge, skills and abilities within a broad range at any point in time. All children within an age range should not be expected to gain a particular skill at the same time. Variation in the growth and development of skills and competencies applies to all young children regardless of age, ability, developmental status or special health care needs. Respect and support for individual differences in achieving learning outcomes should be a cornerstone of early learning.
- **Develop and learn within the context of their family and culture.** Each child's family and culture lays the foundation of who they are and how they learn and grow.

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Families:

- **Are the primary caregivers and educators of young children.** Families lay the foundation for their children's success, through their relationship with their children and by providing experiences that are critical for their children's growth and development.
- **Are critical partners in all early learning environments.** It is important for families to be actively engaged with their child's early care and education. Ongoing communication and an active partnership are necessary to ensure positive outcomes; therefore, families must be supported as partners in all early learning environments.

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Early Learning Environments:

- **Support young children to learn in the context of relationships.** Positive interactions and sustained relationships with family members, caregivers, teachers and other children provide the foundation for learning. Every child, including those with social, emotional or behavioral challenges, should be provided the supports and services necessary to promote ongoing positive relationships with peers and adults.
- **Reinforce the importance of the cultural context of young children, families and communities.** Cultural context influences behavioral expectations, personal preferences, relationships and sense of self. It is imperative that each child's culture be respected and honored.
- **Provide opportunities for active exploration.** Young children construct their own understanding of the world around them through exploration and engagement with a variety of materials, experiences and interactions with both peers and adults. Every child should be provided the opportunity to actively explore, engage and interact by providing the supports necessary to ensure a child's full and active participation within an environment.
- **Provide meaningful inclusion of children with special needs.** Participation in these inclusive settings may require individualized modifications, adaptations and/or support services designed to provide each child with opportunities to benefit from inclusion in an early learning environment.
- **Provide experiences that are relevant and integrated across domains of development.** Developmental domains and content areas are highly interrelated. Children learn best when experiences incorporate multiple domains. Children with special health care needs, delays or disabilities should be provided the individualized supports needed to promote positive developmental outcomes in all areas.
- **Intentionally promote the development of skills and knowledge.** Planning and decision-making should be based upon research and best practices related to how young children grow and develop.
- **Provide opportunities for children to benefit from diversity.** Diversity (e.g., culture, ability, socioeconomic status, family constellation) provides opportunities for children to learn about the broader world.
- **Support children's language development in their primary language.** Children's success in their primary language supports their growth and development across all domains, including acquisition of a second language. Early learning environments may provide opportunities for children to use their primary language and should support families in speaking and reading to their children in the language(s) they prefer.

Communities:

- **Believe that all children deserve high-quality early learning experiences.** They value families and invest in systems that support young children, families and early learning environments.
- **Offer a variety of resources that support early growth and development.** Thriving communities provide supports for children and families, including medical, social and educational opportunities for children, families and caregivers.
- **Strategically plan to meet the needs of children and families.** They plan together using information relevant to the unique circumstances in their community. This includes facilitating smooth transitions within and between programs and settings.

Organization of the Document

Connecticut's Early Learning and Development Standards are statements of what children should know and be able to do from birth to age 5. These guidelines are intended to inform families, teachers, caregivers and other professionals about common developmental and learning progressions, so that they can work together to better support children's early learning and growth. These standards are intended to serve as a guide for considering the steps in children's development and to plan ways to support children in continued growth.

Domain Action Pages: What Can I Do to Support Early Learning and Development

For each area of development (domain) there is a general information page that includes a brief description of the domain and strategies to support infants and toddlers as well as preschoolers.

The Standards

The CT ELDS are organized by domain. There are eight domains in the document: Social and Emotional Development, Physical Health and Development, Language and Literacy, Creative Arts, Mathematics, Science, Cognition and Social Studies.

Domain: A general area of growth and development

Strand: Sub-categories within each domain

Learning Progressions: A series of skills and abilities that build upon each other as children grow and learn

Indicators: Examples of what children should know or be able to do at the end of each of the age ranges along the learning progression

Numbering: Each strand is assigned a letter designation within a domain. The indicators are numbered, using an abbreviation for the domain name, the number corresponding to the age in months at the end of the age range and the number of the indicators in sequence for that age range. For example, L.24.3 refers to 3rd indicator for the 18-24-month range in the Language and Literacy Domain.

Age Ranges

The CT ELDS are grouped into age ranges, with the examples representing skills, dispositions or knowledge typical for the end of the age range for each domain. However, children develop at varying rates and may not demonstrate every example included in the CT ELDS or may demonstrate them with some variation in timing. While a pattern of skills that is not consistent with a child's age may raise some questions, the CT ELDS is not a screening or assessment tool. Concerns about a child's development may suggest a referral for further assessment or possible support services; however, this document is not designed as a tool for identifying children for referrals, services, or to make decisions about appropriate programs or placements. Instead, this tool is designed to support caregivers and professionals as they consider precursors and next steps, and to determine the environmental supports, activities and adult strategies that will help children to grow and learn.

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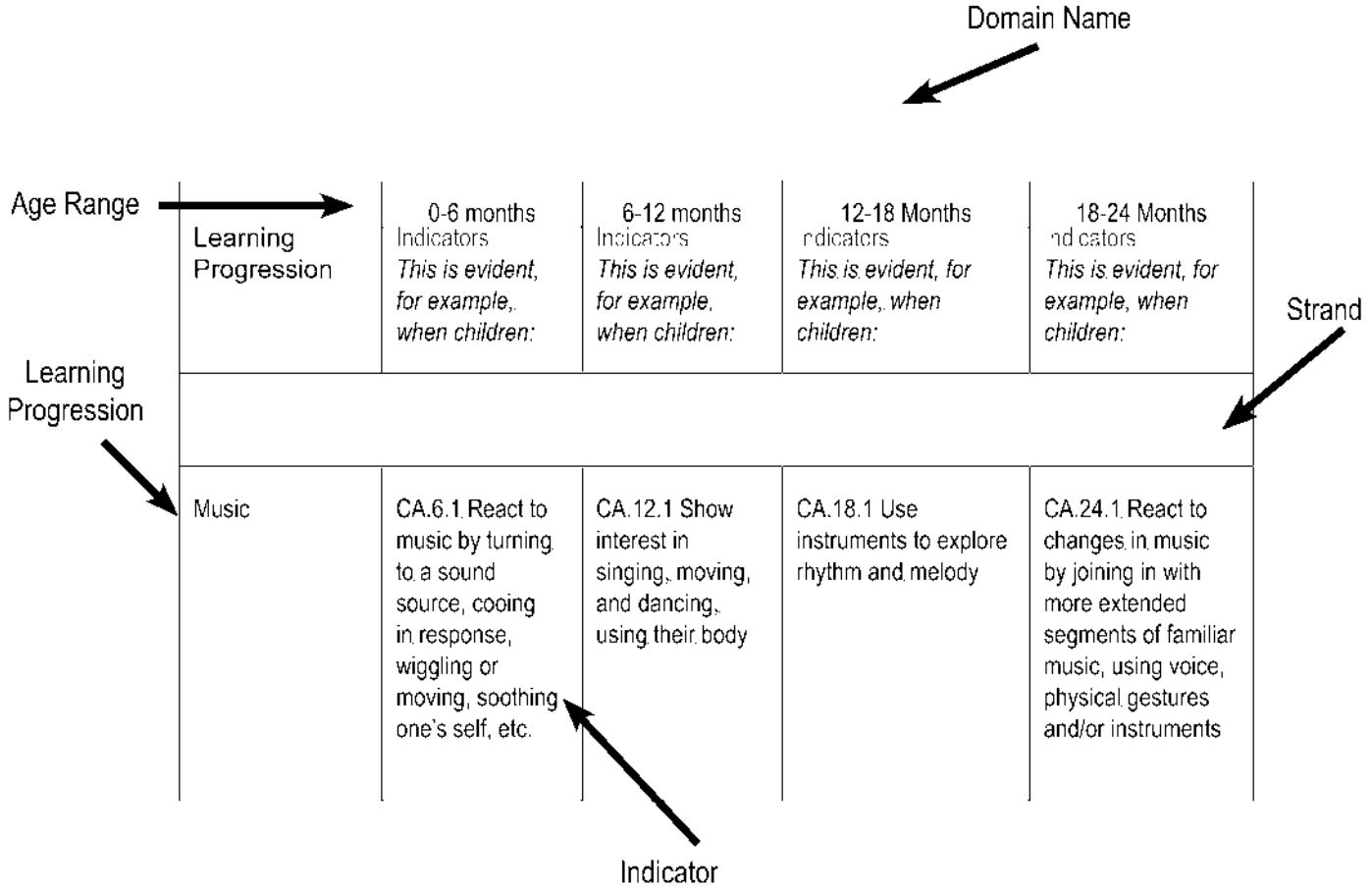


Integrated Learning

The domains and strands within the CT ELDS reflect common areas of research and evidence-based practices. Although you may see other documents or resources that break down what children should know and be able to do into categories different from the CT ELDS, the structure and content of these standards are consistent with what is known about child development.

Children do not learn skills in these domains, strands or learning progressions in isolation, but it is helpful to think about growth across these areas to make sure that support is provided for the wide variety of skills children are learning. When planning early learning experiences, families and early care and education professionals should consider what is meaningful and engaging for young children and how skills from a variety of areas can be integrated into children's play.

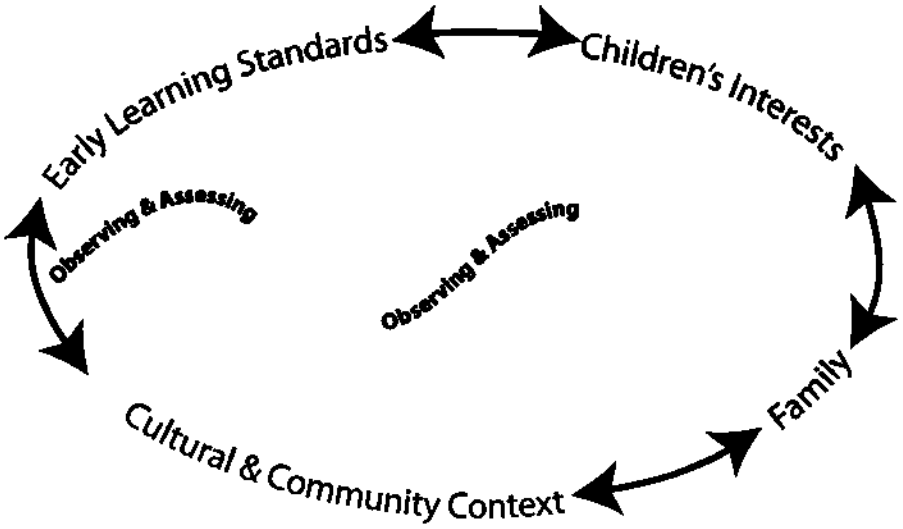
Supplemental Dual Language Development Framework

In addition to the information for each domain, this document includes a Supplemental Dual Language Development Framework for use in supporting children who are learning multiple languages. This supplement is not applicable to all children, but rather is designed to raise awareness of the typical stages of acquiring a second language.

Intentionally Supporting Growth and Development

The CT ELDS provide the basis for planning learning environments, supporting individual children and communicating around common goals. They do not exist in isolation and must be used in conjunction with guidance on effective strategies and/or appropriate assessment tools. A cycle of intentional teaching is composed of planning experiences to support children's development, gathering information about how they are progressing and adjusting what is being done to support them based upon this information.

The Cycle of Intentional Teaching



All adults who support young children are "teachers," although their planning, observation and assessment may involve differing levels of detail. Teachers in a classroom environment might develop detailed learning experience plans and use formal assessment tools. A family is also engaging in a cycle of intentional teaching when they take their child to the playground to develop gross-motor skills, observe that she cannot yet climb the stairs to the slide and then help her learn this skill. By being intentional, adults can make sure that they are supporting children in meaningful ways.

Assessment

An assessment tool aligned to the CT ELDS should be used to determine how children are progressing across these domains of development. Two types of tools, with different purposes, are appropriate for use in conjunction with the CT ELDS:

> **Developmental Screenings** are tools designed to be brief surveys of children's abilities and are used to determine if further assessment is necessary. (Note: The Ages and Stages Child Monitoring Program offers a developmental screening process that can be accessed by calling the Child Development Infoline at 1-800-505-7000.)
>
> **Formative Assessments** are tools designed to determine how children are progressing in the development of certain abilities, so that further support can be planned (e.g., curriculum, instruction, family activities and adult support).

The CT ELDS are <u>not</u> a screening or assessment tool.

Communication

Communication between all of the adults supporting children is critical. The CT ELDS provide a common language to communicate about children's skills and progress and to plan supports. The Action Guides include general information about each area of development and evidence-based strategies to support infants and toddlers and preschoolers. The more detailed strands and learning progressions for each domain will support more in-depth discussion and planning.

By using these CT ELDS as part of a thoughtful process, families and early care and education professionals can work together to ensure that children are eager and ready to learn and grow.

Fostering Competent Learners: Essential Dispositions

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Across all ages and domains, early learning experiences will support children to:

- **Be creative**
  Support young children's growth and development by encouraging creative thinking and novel approaches to solving problems. Children should have opportunities to create, express themselves in a variety of ways and approach problems from new perspectives. The focus of early learning experiences should be on the process instead of the product, promoting learning, exploring and thinking over achieving a specific result or answer.

- **Be inquisitive**
  Encourage children to explore, seek new information and ask questions. Children should feel comfortable questioning information, testing out new ideas and simply playing with materials in new and unusual ways. Those supporting young children's growth and development should create safe environments in which children can explore and experiment.

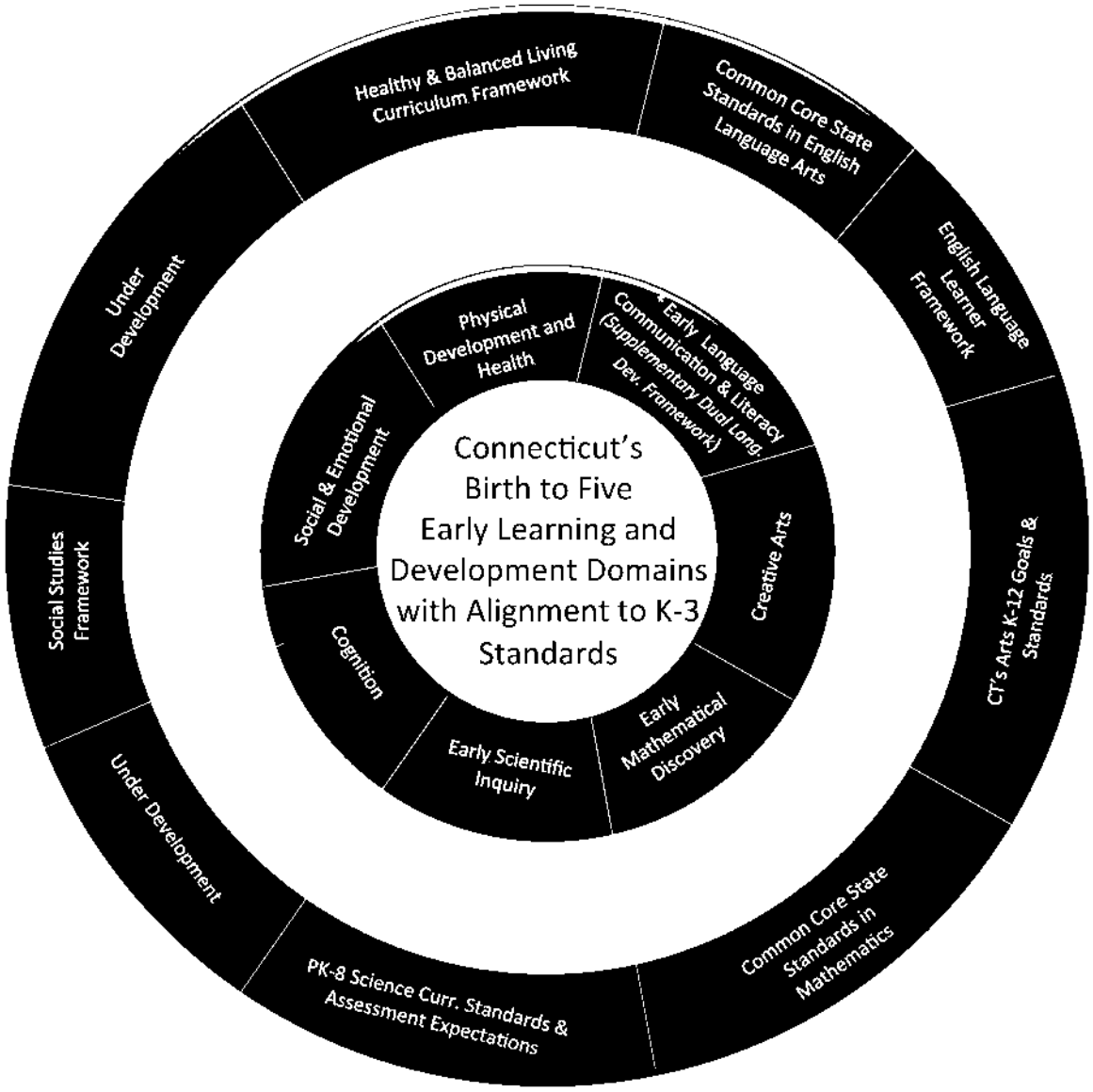
- **Be flexible**
  Foster children's ability to adapt to new situations, to be flexible in their responses and to actively engage in new environments. Exposure to new ideas, environments and situations in meaningful ways can promote resilience.

- **Be critical thinkers**
  Encourage children to use critical thinking skills to help them organize and use the great amount of information available today. Those supporting young children's growth and development should promote an understanding of the concepts behind specific skills (e.g., understanding quantity as well as learning the sequence of counting), provide opportunities to engage in higher-order thinking skills and encourage children to question the accuracy of information they receive.

- **Be purposeful and reflective**
  Promote children's engagement in purposeful action. Very young children should be actively involved in play and will benefit from reminders of the results of their actions. Three- and four-year-olds should play an active role in planning experiences, setting goals and celebrating accomplishments. They should be encouraged to be reflective and to learn from mistakes.

- **Be social learners**
  Social interactions form the basis for children's learning. Encourage children to interact with adults and peers, ask questions and jointly solve problems. Those supporting young children's growth and development should provide opportunities to learn through cooperative experiences with adults and children.

Domain Wheel



*The supplemental Dual Language Development Framework applies to children learning multiple languages. Early learning environments must respect family language preference and honor children's development in their primary language and promote continued bi-lingual development.

Action Guides: What Can I Do To Support Early Learning and Development?

CTELDS

Connecticut Early Learning and Development Standards

Making sense of the world, staying with something and working hard to solve problems

What adults can do...

Encourage

- **Exploring**
- **Asking Questions and Making Choices**
- **Pretending and Having Fun**
- **Remembering**
- **Trying New and Difficult Things**

Infants and Toddlers

Pretend with your child. Pretend a banana is a phone or feed a doll.

Give your child choices. Let your child choose a snack or what to wear.

Give your child lots of different experiences. Explore your neighborhood parks, libraries and museums. Play with things that are used in different ways (to make sounds, build, etc.)

Show your baby how things work. "Look at how the car rolls."

Play games that involve back-and-forth. As your child gets older, help them wait for a short time.

Preschoolers

Use everyday routines to notice patterns. Point out familiar routines (first we wash hands, then we eat).

Sort and categorize throughout the day. Picking up toys and laundry are great sorting activities.

Wonder with your child. "I wonder if it's going to rain today." Encourage your child to ask questions.

Point out and use symbols. Encourage your child to recognize and name signs and symbols.

Support your child to finish things they start. Help them plan and stick with things for longer periods of time.

CTELDS

Connecticut Early Learning and Development Standards

Social & Emotional Development

Understanding yourself, your feelings and how to play with other people

What adults can do...

Encourage
- **Caring**
- **Affection**
- **Relationships**
- **Safety and Security**

Infants and Toddlers

Spend time holding, talking and playing with your baby. Caring contact builds a strong relationship.

Comfort your baby when he cries. This helps your baby feel secure and learn how to calm down.

Talk about your baby's actions, feelings and body. This will help your baby learn about themselves.

Have family routines. Routines help babies feel safe.

Preschoolers

Let your child do some things on their own. Support them to do new things and solve problems.

Talk to your child about feelings. Help them find ways to calm themselves.

Help your child understand routines. Be sure to say goodbye when you leave your child.

Make time to play with other children. Go to the park, have playdates or join a playgroup.

CTELDS

Connecticut Early Learning and Development Standards

Physical Health & Development

Learning to take care of yourself and to do things with your body and hands so that you grow strong and healthy

What adults can do...

Encourage
- **Healthy Eating**
- **Physical Activity**
- **Helping with Self-care**

Infants and Toddlers

Lay your baby on their tummy while they are awake. "Tummy time" helps build strong muscles.

Talk while you take care of them. Have them be a part of healthy routines such as waking up, eating and dressing.

Encourage exploring objects with their hands. Give them small, but safe, items to use with their hands.

Make sure they are healthy. Children who get enough rest and healthy food learn better.

Preschoolers

Find a time and place for your child to run and play. Running, jumping and climbing help build strong muscles and bones.

Have your child take part in self-care. Talk to them about why being clean is important; show them how to use buttons and zippers, etc.

Offer your child healthy food choices. Talk about healthy food and eating a variety of good things.

Make sure they get enough rest. Preschoolers need 11-13 hours of sleep each day to stay healthy and learn.

CTELDS

Connecticut Early Learning and Development Standards

Language & Literacy

Communicating using your body, language, signs and written communication

What adults can do...

Encourage

- **Interacting with people**
- **Gesturing, making noise and talking**
- **Enjoying books, songs and writing**
- **Expressing ideas, needs and feelings**
- **Writing**

Infants and Toddlers

Share books everyday. Read stories at bedtime or when riding on the bus.

Talk and sing with your baby. Encourage them to "sing" and "talk" too.

Respond to your baby's noises. Repeat the noises they make or comment, "You sound happy."

Help them learn new words by naming and describing what you see. "I see a shiny, silver mirror."

Read books to your child EVERY DAY!

Preschoolers

Show interest in what your child is saying. Look at them when they talk and comment on what they're saying.

Ask questions that make them think. When reading a story ask, "What do you think will happen next?"

Talk to your child about what happens during the day. Talk about what you do together and ask about what happens when you are apart.

Let them practice "writing." Ask them to draw a picture or make a list, even if they use shapes instead of letters.

Read books to your child EVERY DAY!

CTELDS

Connecticut Early Learning
and Development Standards

Enjoying music, dance and art and expressing yourself in these ways

What adults can do...

Encourage

- **Listening and dancing to music**
- **Describing art and music**
- **Looking at pictures**
- **Being creative**
- **Making music and art**

Infants and Toddlers

Play music for your child. Describe the music and how it makes you feel.

Sing to your child. Move to the music while you're singing.

Show your child pictures. Talk about the picture, what's in it, its colors, the shapes...

Encourage your child to create. Give children art supplies that are appropriate and safe.

Preschoolers

Display your child's art work. Talk about what they did to make it.

Give your child space to move to music. Play music with different beats and styles.

Encourage your child to be creative. Don't worry about what the project looks like.

Expose them to the arts. Watch dancing, look at paintings, listen to music, read books about art, theater and music.

CTELDS

Connecticut Early Learning and Development Standards

Mathematics

Understanding numbers and how to use them, counting, patterns, measuring and shapes

What adults can do...

Encourage
- **Counting**
- **Measuring**
- **Comparing**

Infants and Toddlers

Use words that describe how much. Talk about wanting more or having one or two of something.

Talk about shapes. Describe everyday things such as food, toys, or household items, saying things like, "Your plate is a circle."

Compare sizes. Use words such as big, little, long and short.

Use math words. Talk about adding one, taking away, dividing something.

Preschoolers

Count things. Count how many steps it takes to get somewhere, how many pieces of fruit you buy at the store, etc.

Cook together. Let your child help measure and count what goes into the recipe.

Sort and match. Match clothes, sort silverware, play with shape sorters.

Compare size, shape and position. Talk to your child about where things are, measure and compare sizes and talk about the shape of everyday items.

CTELDS

Connecticut Early Learning
and Development Standards

Science

Understanding the world around us,
including living things, the earth and space and energy

What adults can do...

Encourage
- **Exploring**
- **Experimenting**
- **Investigating**
- **Learning about Living Things**

Infants and Toddlers

Be excited about their discoveries. Point out the things they see, hear or feel. "You saw the bird fly down from the nest to get food for its babies! Wasn't that exciting?"

Answer their questions. Encourage them to ask about things they want to know.

Make sure they have many different kinds of experiences. Find opportunities to explore new places, see nature and investigate.

Preschoolers

Give them toys that they can use to explore. Boxes, balls, ramps, bubbles, magnets, containers, magnifying glasses, etc.

Grow things. Plant seeds and talk about what will happen and what seeds need to grow.

Go outside. Look at the sky, trees, plants, animals...collect things and talk about them.

Ask questions. "What do you think will happen next?" "What do you see?"

CTELDS

Connecticut Early Learning
and Development Standards

Social Studies

Understanding the world and knowing about the people in it.
This starts with knowing about your family, then the community and world.

What adults can do...

Encourage

- **Understanding family**
- **Hearing stories about the past**
- **Recognizing how people are the same and different**

Infants and Toddlers

Help them learn about themselves. Children need to learn about their own bodies, their family and their feelings so they can learn about others.

Talk about family. Talk about who is a part of your family and about other people's families.

Talk about the places you go. Children will learn about the community when you talk about the store,the library, the park, etc.

Preschoolers

Point out where things are in the community. Draw maps of your home or school.

Talk about how people are the same and different. Help your child to appreciate people who are different from them.

Talk about when you were little. Children love to hear stories and can begin to learn about time and history.

Play "store." Children can learn about buying and selling through play.

Early Learning & Development Standards

Cognition

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*
Strand A: Early learning experiences will support children to develop effective approaches to learning.							
Curiosity and Initiative	C.6.1 Use senses to explore immediate environment	C.12.1 Seek familiar people and/or objects that are not there	C.18.1 Use senses to actively investigate and explore the effects of new actions on objects	C.24.1 Explore objects, activities and environments	C.36.1 Ask questions and seek answers from a variety of sources	C.48.1 Explore and investigate a variety of experiences and topics using different materials	C.60.1 Investigate ways to make something happen
Engagement with Environment, People and Objects	C.6.2 Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment	C.12.2 Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults	C.18.2 Focus attention on interesting sights or sounds, often in shared experiences with adults	C.24.2 Engage in interactions and self-selected activities for increasing lengths of time	C.36.2 Maintain interest in self-selected activities and may seek to engage others or ask questions	C.48.2 Maintain interest in exploring specific topics over time	C.60.2 Express interest in learning about a specific topic over time
							C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer
Eagerness to Learn	C.6.3 Laugh, babble, increase movement, and engage in repetition of a learning activity	C.12.3 Seek out new materials and experiences	C.18.3 Explore new ways to use objects and observe results	C.24.3 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations	C.36.3 Demonstrate enthusiasm for new learning (may be within familiar contexts)	C.48.3 Seek out new challenges and novel experiences	C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others
Cooperation with Peers in Learning Experiences						C.48.4 Engage in and complete learning activities with peers	C.60.5 Plan and complete learning activity with a peer
						C.48.5 Help and cooperate in group	C.60.6 Model or teach peers how to use materials or complete a task

Strand B: Early learning experiences will support children to use logic and reasoning.							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Cause and Effect	C.6.4 Show interest in the results of their actions and "accidental" discoveries	C.12.4 Recognize effect of actions on object - cause and effect (e.g., shake a rattle and it makes a sound)	C.18.4 Learn by observing or listening to others and repeating their actions or verbalizations	C.24.4 Repeat actions over and over and notice results	C.36.4 Vary actions to observe different results (e.g., hit lever harder to see if result changes)	C.48.6 Manipulate materials and communicate about the impact of own actions	C.60.7 Try multiple uses of same materials and observe differing results
Attributes, Sorting and Patterns	C.6.5 Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects)	C.12.5 Respond to new or novel objects with interest, recognizing differences	C.18.5 Match objects that are the same (simple categorizing)	C.24.5 Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest)	C.36.5 Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size)	C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound)	C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)
						C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language	C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)
							C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...")

Strand B: Early learning experiences will support children to use logic and reasoning (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Problem Solving	C.6.6 Sometimes will show they can solve problems by reaching for desired toys or blanket	C.12.6 Use a variety of actions to obtain desired objects	C.18.6 Purposefully experiment with the effects of new actions upon objects	C.24.6 Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck)	C.36.6 Use objects in new and unexpected ways to solve problems through trial and error	C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful	C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas)
		C.12.7 Solve simple manipulative challenges through observation and imitation (e.g., putting something "into a bucket")	C.18.7 Utilize shapes and sorting boxes. May use trial and error to fit objects together	C.24.7 Take things apart and try to put them back together	C.36.7 Use spatial relationships to solve problems (e.g., fit pieces into puzzle)		
Symbolic Representation			C.18.8 Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog)	C.24.8 Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll)	C.36.8 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon)	C.48.10 Use or make a prop to represent an object (e.g., build a telephone)	C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand)
			C.18.9 Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call)	C.24.9 Act out familiar functions in play (e.g., sweeping floor, pouring milk)	C.36.9 Act out relational roles in play (e.g., mom or dad with baby)	C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter)	C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality
						C.48.12 Represent people, places or things through simple drawings, movements and three-dimensional construction	C.60.14 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure)

Strand C: Early learning experiences will support children to strengthen executive function.							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Choosing and Planning		C.12.8 Indicate preferences nonverbally	C.18.10 Indicate preferences by pointing and using one or two words	C.24.10 Indicate preferences using simple language	C.36.10 Make choices based on preferences	C.48.13 With adult assistance, choose activities and plan what to do	C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan
Task Persistence	C.6.7 Repeat actions to obtain similar results	C.12.9 Practice an activity many times until successful	C.18.11 Complete simple activities	C.24.11 Complete simple activities despite frustration	C.36.11 Complete self-selected short-term activities many times to gain mastery	C.48.14 Continue working through moderately difficult activities, despite some frustration	C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration
Cognitive Flexibility			C.18.12 Use objects in new and unexpected ways	C.24.12 Purposefully try multiple ways of using the same objects	C.36.12 Realize when something is not working and with adult assistance can try another approach	C.48.15 With adult assistance, stop and consider alternatives when encountering a problem	C.60.17 Generate or seek out multiple solutions to a problem
Working Memory				C.24.13 Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage)	C.36.13 Remember where recently used objects were placed	C.48.16 Engage in games that involve remembering (e.g., memory)	LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.")
Regulation of Attention and Impulses				C.24.14 Engage in interactions and self-selected activities for increasing length of time	C.36.14 Maintain focus on high-interest activities in the face of routine distractions	C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions	C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer
					C.36.15 With adult support, resist impulses in structured settings for brief, but increasing periods of time	C.48.18 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting)	C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)

Social and Emotional Development

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.							
Trusting Relationships	SE.6.1 Attend and respond to familiar adults and are able to be soothed when distressed	SE.12.1 Prefer primary caregiver(s) to others and usually accept guidance from trusted adults	SE.18.1 Look to trusted caregivers for cues about how to respond to their environment for comfort and support	SE.24.1 Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing	SE.36.1 Approach caregivers for support and comfort, particularly during stressful or frustrating situations	SE.48.1 Engage in interactions with less familiar adults	SE.60.1 Seek help and approval from a wider array of adults in trusted roles
Managing Separation	SE.6.2 Show recognition of familiar faces and awareness if someone is a stranger	SE.12.2 Display preference for trusted adults which may include exhibiting fear and protesting at separation	SE.18.2 Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places	SE.24.2 Manage routine separations from caregivers with little distress and calm quickly after a separation	SE.36.2 Manage most separations without distress and adjust to new settings with support from a trusted adult	SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult	SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult
Strand B: Early learning experiences will support children to develop self-regulation.							
Regulation of Emotions and Behavior	SE.6.3 In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier	SE.12.3 Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure	SE.18.3 Show increasing regulation through daily routines, activities and familiar adults	SE.24.3 With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time)	SE.36.3 With adult support, use self-soothing techniques to calm	SE.48.3 Use strategies to self-soothe with limited adult support	SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family SE 60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state

Strand B: Early learning experiences will support children to develop self-regulation (continued)							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Regulation of Impulses and Behavior	SE.6.4 Respond to having needs met (e.g., is comforted by being picked up or fed)	SE.12.4 Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning)	SE.18.4 Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices)	SE. 24.4 Accept some redirection from adults	SE.36.4 Begin to control behavior by responding to choice and limits provided by an adult	SE.48.4 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine)	SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support
		SE.12.5 Show anticipation and respond to familiar routines in their lives	SE.18.5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met	SE.24.5 Is aware of typical routine and shows some understanding of rules, but may need adult support	SE.36.5 Make transitions and follow basic routines and rules with adult supervision	SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders	SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)
			SE.18.6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair)				SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.							
Emotional Expression	SE.6.5 Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike)	SE.12.6 Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing	SE.18.7 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction	SE.24.6 Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective)	SE.36.6 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., "I miss my mommy. I sad," "He mad you took his toy." "I sad so Papa hug me.")	SE.48.6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways	SE.60.8 Describe emotions and feelings to trusted adults and peers

Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions (cotinued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Recognition and Response to Emotions in Others	SE.6.6 React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces)	SE.12.7 Notice and react to feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling)	SE.18.8 Recognize basic feelings in self and others	SE.24.7 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset)	SE.36.7 Label a variety of emotions in pictures and others' expressions	SE.48.7 Recognize, label and respond to a wide variety of emotions in others	SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say "thank you," share with others, notice issues of fairness)
			SE.18.9 Begin to respond to others' feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior		SE 36.8 Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play)	SE.48.8 Make connections between emotional reaction of others and own emotional experiences	SE.60.10 Begin to understand that different people may have different emotional reactions
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.							
Sense of self	SE.6.7 React when hearing their own name through movement or expressions	SE.12.8 Consistently respond to their name	SE.18.10 Demonstrates self-awareness though response to name and use of "me" and "mine"	SE.24.8 Identify own family members by relationship and/or name	SE.36.9 Identify self, family members, teacher and some peers by name	SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)
	SE.6.8 Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth	SE.12.9 Show awareness of body parts of self and others	SE.18.11 Recognize self in mirror				
Personal Preferences	SE 6.9 Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person)	SE.12.10 Develop preferences for food, objects, textures. May reject non-preferred items (e.g., pushing them away)	SE.18.12 Begin to communicate own likes and dislikes	SE.24.9 Use words and/or gestures to express interests (e.g., points and says, "Look, airplane.")	SE.36.10 May want to keep what belongs to them close by and often will not want to share	SE.48.10 Recognize and describe themselves in terms of basic preferences	SE.60.12 Describe self by referring to preferences, thoughts and feelings

Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Self-Concept and Competency		SE.12.11 Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise)	SE.18.13 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support	SE.24.10 Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult	SE.36.11 Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them	SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks	SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials
		SE.12.12 Respond to own actions with pleasure (e.g., coos, laughs)	SE.18.14 React positively (e.g., smiles, claps) to accomplishments		SE. 36.12 Express feeling of pleasure over accomplishment and share this with others (e.g., "Look what I made.")		SE.60.14 Show pride in accomplishments and abilities
Strand E: Early learning experiences will support children to develop social relationships.							
Adult Relationships (see note below)	SE.6.10 Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body	SE.12.13 Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling)	SE.18.15 Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people	SE.24.11 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction	SE.36.13 Enjoy sharing new experiences with familiar adults	SE.48.12 Communicate with familiar adults and accept or request guidance	SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.
	SE.6.11 Show interest in interacting with others. May gain an adult's attention and wait for a response	SE.12.14 Notice the activity of adults and other children and attend closely					

Note: Caregivers guide children during interactions with them, as well as other adults. Therefore, these markers of social relationships with adults are highly dependent upon child temperament, the adult temperament and the adult's guidance and regulation of the interplay.

Strand E: Early learning experiences will support children to develop social relationships (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Play/ Friendship	SE.6.12 Notice other children and may touch, smile or coo to them	SE.12.15 Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble	SE.18.16 Show interest in children who are playing nearby and may interact with them briefly	SE.24.12 Show interest in what other children are doing and play alongside them with similar materials	SE.36.14 Seek out other children and will interact with other children using common materials	SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project	SE.60.16 Cooperate with peers through sharing and taking turns
					SE.36.15 Show preference for certain peers over time although these preferences may shift		SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships
						SE.48.14 Interact with a variety of children in the program	SE.60.18 Seek help from peers and offer assistance when it is appropriate
Conflict Resolution						SE.48.15 Seek and accept adult help to solve conflicts with peers	SE.60.19 Engage in developing solutions and work to resolve conflict with peers

Physical Development and Health

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators This is evident, for example, when children:	Indicators *This is evident, for example, when children:*
Strand A: Early learning experiences will support children to develop gross motor skills.							
Mobility *Children may use adaptive equipment or an assistive device to achieve independence on these indicators	PH.6.1 Show head control when in any position and during transitional movement	PH.12.1 Get into sitting position on own and play while in this position	PH.18.1 Use walking as main means of mobility and pull toy when walking	PH.24.1 Walk with legs closer together and able to change directions smoothly and carry objects	PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed	PH.48.1 Walk up and down stairs alternating feet while carrying an object	PH.60.1 Alternate direction while running and stop easily without losing balance
	PH.6.2 Roll over, usually from both directions	PH.12.2 Move when on the floor by rolling, creeping, crawling with purpose	PH.18.2 Stand from a squat position using arms to push off floor	PH.24.2 Begin to run			
	PH.6.3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back				PH.36.2 Walk up and down stairs alternating feet on steps with railing held		
	PH.6.4 Push up and support weight on forearms when on stomach	PH.12.3 Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help	PH.18.3 Creep up and down stairs	PH.24.3 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time			
	PH.6.5 Sit with support						

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Strand A: Early learning experiences will support children to develop gross motor skills (continued).							
Large Muscle Movement and Coordination			PH.18.4 Throw ball in forward direction	PH.24.4 Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys	PH.36.3 Catch and throw a playground ball with an adult short distance away PH.36.4 Jump with two feet	PH.48.2 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives PH.48.3 Hop on one foot	PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)
				PH.24.5 Catch a large ball tossed from a short distance against their body using both arms	PH.36.5 Kick a ball in forward direction	PH.48.4 Kick ball at target a short distance away with accuracy and speed PH.48.5 Throw small ball overhand at target a short distance away with accuracy	
Strand B: Early learning experiences will support children to develop fine motor skills.							
Visual Motor Integration	PH.6.6 Locate an object using vision or sound, reach and grasp the object PH.6.7 Follow an object with eyes across body, crossing the middle	PH.12.4 Reach into containers or reach to activate a simple cause and effect toy PH.12.5 Combine and separate toys (e.g., replace and remove large rings from post in any order)	PH.18.5 Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on top of each other or placing a large peg in a pegboard base	PH.24.6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter	PH.36.6 Use common tools that require eye-hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato)	PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.)	PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)

Strand B: Early learning experiences will support children to develop fine motor skills (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Small Muscle Movement and Coordination	PH.6.8 Use voluntary and purposeful movements to bring hands to mouth	PH.12.6 Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together)	PH.18.6 Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand)	PH.24.7 Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fisted grasp	PH.36.7 Use writing tools or paint objects with some control and purpose	PH.48.7 Use writing/ drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft	PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar)
	PH.6.9 Bring hands together while lying on back	PH.12.7 Use index finger to poke and point and grasp small objects between thumb and fingertips					PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement
Strand C: Early learning experiences will support children to acquire adaptive skills. **Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**							
Feeding Routines/ Nutrition	PH.6.10 Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon	PH.12.8 Participate in feeding routines by holding cups or bottles, using fingers for self-feeding and/ or using eating utensils	PH.18.7 Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common	PH.24.8 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance	PH.36.8 Feed self with minimal spilling	PH.48.8 Pour liquid from a small pitcher	PH.60.6 Use butter knife to spread and cut. Open most containers to remove food
Safety and Responsibility			PH.18.8 Typically respond to adult requests to stop unsafe behavior	PH. 24.9 Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter)	PH.36.9 Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults	PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults	PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community

Strand C: Early learning experiences will support children to acquire adaptive skills (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Dressing and Hygiene		PH.12.9 Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc.	PH.18.9 Show interest in doing things for self including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes	PH.24.10 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands	PH.36.10 Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance	PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support	PH.60.8 Typically manage own dressing, toileting and basic hygiene
Strand D: Early learning experiences will support children to maintain physical health status and well-being. **Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**							
Physical Health Status	Children's physical health status impacts learning and development in all areas. Children who possess good overall health (including oral, visual and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest and healthy growth patterns (e.g., height and weight).						
Physical Activity	PH.6.11 Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills	PH.12.10 Interact with caregivers in daily physical activities that involve exploration and movement	PH.18.10 Interact with caregivers in a variety of physical activity experiences	PH.24.11 Engage in physical activity in both indoor and outdoor environments that require use of large muscles	PH.36.11 Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day	PH.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day
Healthy Behaviors	Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition				PH.36.12 Discuss healthy practices including hygiene, nutrition and sleep	PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep	PH.60.10 Identify healthy practices including hygiene, nutrition and sleep

The language, communication, and literacy learning progressions included here are intended to represent common development of language skills in a child's primary language or modes of communication. Children who are learning multiple languages or children who are learning to communicate in modes of communication different from that of their primary caregiver may demonstrate individual variation in their progress toward these language and literacy goals. Those supporting children who are learning multiple languages may also want to refer to the supplemental Dual Language Learner Framework to be used in conjunction with considering a child's progress in their primary language or mode of communication through the use of this domain.

	Early Language, Communication, and Literacy					Language and Literacy	
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*
Strand A: Early learning experiences will support children to understand language (receptive language).							
Word Comprehension	L.6.1 Respond to facial expressions or voices by changing own facial expression, crying or altering movements	L.12.1 Understand that words, gestures and/or signs represent objects, people or experiences	L.18.1 Understand that words, gestures or signs stand for people, objects, or experiences that are not present	L.24.1 Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language L 24.2 Point to familiar objects, people and body parts	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships	L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts	L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts L60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects
Language Comprehension	L.6.2 Orient to the direction of sound or visual cues L.6.3 React when hearing own name or to positive facial expression	L.12.2 Can carry out simple requests (e.g., "wave bye-bye")	L.18.2 Remember language heard repeatedly in stories, poems and interactive language experiences	L.24.3 Respond to questions and follow simple directions	L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.")	L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water.")

Strand B: Early learning experiences will support children to use language (expressive language).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Vocabulary	L.6.4 Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate	L.12.3 Begin to use word approximations (e.g., "ma-ma" or "da-da") or conventional gestures (e.g., waving, signing "more")	L.18.3 Begin to use words or conventional gestures to communicate	L.24.4 Name familiar objects and actions; use commands (e.g., "no"), possessives (e.g., "mine") or reactions (e.g., "ow")	L.36.3 Use nouns and verbs to label experiences, actions or events L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she)	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
			L.18.4 Has a 20+ word vocabulary	L.24.5 Use new words frequently to talk about familiar things or activities	L.36.5 May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run)	L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog)	L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)
Expression of Ideas, Feelings and Needs	L.6.5 "Talk" to self and others using various vocalizations	L.12.4 Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures	L.18.5 Respond to questions with sounds, sometimes including words and oftentimes gestures	L.24.6 Use words to request objects, have needs met or gain attention	L.36.6 Use inflection in phrases or sentences to ask a question L.36.7 Comment on a variety of experiences, interactions or observations	L.48.6 Communicate about current or removed events and/or objects L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer")

Strand B: Early learning experiences will support children to use language (expressive language) (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Language Structure			L.18.6 Increasingly use gestures and sounds in coordination to communicate	L.24.7 Combine words and speak in short, two-word phrases such as "Me up!"	L.36.8 Use basic grammar rules including pronouns, plurals, possessives and regular past tense Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	L.48.8 Use basic grammar rules including irregular past tense and questions Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals Note: Variations in applying grammar rules may be due to dual language learning and/ or alternative grammar usage in home or community
					L.36.9 Use speech that is mostly intelligible to familiar adults	L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults	L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
Strand C: Early learning experiences will support children to use language for social interaction.							
Conventions of Conversation	L.6.6 Show interest in back and forth pretend games	L.12.5 Begin to understand that a conversation is about taking turns	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker L.18.8 Repeat or try another mode of communicating desire if initial attempts are unsuccessful	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns	L.36.10 Have conversations with adults and peers that include four or more exchanges	L.48.10 Maintain a topic of conversation over the course of several turns	L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions

Strand C: Early learning experiences will support children to use language for social interaction (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Language for Interaction	L.6.7 Coo, gurgle, smile in response to stimulation and to initiate social contact	L.12.6 Enjoy opportunities to "converse" with adults in a more sustained fashion, including playing simple imitation games	L.18.9 Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up)	L.24.9 Answer a basic question with a word	L.36.11 Converse with adults and peers about common experiences or events	L.48.11 Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information
	L.6.8 Express pleasure as adults imitate the faces and sounds they make	L.12.7 Intentionally use gestures and/ or vocalizations to regulate the behavior of others and engage in social interaction		L.24.10 Use language to express wants, needs, likes and dislikes to others			
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.							
Interest and Engagement with Books	L.6.9 Respond to music, stories and pictures shared with an adult	L.12.8 Engage with adults, showing shared attention to a book	L.18.10 Point to preferred pictures in books or texts	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	L.48.12 Select fiction and non-fiction books to be read and attend with interest	L.60.11 Independently choose to "read" books and select a variety of texts including fiction and nonfiction
					L.36.13 Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song		
				L.24.12 Chime-in on nursery rhymes or repeat words or phrases from familiar stories			

Strand D: Early learning experiences will support children to gain book appreciation and knowledge (continued)							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)				L.24.13 Answer simple specific questions about familiar stories (e.g., "What does the cat say?"). Ask basic questions about pictures (e.g., "Who is that?")	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text
						L.48.14 Ask and answer simple who, what, where and why questions related to story or text	L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)
						L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	L.60.14 Use connections between self and character, experience and emotions to increase comprehension
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.							
Book Concepts				L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language) L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels)	L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language) L.60.16 Know that books have titles, authors, illustrators or photographers
							L.60.17 Recognize words as a unit of print and that letters are grouped to form words
Print Concepts					L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)	L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	L.60.18 Identify some familiar printed words out of context
							L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text

Strand E: Early learning experiences will support children to gain knowledge of print and its uses (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Letter Recognition						L.48.19 Recognize some letters especially those in one's own name	L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words
							L.60.21 Make some letter-sound connections
Strand F: Early learning experiences will support children to develop phonological awareness.							
Phonological Awareness					L.36.17 Recognize environmental sounds (e.g., animal or vehicle sounds such as "Baa-baa" or "Beep-beep")	L.48.20 Recognize rhyming words in songs, chants or poems	L.60.22 Produce rhyming words or words that have same initial sound
						L.48.21 Identify when initial sounds in words are the same	L.60.23 Recognize which words in a set of words begin with the same sound
						L. 48.212 Distinguish individual words in a sentence	L.60.24 Distinguish syllables in words
Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.							
Drawing and Writing			L.18.11 Use writing tools to make scribbles	L.24.15 Use writing tools to make scribbles	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	L.48.23 Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	L.60.25 Draw original stories with a beginning, middle and end
						L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word

	0-6 months	6-12 months	12- 18 Months	18-24 Months	24 to 36 Months	3 to 4 years	4 to 5 years
Learning Progression	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*
Music	CA.6.1 React to music by turning to a sound source, cooing in response, wiggling or moving, soothing themselves, etc.	CA.12.1 Show interest in singing, moving and dancing, using their body	CA.18.1 Use instruments to explore rhythm and melody	CA.24.1 React to changes in music by joining in with more extended segments of familiar music using voice, physical gestures and/or instruments	CA.36.1 Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm)	CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music	CA.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song)
		CA.12.2 Move body (e.g., nod head, bounce, wiggle, rock) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/ slow; low/high; calm/jazzy)	CA.18.2 Respond to music by joining in on one or two words in a song or moving physically upon hearing a familiar melody or rhythm (e.g., hand gestures)	CA.24.2 Initiate words to songs and song gestures (e.g., naming animals in a song or patting, nodding)	CA. 36.2 Respond with voice, body and/ or instruments to longer segments/or patterns of music	CA.48.2 Imitate or spontaneously sing an entire verse of song	CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)
						CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance)	CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft)
		CA.12.3 Use musical sounds to aid in communication prior to the advent of language (e.g., babbles in a sing-song manner)	CA.18.3 Imitate parts of songs with words and/ or gestures	CA.24.3 Repeat words to songs, song gestures and/or sounds (pitches)	CA.36.3 Repeat parts of simple songs	CA.48.4 Spontaneously sing songs and/or participate in songs with gestures	CA.60.4 Create music using their voices and/or a variety of instruments and materials

	0-6 months	6-12 months	12- 18 Months	18-24 Months	24 to 36 Months	3 to 4 years	4 to 5 years
Visual Arts	CA.6.2 React to stimulation in the environment. This can include drawing, sculptures or painting. Response may be slight such as a glance or stopping an activity	CA.12.4 Respond and explore through sensory experiences such as water play, texture-books or toys and jumbo crayons	CA.18.4 Experiment with a variety of media, including painting with a paint brush, finger painting, scribbling, gluing and taping, age appropriate art software	CA.24.4 Use a wide variety of art materials and media (e.g., clay, dough, wet sand) for purposeful sensory exploration CA.24.5 Experiment with strokes and lines using brushes, crayons, markers, etc.	CA.36.4 Create art in a variety of media with some control and own purpose	CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge	CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts
Drama				CA.24.6 Imitate simple aspects of a role using realistic props and sounds	CA.36.5 Engage in simple pretend play activities	CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play	CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time) CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play
Dance		CA.12.5 Respond to music with full body movements	CA.18.5 Show increasing body awareness through gross motor movement (e.g., walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and use non-locomotor movements (simple finger plays)	CA.24.7 Demonstrate developing ability to balance, awareness of body (e.g., name body parts, move distinct body parts) CA.24.8 Move creatively while listening to music (e.g., stamp feet, wave arms, sway).	CA.36.6 Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.)	CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet)	CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground)

	0-6 months	6-12 months	12- 18 Months	18-24 Months	24 to 36 Months	3 to 4 years	4 to 5 years
Appreciation of the Arts					CA.36.7 Describe or ask questions about a work of art	CA.48.8 Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details)	CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy)
					CA.36.8 Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language)	CA.48.9 Demonstrate increased appreciation of the work of others and identify preferences	

Early Mathematical Discovery					Mathematics		
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	ndicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	ndicators *This is evident, for example, when children:*
Strand A: Early learning experiences will support children to understand counting and cardinality.							
Number Names			M.18.1 Say or sign a few number names, but may not necessarily recite them in the correct order	M.24.1 Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with "one")	M.36.1 Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order	M.48.1 Say or sign the number sequence up to at least 10	M.60.1 Say or sign the number sequence up to at least 20
Cardinality			M.18.2 Demonstrate one-to-one or one-to-many correspondence (e.g., may fill each compartment in a egg carton with one or several objects)	M.24.2 Put objects in one-to-one correspondence (e.g., puts one item in each compartment)	M.36.2 Count two to three objects using one-to-one correspondence	M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set	M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set
						M.48.3 Count out a set of objects up to four	M.60.3 Count out a set of objects up to five
Written Numerals						M.48.4 Recognize written numerals up to at least five	M.60.4 Recognize written numerals up to at least 10

Strand A: Early learning experiences will support children to understand counting and cardinality (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Recognition of Quantity				M.24.3 Name groups of one to two objects	M.36.3 Name and match a small collection of up to three objects	M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects	M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items
Comparison				M.24.4 Compare collections that are quite different in size	M.36.4 Compare collections of 1 to 4 similar items verbally or nonverbally	M.48.6 Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).							
Number Operations					M.36.5 Use some vocabulary related to relative quantity (e.g., "more," "less")	M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group	M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five
							M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).							
See Attribute, Sorting and Patterns learning progression in Cognition							
Measurement				M.24.5 Use some vocabulary related to size and quantity (e.g., say something is "big" or request "more")	M.36.6 Have an increasing vocabulary related to number, size and quantity (e.g., use words such as "tall," "long")	M.48.8 Recognize measurable attribute of an object such as length, weight or capacity	M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
							M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Data						M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)	M. 60.11 Represent data using a concrete object or picture graph according to one attribute
Sorting and Classifying			M.18.3 Match objects that are the same	M.24.6 Sort objects using inconsistent strategies (e.g., favorite items, colors)	M.36.7 Sort on the basis of one attribute with adult support	M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).							
Spatial Relationships			M.18.4 Adjust their reach and grasp based upon distance, size and weight of an object	M.24.7 Show beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under)	M.36.8 Find objects or locations based upon landmarks and position words (e.g., "Your blanket is on the couch.")	M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object
Identification of Shapes				M.24.8 Match familiar shapes (e.g., circle, square and typical triangle) with same size and orientation	M.36.9 Match familiar shapes with different size and orientation	M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size
Composition of Shapes						M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment	M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose

Early Scientific Inquiry						Science	
	0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*	Indicators: *This is evident, for example, when children:*
Strand A: Early learning experiences will support children to apply scientific practices.							
Questioning and Defining Problems	See Curiosity and Initiative learning progression in Cognition			S.24.1 Observe and make comments on things observed through the senses	S.36.1 Ask simple questions related to things observed through the senses ("what" and "why")	S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships	S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., "We need to figure out how to reach that shelf, but we aren't allowed to stand on the chairs.")
Investigating	See Cause and Affect learning progression in Cognition				S.36.2 Manipulate materials and comment on the impact of own actions	S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials	S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships
							S.60.3 Gather data by drawing, counting or otherwise documenting observations
Using Evidence	See Personal Preferences learning progression in Social and Emotional Development				S.36.3 Provide personal reasons or evidence for decisions or opinions (e.g., "I made this picture green because my mom likes green.")	S.48.3 Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died.")	S.60.4 Give evidence from observations or investigations
							S.60.5 Begin to distinguish evidence from opinion
Strand B: Early learning experiences will support children to engage in the process of engineering.							
Design Cycle					S.36.4 Gather information to help determine if something has been designed by humans	S.48.4 Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem	S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements

Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.						
0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months	3 to 4 years	4 to 5 years
Unity and Diversity of Life			S.24.2 Explore characteristics of different plants and animals	S.36.5 Observe features of plants and animals and explore function of features	S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups	S.60.7 Group and classify living things based upon features, providing evidence to support groupings
					S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults	S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)
Living Things and Their Interactions with the Environment and Each Other			S.24.3 Observe living things	S.36.6 Observe how a variety of living things obtain food as a source of energy for surviving	S.48.7 Explore how animals depend upon the environment for food, water and shelter	S.60.9 Provide examples of how animals depend on plants and other animals for food
Strand D: Early learning experiences will support children to understand physical sciences.						
Energy, Force and Motion			S.24.4 Use trial and error to explore the way different objects move	S.36.7 Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide)	S.48.8 Investigate how objects' speed and direction can be varied	S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move
						S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction

Strand D: Early learning experiences will support children to understand physical sciences (continued)						
0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months	3 to 4 years	4 to 5 years
Matter and its Properties			S.24.5 Observe simple attributes of materials (e.g., hard, soft)	S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength)	S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength)	S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)
Strand E: Early learning experiences will support children to understand features of earth.						
Earth's Features and the Effects of Weather and Water			S.24.6 Observe natural features of the earth (e.g., land, rain)	S.36.9 Describe common features of the earth (e.g., sky, land and water) and what is found there (e.g., birds, fish, stars)	S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.) S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles)	S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)
Earth and Human Activity			S.24.7 Talk about different foods humans eat	S.24.10 Give examples of natural resources that humans use to survive (e.g., food, water)	S.48.12 Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples)	S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)

Social Studies

Note: Precursors to the skills reflected in social studies can be found in the domain of Social and Emotional and Cognition.

	3 to 4 years	4 to 5 years
Learning Progression	Indicators *This is evident, for example, when children:*	Indicators *This is evident, for example, when children:*
Strand A: Early Learning experiences will support children to understand self, family and a diverse community.		
Individual Development and Identity	SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)	SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families
	SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers)	
Culture	SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)	SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)
Strand B: Early Learning experiences will support children to learn about people and the environment.		
Power, Authority and Governance	SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom	SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom
People, Places and Environments	SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them	SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling
	SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home	SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)
Civic Ideals and Practices	SS.48.7 Participate in jobs and responsibilities at home, classroom or community	SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.		
Individuals, Groups and Institutions	SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play	SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers
Production, Distribution and Consumption	SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play	SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs
Science, Technology and Society	SS.48.10 Understand the use of tools, including technology, for a variety of purposes	SS.60.9 Begin to be aware of technology and how it affects life

Strand D: Early Learning experiences will support children to understand change over time.		
	3 to 4 years	4 to 5 years
Time, Continuity and Change	SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow)	SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community
	SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed	SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history

Dual Language Development Framework: Learning Progressions for Second Language Acquisition

This is a basic framework for considering development of second language learning and was developed as a supplement to the Connecticut Early Learning and Development Standards. It is necessary to consider information about children's language development in all languages they are learning when looking at their skills and progress in other developmental domains and content areas. The Language and Literacy domain applies to all students and reflects what children should know and be able to do in their first or primary language(s). Although learning multiple languages may impact the timing of some development in the Language and Literacy domain, the learning progressions in that domain are considered the primary language and literacy acquisition standards. This section is not applicable to all students, but rather is designed to raise awareness of the typical stages of acquiring a second language. It shows a general progression of skills, loosely based on a child with some initial experiences in a first language (L1), who is receiving continued support of language and academic development in L1 at the same time he/she is learning a second language (L2). The general progression in the document is shown below.

Beginning Home language and first experiences with second language	Middle Beginning use of second language	Later Increasing use of second language

There is wide variation in the experiences and skills of children who are learning a second language. The degree to which children's use of their first or second language is supported at home and in other environments has a great impact on their language development, as does the age at which they begin to learn a second language. Children with different experiences and varying exposure to languages may vary from the developmental progression indicated in this document. Some examples are:

- Children who learn two languages at home on a continuing basis from birth may develop similar skills in both languages at the same time.
- Children with strong verbal skills in L1 may move from the beginning stages to later stages more quickly than a child who is very young or who has not had strong language models in L1.
- Children whose school experiences are provided in L2 may begin to demonstrate stronger skills in L2 than in L1 if their academic knowledge, vocabulary and expression of higher order thinking are not supported in L1.

All of these variables should be considered when looking at children's language and literacy development. This document can serve as a basis for considering a child's skills when they are learning a second language or when their home language is different from that learned at school.

Research widely supports the advantages of learning multiple languages and shows that greater skills in a first language support the development of skills in a second language. Therefore, this document promotes continuing support for children's language development in their first language. While the supports for first and second language development may not occur in the same settings, communication and coordination to ensure common goals across settings will help to ensure the best outcomes for children.

Dual Language Development Framework

Learning Progression	Beginning Home Language and first experiences with second language	Middle Beginning use of second language	Later Increasing use of second Language
Strand A: Early learning experiences will support children to develop listening skills.			
Comprehension of Information Presented Orally	DLL.B.1 Demonstrate an understanding of words related to basic and advanced concepts in L1 that are appropriate for their age. May understand a few words in L2	DLL.M.1 Demonstrate listening comprehension of familiar information and concepts in L2, especially with visual and verbal supports (e.g., repetition of information, clarification)	DLL.L.1 Demonstrate listening comprehension of familiar and unfamiliar content and concepts in L2 with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Comprehension of Oral Instructions, Questions and Prompts	DLL.B.2 Respond to directions, prompts and questions in L1 and acknowledge or respond nonverbally to common words or phrases in L2 when accompanied by gestures and contextual cues	DLL.M.2 Begin to respond to age appropriate routine directions, prompts and familiar questions in L2, especially when there are contextual clues	DLL.L.2 Respond to age appropriate directions, prompts and questions in L2, including multi-step directions with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Vocabulary	DLL.B.3 Demonstrate growing vocabulary in L1 while beginning to attend to L2 language, relying on simplified speech and visual or nonverbal cues or the actual objects	DLL.M.3 Demonstrate understanding of familiar words and simple phrases in L2, especially objects, actions and basic common social vocabulary	DLL.L.3 Comprehend and respond to increasingly complex and varied L2 vocabulary with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Pronunciation and Intonation Patterns	DLL.B.4 Demonstrate an age-appropriate understanding of intonation patterns in L1 and recognize a couple of basic patterns in L2 (e.g., intonation used for question versus statement in English)	DLL.M.4 Respond appropriately to an increasing number of basic intonations patterns in L2 (e.g., can follow and use intonation of songs with or without the correct words)	DLL.L.4 Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations and commands in L2; May still demonstrate difficulty hearing some sounds
Conversations and Discussions	DLL.B.5 Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact (if culturally relevant) and attending to gestures	DLL.M.5 Use age-appropriate listening strategies during conversations and discussions, asking on-topic questions with support	DLL.L.5 Attend to speaker during conversation and discussion in L2, responding appropriately with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Strand B: Early learning experiences will support children to develop speaking skills.			
Communication of Needs	DLL.B.6 May use L1 or L2 to attempt to communicate. In L2 dominant environments may rely on nonverbal communication, such as gestures or behaviors, to seek attention, request objects or initiate a response from others	DLL.M.6 Combine nonverbal and some verbal communication in L2 to be understood by others (may use L1 and L2 in combination or may use imitative, telegraphic and/or formulaic speech); Request items in L2. May use social greetings and common phrases (e.g., "I don't know") in L2	DLL.L.6 Show increasing ability to use verbal communication in L2 to be understood by others. Demonstrate increased participation in conversations with peers and adults
Conversation and Discussion	DLL.B.7 Use L1 during language exchanges and use basic nonverbal communication techniques such as gestures, etc. May occasionally use single words in L2 to communicate	DLL.M.7 Use both L1 and L2 to engage with peers/adults, request or respond. May use L1 and L2 interchangeably (code-switching) and engage in age-appropriate social discussions	DLL.L.7 Demonstrate ability to engage in age-appropriate conversations in L2 on a variety of topics

Pronunciation and Intonation	DLL.B.8 Produce age-appropriate sounds and phonemic structures in L1. May apply L1 patterns when using single words or short phrases in L2	DLL.M.8 Use approximations of sounds and some age-appropriate sounds in L2 but may still carry pronunciation patterns from L1. May add or omit sounds in L2 even when repeating after a model DLL.M.9 Use age-appropriate pronunciation, enunciation, intonation and fluency using words, phrases and simple sentences when repeating after a model	DLL.L.8 Generally use age-appropriate pronunciation, enunciation, intonation and fluency in L2 but may still carry pronunciation patterns from L1
Grammar and Syntax	DLL.B.9 Use age-appropriate grammar in L1 (e.g., plurals, simple past tense, etc.). May apply L1 patterns when using single words or short phrases in L2	DLL.M.10 Begin to use some L2 grammatical structures but may still apply rules from L1 to L2	DLL.L.9 Increasingly use age-appropriate forms of grammar in L2, (e.g., plurals, simple past tense, subject-verb agreement)
Social Conventions	DLL.B.10 Use age-appropriate social communication skills in L1. May apply L1 conventions when using single words or short phrases in L2	DLL.M.11 Show a beginning understanding of social conventions in L2	DLL.L.10 Use age-appropriate verbal and nonverbal social conventions in L2
Vocabulary Production	DLL.B.11 Use age-appropriate vocabulary in L1 and begin to use and demonstrate understanding of (through nonverbal communication or gestures) basic, concrete labels in L2	DLL.M.12 Begin to use L2 vocabulary, especially concrete objects and routine verbs. Also begin to use social greetings and common phrases/words and appropriate nonverbal actions that indicated understanding of common phrases/words	DLL.L.11 Use age-appropriate and varied vocabulary in a variety of contexts with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Utterance Length and Complexity	DLL.B.12 Use age-appropriate range of utterance length in L1 and may use isolated words in L2	DLL.M.13 Use two and three word utterances in L2 while continuing to expand utterance length and complexity in L1	DLL.L.12 Use age-appropriate utterance length in L2 with increasing use of more complex grammatical structures and a wider variety of elements of speech (e.g., descriptors, pronouns, etc.)
Academic Information (inquiry, narrative development)	DLL.B.13 Prefer use of L1 to engage in learning and exploration across developmental domains or content areas (e.g., ask and answer age appropriate questions related to science and math, identifies emotions, retells stories, etc.)	DLL.M.14 Begin to use L2 to engage in inquiry and learning experiences; may rely on students that share common L2 for understanding and learning. Need concrete experiences to acquire understanding and make connections to L1, prior experiences and known concepts	DLL.L.13 Are able to use L1 or L2 in a range of learning and exploratory contexts with continued ongoing support in L1 and L2
Strand C: Early learning experiences will support children to develop early literacy skills. Note: These progressions apply to children approximately3-5 years of age.			
Vocabulary, Symbols and Environmental Print	DLL.B.14 Begin to recognize that symbols (classroom, home or community) in the environment carry a consistent meaning in L1 or L2	DLL.M.15 Recognize in the environment (classroom, home or community) some familiar symbols, words and print labels in L1 or L2	DLL.L.14 Recognize in the environment (classroom, home or community) an increasing number of familiar symbols, words and print labels in L2
Connect written text and spoken language	DLL.B.15 Begin to recognize the first letter in their own name or the character for their own name in L1 or L2	DLL.M.16 Identify some letters or characters in L1 and L2 and the sounds associated with them	DLL.L.15 Begin to demonstrate that the letters or characters of the L2 alphabet or system are symbols that make up or represent words
Phonemic awareness	DLL.B.16 Attend to and experiment with different sounds or tone in words in L1	DLL.M.17 Attend to and experiment with different sounds or tone in words in L1 and L2 with support	DLL.L.16 Experiment with and vary sounds in words in L1 and L2 (e.g., manipulating onsets, rimes and phonemes to create rhymes, alliteration, etc.)
Written language	DLL.B.17 Begin to demonstrate an awareness that written language can be in L1 or L2	DLL.M.18 Begin to use marks or symbols to represent spoken language in L1 or L2	DLL.L.17 Continue to develop beginning writing skills by using letters or symbols from L2 to represent their ideas

Appendix A: CT ELDS to Common Core State Standards Alignment — English Language Arts

Language and Literacy Early Learning and Development Standards			Common Core State Standards in English Language Arts
	3 to 4 years	4 to 5 years	Kindergarten
Strand A: Understand Language (Receptive Language)			
Word Comprehension	L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real & symbolic contexts	L.60.1 Understand an increasing variety and specificity of words for objections, actions and attributes encountered in both real and symbolic contexts	CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content CC.K.L.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck) CC.K.L.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word CC.K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings CC.K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent CC.K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) CC.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful) CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts
		L. 60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects	
Language Comprehension	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g., "Put the blue paper under the box.")	L.60.3 Understand increasingly complex sentences that include 2 to 3 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water.")	
Strand B: Use language (Expressive language)			
Vocabulary	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	
	L.48.4 Use simple pronouns (I, me, you, mine, he, she)		
	L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog)	L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)	
Expressing Ideas, Feelings and Needs	L.48.6 Communicate about current or removed events and/or objects	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as under, beside and comparative words such as bigger or longer)	CC.K.SL.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail CC.K.SL.6 Speak audibly and express thoughts, feelings and ideas clearly
	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas		

Language Structure	L.48.8 Use basic grammar rules including irregular past tense and questions Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular & irregular past tense, irregular plurals Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	CC.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when speaking CC.K.L.1.a Print many upper- and lowercase letters CC.K.L.1.b Use frequently occurring nouns and verbs CC.K.L.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) CC.K.L.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) CC.K.L.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) CC.K.L.1.f Produce and expand complete sentences in shared language activities
	L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults	L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	
Strand C: Use language for social interaction			
Conventions of Conversation	L.48.10 Maintain a topic of conversation over the course of several turns	L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or asking questions	CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups CC.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) CC.K.SL.1.b Continue a conversation through multiple exchanges CC.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood
Language for Interaction	L.48.11 Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information	
Strand D: Book Appreciation and Knowledge			
Show Interest and Engagement with Books	L.48.12 Select fiction and non-fiction books to be read and attend with interest	L.60.11 Independently choose to 'read' books and select a variety of texts, including fiction and nonfiction	CC.K.R.F.4 Read emergent-reader texts with purpose and understanding CC.K.R.I.10 Actively engage in group reading activities with purpose and understanding CC.K.R.L.10 Actively engage in group activities with purpose and understanding
Understands Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or share information learned from nonfiction text	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or shares key details from informational text	CC.K.R.I.1 With prompting and support, ask and answer questions about key details in a text CC.K.R.I.2 With prompting and support, identify the main topic and retell key details of a text CC.K.RL.1 With prompting and support, ask and answer questions about key details in a text CC.K.RL. 2 With prompting and support, retell familiar stories, including key details CC.K.R.L.3 With prompting and support, identify characters, setting and major events in a story

	L.48.13 Ask and answer simple who, what, where and why questions related to story or text	L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)	CC.K.R.I.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
	L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	L.60.14 Use connections between self and character experience and emotions to increase comprehension	
Strand E: Knowledge of Print and Its Uses			
Book Concepts	L.48.16 Looks at pages of a book from left to right (or according to conventions of home language)	L.60.15 Know how print is read (left to right, top to bottom, front to back or according to convention of home language)	CC.K.R.F.1 Demonstrate understanding of the organization and basic features of print CC.K.R.F.1.a Follow words from left to right, top to bottom, and page by page CC.K.R.I.4 With prompting and support, ask and answer questions about unknown words in a text CC.K.R.I.5 Identify the front cover, back cover, and title page of a book CC.K.R.I.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text CC.K.R.L.4 Ask and answer questions about unknown words in a text CC.K.R.L.5 Recognize common types of texts (e.g., storybooks, poems) CC.K.R.L.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story CC.K.R.I.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) CC.K.R.I.8 With prompting and support, identify the reasons an author gives to support points in a text CC.K.R.I.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) CC.K.R.L.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) CC.K.R.L.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories
	L.48.17 Recognizes that print represents spoken words (i.e., first name in print, environmental labels)	L.60.16 Know that books have titles, authors, illustrators or photographers	
		L.60.17 Recognize words as a unit of print and that letters are grouped to form words	
Print Concepts	L.48.16 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	L.60.18 Identify some familiar printed words out of context	CC.K.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words CC.K.R.F.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant CC.K.R.F.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels CC.K.R.F.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) CC.K.R.F.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ
		L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text	

Letter Recognition	L.48.19 Recognize some letters especially those in one's own name	L.60.2 Recognize and names known letters of the alphabet in familiar and unfamiliar words L.60.21 Make some letter-sound connections	CC.K.R.F.1.b Recognize that spoken words are represented in written language by specific sequences of letters CC.K.R.F.1.c Understand that words are separated by spaces in print CC.K.R.F.1.d Recognize and name all upper- and lowercase letters of the alphabet
Strand F: Phonological Awareness:			
Phonological Awareness	L.48.20 Recognize rhyming words in songs, chants or poems L.48.21 Identify when initial sounds in words are the same L. 48.22 Distinguish individual words in a sentence	L.60.22 Produce rhyming words or words that have same initial sound L.60.23 Recognize which words in a set of words begin with the same sound L.60.24 Distinguish syllables in words	CC.K.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) CC.K.R.F.2.a Recognize and produce rhyming words CC.K.R.F.2.b Count, pronounce, blend, and segment syllables in spoken words CC.K.R.F.2.c Blend and segment onsets and rhymes of single-syllable spoken words CC.K.R.F.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* (This does not include CVCs ending with /l/, /r/,or /x/.) CC.K.R.F.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
Strand G: Conveying meaning through drawing, letters and words			
Conveying meaning through drawing, letters and words	L.48.23 Draw or "writes" to convey an idea, event or story. "Writing" involves scribbles, letters and/ or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	L.60.25 Draw original stories with a beginning, middle and end	CC.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .) CC.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic CC.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened CC.K.W.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers CC.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
	L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound	CC.K.L.2 Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing CC.K.L.2.a Capitalize the first word in a sentence and the pronoun I CC.K.L.2.b Recognize and name end punctuation CC.K.L.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes)

Appendix B: CT ELDS to Common Core State Standards Alignment — Mathematics

Mathematics Early Learning and Development Standards			Common Core State Standards in Mathematics
	3 to 4 years	4 to 5 years	Kindergarten
Strand A: Understand Counting and Cardinality			
Number Names	M.48.1 Say or sign the number sequence up to at least 10	M.60.1 Say or sign the number sequence up to at least 20	K.CC.1. Count to 100 by ones and by tens. K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Cardinality	M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set	M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted c. Understand that each successive number name refers to a quantity that is one larger
	M.48.3 Count out a set of objects up to 4	M.60.3 Count out a set of objects up to 5	K.CC.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects
Written Numerals	M.48.4 Recognize written numerals up to at least five	M.60.4 Recognize written numerals up to at least 10	K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)
Recognizing Quantities	M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects	M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	K.Introduction. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away
Comparison	M.48.6 Compare sets of 1-5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies* (* Include groups with up to ten objects) K.CC.7. Compare two numbers between 1 and 10 presented as written numerals

Strand B: Understand and describe relationships to solve problems (operations and algebraic thinking)			
Number Operations	M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group	M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through 5 M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)	K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed by ten ones and one, two, three, four, five, six, seven, eight, or nine ones K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations * Drawings need not show details, but should show the mathematics in the problem (This applies wherever drawings are mentioned in the Standards.) K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1) K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation K.OA.5. Fluently add and subtract within 5
Strand C: Understand the attributes and relative properties of objects (measurement and data)			
Measurement	M.48.8 Recognize measurable attribute of an object such as length, weight or capacity	M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount) M.60.10 Begin to use strategies to determine measurable attributes (length or capacity of objects). May use comparison, standard or non-standard measurement tools	K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter
Data	M.48.9 Sort objects into two groups, counts and compares the quantity of the groups formed (e.g., indicates which is more)	M. 60.11 Represent data using a concrete object or picture graph according to one attribute	
Sorting and Classifying	M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute	K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by\ count ** ** Limit category counts to be less than or equal to 10

Strand D: Understand shapes and spatial relationships (geometry and spatial sense)			
Spatial Relationships	M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object	K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to K.G.2. Correctly name shapes regardless of their orientations or overall size K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid") K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length)
Identifying Shapes	M.48.12 Identify 2- dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size	
Composing Shapes	M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment	M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose	K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes K.G.6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

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Attachment 2

Appendix C: Connecticut Early Learning and Development Standards (CT ELDS)

Development Process

Early learning and development standards are statements of what children from birth to age five should know and be able to do at various ages across their earliest years of development. These learning progressions serve as guides for the adults who support children's growth and development over time, providing a basis for planning experiences and providing support through the early childhood years. The Connecticut Early Learning and Development Standards (CT ELDS) will serve as the foundation for supporting ALL young children, no matter where they live, play and learn.

The Governor's Early Childhood Education Cabinet, along with the Connecticut State Department of Education (CSDE) and the newly formed Office of Early Childhood, has devoted significant fiscal and human resources to creating rigorous and developmentally appropriate early learning and development standards. This process has taken place over the course of 2 ½ years, with development completed in October 2013.

Background Work

As a part of Connecticut's 2009 application for American Recovery and Reinvestment Act funds for Head Start State Advisory Councils, early learning standards were identified as a priority area. The goal for this priority area was: By September 2013, Connecticut will adopt comprehensive and multi-domain early learning standards that reflect a progression of skills, birth through age five, aligned with kindergarten through grade 12 standards. A workgroup to address this goal was selected with the intention of ensuring wide, cross-sector input. The first meeting of the Learning Standards Workgroup was convened on June 22, 2011, and included representatives from the Connecticut Early Childhood Education Cabinet, the Connecticut Department of Education, Head Start, higher education, early intervention, the Regional Education Service Centers, home care provider networks, public schools and the state chapter of the National Association for the Education of Young Children. A full list of workgroup members and their affiliations can be found in Appendix D.

The Learning Standards Workgroup relied heavily upon two guiding documents to inform the process of standards development:

- The Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE): Early Learning Standards: Creating the Conditions for Success (NAEYC, 2012)
- Early Learning Guidelines Resource: Recommendations and Issues for Consideration When Writing or Revising Early Learning Guidelines (Scott-Little, Kagan, & Frelow, 2010)

In order to provide a strong background for members, the workgroup reviewed both current Connecticut documents and other state and national sets of early learning standards. After members had an opportunity to explore specific characteristics of these valuable documents, the group began addressing the various issues set forth by Scott-Little, Kagan & Frelow (2010) including: guiding principles, age ranges and groupings, domains and subject areas and the structure of the standards.

In the fall of 2011, shortly after the workgroup began this process, the United States Department of Education released its Race to the Top Early Learning Challenge application. Connecticut opted to address early learning and development standards as a key strategy under Focused Investment Area C of the Early Learning Challenge. The efforts of the

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Standards Workgroup were coordinated with the Connecticut Leadership Team for the Race to the Top application and a detailed plan was developed for the learning standards work. Although funding was not granted to Connecticut, the plan outlined in the application served as a guide for the continued work of the Standards Workgroup.

The specific steps in the development process are outlined below. These efforts involved many local and national experts, in addition to the contribution of the Standards Workgroup members. A full listing of those who contributed to the various stages of this work is included in Appendix E.

Alignment and Gap Analysis

The first critical step in creating new learning standards was a detailed and thorough alignment and gap analysis of Connecticut's current learning standards. The workgroup chose to draw upon existing documents as much as possible, both in an effort to ease the transition to new learning standards and to effectively capitalize on previous investments and resources used in creating standards documents. Determining the existing alignments of standards and identifying gaps involves intensive consideration of documents, which often have very different structure and language. Below is a list of the various alignment projects conducted. The information gathered through this work was integral to the development of the first draft of the CT ELDS.

- Comparison of Common Core State Standards and Connecticut's preschool standards (the Connecticut Preschool Curriculum Framework): this process involved CSDE consultants as well as outside local experts in the area of Mathematics and English Language Arts. The alignment between documents was examined and a crosswalk document, including guidance for practice, was issued.
- Comparison of Connecticut's preschool standards (the Connecticut Preschool Curriculum Framework) and the Head Start Child Development and Early Learning Framework: the CSDE and the Connecticut Head Start Association engaged in an intensive and collaborative process to determine the alignments and gaps between these two documents. This process involved rating the degree of matches found, a cross check for agreement on the matches and the reconciliation of any discrepancies. The completion of this work resulted in the report: Crosswalk between the Head Start Child Development and Early Learning Framework

and the Connecticut Preschool Curriculum and Assessment Frameworks (Connecticut Head Start Association, 2012).

- SRI International's Standards Alignment Study. This study included the following documents: Connecticut's Preschool Curriculum Framework, Connecticut's Kindergarten Science Curriculum Standards, Connecticut's Kindergarten Social Studies Framework and the Connecticut Guidelines for the Development of Infant and Toddler Early Learning. A full report dated May 30, 2012, detailed the process and outcomes of this study (Hebbeler and Taylor, 2012).

Drafting New Standards

On June 25 and 26, 2013, groups of experts in each of the identified domains were gathered to create a first draft based upon the structure outlined by the Learning Standards Workgroup. Each group utilized the information from the alignment and gap analysis studies, additional resources and research (including other state standards documents, K-12 standards and research) and crafted an initial draft of new birth-to-five standards across seven age bands.

This initial draft was reviewed by multiple experts throughout the state for further refinement in July and August of 2012. These reviewers considered the initial draft of the CT ELDS from one of several perspectives:

- Domain-specific feedback, including:
  - Breadth, depth and relative difficulty of skills addressed
  - The age appropriateness of the indicators
  - The placement of the indicators within the domain
  - The wording of the indicators
- The cultural relevancy of the indicators for diverse populations
- The appropriateness of the indicators for children who are dual-language learners
- The appropriateness of the indicators for children with special needs

Finally, EASTCONN, the acting fiduciary of the Connecticut Early Childhood Education Cabinet, worked with CSDE to synthesize the input and make revisions based upon the expert input. This resulted in the draft CT ELDS.

Content Validation

The Standards Workgroup decided to adhere to the recommended practices for standards development set forth by Scott-Little, Kagan & Frelow (2010). Requests for Proposal were issued for both a Content Validation Study and an Age Validation Study. The review of the proposals submitted resulted in the recognition that additional funding would be necessary to support a methodologically sound age validation study. However, as a result of the RFP process, the Connecticut Early Childhood Education Cabinet entered into a contract with the National Association for the Education of Young Children to conduct a Content Validation Study. This study involved gathering feedback from national experts as to whether the skills, knowledge and dispositions in the Connecticut Early Learning and Development Standards reflect critical, comprehensive goals and a continuum of growth and development. This study was completed in September 2013 and revisions to the draft standards were made as a result of this report (Snow, 2013).

The Content Validation Study contributed greatly to the robust and thorough process Connecticut engaged in to create the Connecticut Early Learning and Development Standards, thereby ensuring that our efforts to support ***All Children, In All Settings, Every Year***, are based on the strongest of foundations: sound early learning and development standards.

Appendix D: Connecticut Early Childhood Education Cabinet: Early Learning Standards Workgroup

Co-Chair: Harriet Feldlaufer ..... *Chief, Bureau of Teaching & Learning, Connecticut State Department of Education*

Co-Chair: Dina Anselmi ..... *Co-director, Trinity College Center for Teaching & Learning and Associate Professor of Psychology*

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Appendix E: Standards Alignment, Drafting and Revision Process Participants

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The Connecticut Early Childhood Workforce Core Knowledge and Competency Framework

Peg Oliveira, Deborah Adams, Colleen Brower and the Early Childhood Workforce Workgroup

I. Introduction

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Introduction

Every moment an adult interacts with and cares for a young child is a moment rich with the potential for learning. An effective early childhood teacher must be knowledgeable about child development, able to engage in respectful reciprocal relationships with children, families and the community, and adept in the use of strategies and tools to promote positive development. Early childhood teachers must have a firm understanding of relationship-based practices, personal knowledge of child development and all academic areas, in order to effectively support every child's growth in all domains, including children with special needs. In addition, early childhood teachers should be skillful at observing and assessing learning and intentional in planning experiences and environments that support every child's growth.

In order to effectively encourage children's social and emotional development for example, a teacher must possess an understanding of theories of social and emotional development, exhibit particular dispositions such as empathy and caring, and be able to implement specific strategies and practices (i.e., those associated with helping children cope with separation, becoming self-regulated).

Research shows that the development of early childhood teachers with these competencies brings great rewards for children. High-quality early childhood care and education produces substantial long-term educational, social, and economic benefits. The largest benefits for children occur when early childhood teachers are professionally prepared and adequately compensated.

This document offers a blueprint of the core competencies early childhood teachers should possess in order to take advantage of this formative period in a child's life. These core competencies are meant to cross a variety of sectors where teachers interact with children ages birth to five, such as, public schools, family child care homes, and all of licensed early care settings.

Acknowledgements

This work is a product of thoughtful collaboration between individuals that represent multiple agencies as well as sectors/settings in which children receive early care and education. The time dedicated to the brainstorming, review, and constant editing by groups of volunteers speaks volumes to the passion and commitment people have for improving the early childhood workforce. The Connecticut Early Childhood Workforce Workgroup and the Connecticut Early Childhood Workforce Core Knowledge and Competency Core Knowledge and Competency Leadership Team extends endless gratitude to the workgroups and reviewers for their time and expertise in developing this draft and for their continued interest in completing this work. A special thanks to EASTCONN for providing the office support and graphic design elements. Please see Appendix A for a listing of workgroup members.

Rationale and Purpose

As research has revealed more about the rapid growth and development of young children and how they learn best, it has also underscored the importance of early learning for later school success[1]. Similarly, research on the temperament and skills understood to be predictive of an effective early childhood teacher has also expanded Connecticut's efforts to build a high quality early care and education system. Leveraging this research while building a system to help ensure that every child is cared for by a highly qualified workforce with access to a high quality professional development system will benefit our youngest learners.

At the foundation of this system is the knowledge base of theory and research that underlies practice. This is referred to as **Core Knowledge and Competencies** and is defined as:

Core Knowledge and Competencies for teachers define what early care educators need to know (content) and be able to do (skills) while working with and/or on behalf of children and their families.

Core Knowledge and Competencies provide all who work within Connecticut's early care and education sectors a common set of standards upon which training, technical assistance, and post-secondary coursework can be designed and aligned.

The specific goals of this Core Knowledge and Competencies document are to:

- Provide coherent structure and content to inform the daily practice of professionals who work directly with young children and their families;
- Promote self-reflection and intentional professional development;
- Guide program administrators and directors in assessing staff, identifying areas for professional development, and creating/reviewing job descriptions;
- Aid professional development organizations in designing professional learning opportunities that will fulfill competency needs;
- Assist teacher education programs in designing course content that will fulfill competency needs, as well as facilitate transfer and articulation agreements; and
- Support public and private investments, incentives, and initiatives that encourage and facilitate professional competency.

[1] Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications Issue 2 / Revised December 2004, W. Steven Barnett, National Institute for Early Education Research.

Connecticut chose to first identify core knowledge and competencies for the role of teacher across various settings/sectors. The teacher role was chosen because it has the most immediate impact on children when they are outside their home. The teacher role was also chosen to align the multiple credentials and certifications associated with this role by offering a unifying framework.

The working definition of "early childhood teacher" developed for this purpose is:

Parents are their children's first and most influential caregivers and teachers. During the course of their early years, however, most children in Connecticut will also have their development and experiences shaped by at least one early childhood professional – someone dedicated to the care, education and well-being of young children, birth to age eight, and their families.

The Connecticut Early Childhood Workforce Core Knowledge and Competency Framework is intended for early childhood teachers across all settings (schools, community, child center classrooms and home-based care) who work with children, singularly or in groups, birth through age 5 and their families. The CT Core Knowledge and Competencies articulate the essential skills and knowledge that teachers who work with young children and their families need to know, understand, and be able to do to promote and assess young children's healthy development and learning. Through the work of expert advisers, and with input from early childhood education professionals and stakeholders, the resulting competencies offer a road map for building meaningful relationships with children, families and colleagues, for creating nurturing, stimulating environments, and for developing oneself as a professional in this incredibly important field.

Alignment with Related Standards

In the process of defining Connecticut's Early Childhood Workforce Core Knowledge and Competency Framework, developers began with the expectations and definitions of a comprehensive early childhood workforce as set forth in the federal Race to the Top Early Learning Challenge (RTT-ELC) grant application.[2] This definition states that a core knowledge and competency framework, at a minimum:

> (a) Is evidence-based;
> (b) Incorporates knowledge and application of the State's Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with all children and families;

[2] Core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts. Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems. NAEYC 2009.

(c) Includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children;
(d) Incorporates effective use of data to guide instruction and program improvement;
(e) Includes effective behavior management strategies that promote positive social and emotional development while reducing challenging behaviors;
(f) Incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and early childhood Teachers; and
(g) Includes knowledge of protective factors and effective approaches to partnering with families and building families' knowledge, skills, and capacity to promote children's health and development.

The developers of Connecticut's Early Childhood Workforce Core Knowledge and Competency Framework sought symmetry with the core knowledge and competency reports produced in our neighboring states of Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont. This effort was made in order to achieve a set of Connecticut Core Knowledge and Competencies for Early Childhood Teachers that are in accord with the region, ultimately leading to the possibility of the portability of credentials between New England states for the early childhood workforce. This regional alignment encourages opportunity for a highly qualified workforce in the New England region.

The alignment process focused first on the consistency of the competencies with the Federal definition, NAEYC standards and other important resources; and with neighboring states (Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont). Additionally, developers incorporated changes in the field such as new trends, research, regulations, and ongoing development of other states' initiatives.

Based on this research, the Connecticut Core Knowledge Domains chosen for inclusion are:

- Building Meaningful Curriculum
- Using Developmentally Effective Approaches for Teaching and Learning
- Promoting Child Development and Learning
- Observing, Documenting and Assessing
- Building Family and Community Relationships
- Health, Safety and Wellness
- Professionalism and Advocacy

An additional priority was to address competency elements that are needed to elevate Connecticut's prominence within the federal Race to the Top Early Learning Challenge (RTT-ELC) criteria. As such, an effort was made to weave the following elements throughout the core knowledge areas as foundational to the fabric of high quality practice:

- Special Education
- Cultural Competence
- Dual Language Learners

Guiding Principles and Core Beliefs

The following Core Beliefs, drawn from work on Core Knowledge and Competency Framework development in California, served as the foundation for the development of this framework, and form the heart of all seven of the competency domains:

- Children are born ready to learn.
- The family is where children attain their first experiences in life and is the most prominent and continuing influence in a child's life.
- All children and their families, regardless of their racial-ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected.
- Families and children have the right to access support systems that foster their growth and development.
- Every human being is a unique individual, with diverse modes of learning and expression as well as experiences, interests and strengths.
- Children are worthy of the same respect as adults.
- Children's needs for shelter and for physical, intellectual, emotional, and social nourishment must be met for them to grow, develop, and learn to their fullest potential.
- Children are social beings who need to be engaged in meaningful relationships.
- Children have the right to secure, trusting relationships with adults and to safe, nurturing environments.
- Children learn through play, both simple and complex. Teaching and learning are dynamic, integrated, and reciprocal processes.
- Children learn through self-directed play as well as meaningful, intentionally planned experiences, in a typical sequence of awareness, exploration, inquiry and application.
- Social and emotional learning is key to every child's ability to self- regulate, to identify their own feelings and to interact successfully with others.
- Children construct knowledge based on their curiosity and driven by their interests as well as through interactions with adults and other children facilitating this construction.
- Children learn best when exposed to and engaged in high-quality environments, interactions, and relationships.

- Children learn best when the adults in their life work in partnership with one another.

In defining the Core Knowledge and Competencies for Early Childhood Teachers, Connecticut will incorporate the following Guiding Principles:

- Build a **meaningful curriculum** to advance all areas of each child's development, including social, emotional, intellectual, and physical competence;
- Use developmentally appropriate techniques to **teach effectively**;
- Support **child development and learning** by understanding that children develop at individual rates, yet in a predictable sequence, and applying this knowledge in practice;
- Systematically **observe, document and assess** children's behavior, to inform planning for individual experiences and build meaningful curriculum, as well as to recognize and meet individual needs;
- Build productive and reciprocal **partnerships with children and their families and communities**, recognizing that children are best understood in the context of family, culture, and society;
- Maintain a **safe and healthy environment** for children;
- Make a commitment to **professionalism** by continuing to develop skills and work collaboratively to improve the quality of early care and education services.
- Include the array of experience brought by diversity of **culture, dual language learners and children with special needs**.

Background and Process

Phase 1: Reviewing existing competencies in Connecticut

In 2011, the federal Race to the Top Early Learning Challenge (RTT-ELC) grant application set forth expectations and definitions for states to build the foundations for a comprehensive early childhood workforce. Connecticut established an early childhood stakeholder workgroup to examine the State's current workforce status and documents that guide Connecticut's workforce development. The stakeholder workgroup found that Connecticut has:

- Multiple sets of competencies[3] associated with the teacher role and multiple certifications and/or credentials but no unifying framework that describes the expectations associated with the role of the teacher across sectors/settings.

- Some competencies associated with some but not all early childhood teacher roles and no single framework that describes the expectations associated with each early childhood role.

[3] Competency sets included SDE Teacher Certification PK-3 or B-K, SDE Teacher Certification Special Education PK-12, Early Childhood Teacher Credential (ECTC), Child Development Associate (CDA) credential, Training Program in Child Development (TPCD)/CCAC Core Areas of Knowledge, Infant/Toddler Credential (for Birth to 3 system) and Infant/Toddler Certificate (offered by Charter Oak State College)

These findings set the charge for the first phase of work, undertaken by a stakeholder group of 40 individuals, representing a variety of sectors, to further examine the multiple sets of competencies associated with the teacher role. This process set a baseline for the next phase; developing a Core Knowledge and Competencies framework for the teacher role and eventually all other early care and education roles.

Phase 2: Defining Connecticut's Core Knowledge and Competency Framework

In February, 2013, experts from across the state representing Connecticut's early care and education system (child care centers, family child care providers, state-funded programs, Head Start, higher education institutions, coaches and consultants) were invited to participate in a daylong forum on the defining the process for determining Connecticut's Core Knowledge and Competencies.

Drawing from their own experiences, national experts as well as representatives from New England states offered their expertise, consultation and perspectives on the development of an Early Childhood Workforce Core Knowledge and Competency Framework in their states. Feedback from the forum was used to prepare Connecticut's draft set of core knowledge and competencies.

Interested forum participants were invited to join in an ongoing stakeholder work group dedicated to development of Connecticut's Core Knowledge and Competencies. Thirty stakeholders from the forum volunteered to participate in the design of a Connecticut Core Knowledge and Competency framework and to create accompanying documents. An independent consultant, a consultant from the State Department of Education (who recently transitioned to the new Office of Early Childhood in July 2013) and a consultant from Connecticut Charts-A-Course (who recently transitioned to the new Office of Early Childhood in July 2013), comprised the leadership team and facilitated the stakeholder work group meetings as well as an online process of editing preliminary drafts of Connecticut's Core Knowledge and Competencies.

Three daylong working group sessions were held that allowed input from the intended audience for the competencies; teachers and those who are responsible for their professional development.

The first working group session held in April 2013 centered on the definition of each domain by which competencies would be constructed. Participants agreed on a set of Core Beliefs and Guiding Principles to frame their work, and began by making several significant design decisions including:

- To include indicators, as well as domains of Core Knowledge and Competencies
- To align the knowledge and competencies by level with an adapted version of Bloom's Taxonomy.

The stakeholder work group then defined domains of Core Knowledge and Competencies for inclusion. These domains are:

- Building Meaningful Curriculum

- Using Developmentally Effective Approaches for Teaching and Learning
- Promoting Child Development and Learning
- Observing, Documenting and Assessing
- Building Family and Community Relationships
- Health, Safety and Wellness
- Professionalism and Advocacy

Additionally, the following strands of knowledge were identified as elements that needed elevated prominence within the federal Race to the Top Early Learning Challenge (RTT-ELC) criteria. These strands are:

- Special Education
- Cultural Competence
- Dual Language Learners

Domains were edited and solidified through an online feedback process. Following this process, a second working group session, held in May 2013, centered on the definition of indicators within these competency domains. At this meeting participants were asked to consider and define indicators by level within the defined domains.

After the draft competencies were revised based on feedback from the second stakeholder working group meeting and online edits the consultant posted an updated draft to the online editing format. Subsequent weekly online "homework" assignments allowed members to comment on developing drafts of this report. All feedback was analyzed and considered for inclusion in the final draft.

To expand the perspective, a draft was sent to groups of individuals who did not participate in the workgroups but work within one or more of the sectors/settings in which this document is intended. Feedback was incorporated and a third working group session, held in July 2013, focused on sorting out redundancy and confirming the placement of items.

A final sorting by the leadership team along with results from the stakeholder workgroup meetings and online edits, as well as previous research on the development of CKC's in other states, was synthesized and produced this penultimate draft of a Connecticut Early Childhood Workforce Core Knowledge and Competency Framework.

Core Competency Areas

Connecticut's Draft Early Childhood Workforce Core Knowledge and Competencies are organized into seven domains deemed important to the profession. Additionally, reflected in all domains is the respect for the need, across all domains, for knowledge and understanding of cultural competency, dual language learning and special education as related to each domain.

Also important, the Connecticut Early Learning and Development Standards (ELDS) that outline the knowledge, skills, and dispositions that children ages birth to age five should know and be able to do, were woven throughout the domains as a foundational framework to guide practice

and assessment. See Appendix B for a description of each domain.

Using Bloom's Taxonomy to Guide and Assess Skills and Knowledge

Inherent in each of the seven competency areas is the assumption that adults can exemplify their knowledge, understanding and skill across a continuum of higher order thinking; from beginner to advanced. Bloom's Taxonomy-Revised provides the frame that supports the continuum of thinking skills that early childhood educators should possess as well as be able to promote with young children.

Bloom's Taxonomy is a multi-tiered model of classifying learning according to six cognitive levels of complexity, or thinking structures. The lowest three levels are: knowledge, comprehension, and application. The highest three levels are: analysis, synthesis, and evaluation. Each level scaffolds and builds upon the prior.

With the Bloom's Taxonomy-Revised framework as an organizing device, the knowledge and competencies become more complex. The six levels of Bloom's were re-structured by the leadership team into four levels for the purpose of simplicity and to align with existing core knowledge and competency frameworks in neighboring states. The core competency levels are also cumulative. In other words, (1) concepts at Level 1 will advance in difficulty through the subsequent levels; and (2) someone working at a Level III in any given competency area should have the knowledge and competencies identified for Levels I and II in that area. See Appendix C for a description of the re-structured Bloom's Taxonomy.

Summary

This DRAFT Core Knowledge and Competency Framework document (see Appendix D) completes the work outlined in the Workforce Workgroup strategic goal. The work will continue through the Office of Early Childhood in collaboration with the cross-sector workgroups. The following work will continue.

- A cross-walk between documents from neighboring states, Connecticut credentials and certifications, and national standards to identify alignment across states and national work.
- Coding the interwoven strands (Special Education, Cultural Competence, and Dual Language Learners)
- Referencing seminal work.
- A glossary of terms
- Final editing and vetting of the Connecticut document
- Begin development of Core Knowledge and Competency Frameworks or early childhood roles such as Directors, Coaches, Consultants, Specialists, Home Visitors, Higher Education Faculty, Professional Development Designers/Trainers, etc.
- Begin constructing competency-based professional develop plan frameworks and evaluation tools.

Our culminating efforts will result in foundational documents outlining the competencies for multiple early childhood roles by which training and technical assistance will be based to better

serve individuals working in those roles. Professional development plans and evaluative measures will assist individuals to grow in their role and explore additional role options as they progress in competency development. To reiterate, 'research shows that the development of early childhood teachers with these competencies brings great rewards for children'. Connecticut is well on its way to codifying these competencies in alignment with other states to promote regional sharing of expertise and portability of credentials thanks in a large part to the leadership of the Workforce Workgroup and the funding provided by the Connecticut Early Childhood Cabinet.

APPENDIX A:

CONNECTICUT'S EARLY CHILDHOOD WORKFORCE CORE KNOWLEDGE AND COMPETENCIES WORKGROUP

This draft edition of **Connecticut's Early Childhood Workforce Core Knowledge and Competencies Workgroup** is the result of thoughtful collaboration among many early childhood professionals. We thank the following early childhood professionals, representing various sectors, who provided their insight, expertise, tireless assistance and guidance during the writing and review process of **Connecticut's Early Childhood Workforce Core Knowledge and Competencies Workgroup.**

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APPENDIX B:

CONNECTICUT'S EARLY CHILDHOOD WORKFORCE CORE KNOWLEDGE AND COMPETENCIES DOMAIN DESCRIPTIONS

1. Building Meaningful Curriculum

Early childhood teachers must have a firm understanding of relationship-based practice, personal knowledge of child development and all areas of development, in order to effectively support every child's growth in all domains, including children with special needs. They should be familiar with national and state early learning standards.

Teachers of young children use their knowledge to design, implement, and evaluate experiences that promote positive development and learning for each and every young child; individually and in groups. They use a curriculum-planning process that responds to the strengths, interests, and challenges of the children they teach. Teachers understand the importance of the academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas. Teachers are able to identify resources to deepen their understanding of academic content as needed. They use their own knowledge along with other resources to build a meaningful and appropriately challenging curriculum that achieves comprehensive developmental and learning outcomes for every young child.

They understand the importance of relationships and high-quality interactions in supporting successful learning and they provide a learning environment that is respectful, supportive, challenging and aesthetically pleasing which will have a positive impact on the whole child. They use their experience and knowledge of 1) the early learning standards, 2) current research, theory and best practice of how children learn and develop, 3) child assessment information and 4) the unique interests, strengths and needs of the children and families in the program to design, implement, and evaluate meaningful challenging curriculum for each child.

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to develop experiences that promote child development and learning. The CKC's describe the background knowledge and skills teachers need in order to effectively implement the ELDS. It is expected that teachers understand the learning goals and definitions of each learning domain as outlined in the CT ELDS.

2. Using Developmentally Effective Approaches for Teaching and Learning

Teaching, as defined in this competency, is the use of developmentally effective appropriate strategies and tools to promote development and learning, based on an understanding of the complexity of child characteristics and the intersect of relationships and interaction as the foundation of practice. This competency area focuses on the teacher's role in designing interactions and experiences.

Teachers of young children recognize that teaching is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. Teachers of young children should be familiar with a wide array of approaches, curriculum models, instructional strategies and tools. They understand that children construct knowledge through hands-on, engaging experiences with people and materials. Teachers of young children understand the goals, benefits, and limitations of equipment, materials, and daily routines. They demonstrate the ability to develop positive and respectful relationships that meet the needs of a diverse group of children. They support play as a vehicle for learning.

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to guide appropriate approaches for teaching and learning. It is expected that teachers understand the essential dispositions that underpin competent learning and the strategies to support such dispositions.

3. Promoting Child Development and Learning

Knowledge of child growth and development is the foundation for constructing the developmentally appropriate and meaningful experiences to support children's learning and development. Teachers of young children should understand how to promote young children's learning and development by tailoring experiences to nurture young children's individual nature thus enabling the child to develop his or her full potential.

Teachers working with young children must understand what to expect regarding children's range of abilities to be able to plan appropriate sequences of action, adjust teaching strategies, and pose manageable tasks and challenges to extend learning for all children. Teachers of young children recognize that while all children are born ready to learn, development in a single domain impacts and is impacted by learning and growth in other domains. They understand key developmental milestones and that development is progressive yet individualized. They should be familiar with various theoretical frameworks of child development, and able use this information to provide appropriate and meaningful early learning experiences for all children. They use their understanding of young children's characteristics and needs to create learning environments that are respectful, supportive yet challenging and aesthetically pleasing for each child.

In addition to consideration of the child's age, teachers must consider each child's individuality in terms of distinct personality, developmental level, temperament, needs, learning styles, and ability levels. This competency includes recognition of the influence of a child's culture, abilities and special needs. Competent teachers of young children understand that an inclusive environment benefits both children with and without special needs, and be ready to embrace an inclusive philosophy.

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to develop experiences that promote child development and learning. The

following describes the background knowledge and skills teachers need in order to effectively implement the ELDS.

4. Observing, Documenting and Assessing Young Children

Assessment is the systematic collection of information and the subsequent analysis of a child's growth and development processes. The knowledge and skills to conduct responsible, ethical, and effective observation, screening, and assessment of young children, including but not limited to individual variations, developmental needs and the identification of special needs, are covered in this competency area.

Teachers must understand the goals, uses, benefits, and limitations of various assessment approaches. Teachers of young children must be familiar with multiple forms of assessment, including child observation as well as the use of technology in documentation, assessment and data collection. They recognize that regular and ongoing assessment is central to the practice of early childhood professionals. They conduct systematic observations and document them. They recognize assessment must take place continually over time.

Teachers of young children know that partnerships with families go beyond merely telling family members about the child's development; it actively seeks the family's perspective and genuinely uses this information to create a clearer picture of the child's development. They use assessment methods and tools that are current and congruent with what is known about developmentally appropriate and culturally responsive practice. They also use information from assessments in a responsible way, in partnership with families and other professionals, to inform curricular and instructional modifications and to positively influence the development of every child.

5. Building Family and Community Partnerships

Families and communities form the context in which children live. Teachers of young children must recognize and respect that all children develop within the context of their families, and therefore embrace a myriad of different family structures and dynamics. This competency encompasses the knowledge, skills, and tendencies required to value and respond appropriately to all aspects of family diversity—such as race, ethnicity, socioeconomic status, culture, family composition, religion, age, ability, and home language. Teachers seek out and embrace information from families and use research-based knowledge of family dynamics, family stages and parenthood to support their planning of experiences for the children.

Additionally, this competency area includes the ability to engage the community in support of children, at the local-program level, family home, and in the broader public arena. Teachers of young children understand that successful early childhood care and education depends upon partnerships with children's families and communities. They also understand the complex characteristics of children's families and communities. They use this understanding to create reciprocal relationships that support and empower families.

6. Promoting Health, Safety and Wellness

Foundational to all other teaching practices is assuring the health, safety and wellness of young children. The key concept in this competency is that children's health is not simply the absence of illness or injury; it encompasses safety, nutrition, fitness, and physical and emotional health.

Children's safety is the first and foremost responsibility of adults who provide care for them. Safety encompasses not only the physical aspect, but also the social and emotional aspects. Most basically, teachers must be able to ensure children's safety and be prepared to handle emergencies. Teachers of young children also need to stay current on state and federal regulations and research related to children's safety and health. Finally, they should promote the sound health, dental, nutritional, and emotional stability of young children and their families, by modeling these characteristics and connecting families to culturally appropriate community health resources.

7. Professionalism

Teachers should identify and conduct themselves as members of the early childhood profession. They must know and use ethical guidelines and other professional standards related to early childhood practice. They should be committed to continuous, collaborative learning regarding their profession and to lifelong personal and professional growth. They value knowledgeable feedback, reflective input and critical perspectives on their work. They use such input to make informed decisions that integrate knowledge from a variety of sources.

Early childhood educators need to understand the complex services that constitute and shape the early care and education system; their own participation as leaders; and their organizations' roles. They should be aware of larger public and private systems that shape the quality of services available to children and families. They are informed advocates for sound educational practices and policies. They value the diversity of lifestyles, languages, beliefs, and cultural backgrounds that can be found in all aspects of our society, and advocate for policies which are free of bias and responsive to the differences in the needs of children.

APPENDIX C:
CORE KNOWLEDGE AND COMPETENCY FRAMEWORE: ADAPTATION OF BLOOM'S TAXONOMY

The following is an adaptation to the revised version of Bloom's Taxonomy to describe progressive complexity of thinking about the competencies associated with Connecticut's Core Knowledge and Competencies (CKC's). Keep in mind the following important points:

- These levels are not to be associated with the progression along the career pathway.
- This information can be used for building professional learning experiences that assist individuals to progress in their ability to make decisions about their practice.
- This theoretical framework provides a roadmap for professional learning design and does not equate to any specific credential, license, or certification.

LEVEL	DEFINITION
Level 1: Knowledge and Understanding	Can name, recognize, recall relevant information from long-term memory, understand its content and construct meaning.
Level 2: Applying	Can apply content knowledge and information in the classroom setting. Carrying out or using a procedure through executing or implementing.
Level 3: Analyzing and Emergent Evaluating	Can break material into its component parts, in order to understand and determine how they relate to one another, and to an overall structure or purpose. Begins to compare, contrast, and experiment by differentiating, organizing, and identifying attributes.
Level 4: Evaluating and Creating	Can critically reflect on knowledge and application, bringing together the knowledge in new combinations, thinking creatively about the knowledge to solve new problems, and working to change policies and practices that are not aligned with research-based best practices. Can make judgments about the merit of ideas, materials and methodologies by applying accepted standards and criteria, and if necessary, expanding upon them. Can think creatively. Is able to combine concepts and/or components to develop original ideas and new ways of looking at, and understanding, elements.

APPENDIX D:
CORE KNOWLEDGE AND COMPETENCIES: DOMAINS, INDICATORS AND LEVELS

Codes within the document begin to depict an alignment to the Federal Criteria (FED), the Early Childhood Teacher Credential at the Associate or Bachelor Level (ECTC A or ECTC B), Neighboring States (MA, ME, NH, NY, RI, V), CT Association for Infant Mental Health (CTAIMH), National Association for the Education of Young Children (NAEYC), Early Learning and Development Standards (ELDS), Special Education (SE), Dual Language Learners (DLL), Cultural Responsiveness (CR). **Further coding and attribution to neighboring states is in process and will be added to the document along with a glossary.**

I. Building Meaningful Curriculum

Early childhood teachers must have a firm understanding of relationship-based practice, personal knowledge of child development and all areas of development, in order to effectively support every child's growth in all domains, including children with special needs.

They should be familiar with national and state early learning standards. Teachers of young children use their knowledge to design, implement, and evaluate experiences that promote positive development and learning for each and every young child; individually and in groups. They use a curriculum-planning process that responds to the strengths, interests, and challenges of the children they teach. Teachers understand the importance of the academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas. Teachers are able to identify resources to deepen their understanding of academic content as needed. They use their own knowledge along with other resources to build a meaningful and appropriately challenging curriculum that achieves comprehensive developmental and learning outcomes for every young child.

They understand the importance of relationships and high-quality interactions in supporting successful learning and they provide a learning environment that is respectful, supportive, challenging and aesthetically pleasing which will have a positive impact on the whole child. They use their experience and knowledge of 1) the early learning standards, 2) current research, theory and best practice of how children learn and develop, 3) child assessment information and 4) the unique interests, strengths and needs of the children and families in the program to design, implement, and evaluate meaningful challenging curriculum for each child.

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to develop experiences that promote child development and learning. The CKC's describe the background knowledge and skills teachers need in order to effectively implement the ELDS. It is expected that teachers understand the learning goals and definitions of each learning domain as outlined in the CT ELDS.

Domain: Building Meaningful Curriculum (FED)

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to develop experiences that promote child development and learning. The following describes the background knowledge and skills teachers need in order to effectively implement the ELDS. **It is expected that teachers understand the learning goals and definitions of each learning domain as outlined in the CT ELDS.**

SUB-DOMAIN: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM (NAEYC)

CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Building Curriculum	Has basic knowledge of the following content/academic areas: language and literacy; the arts; mathematics; physical activity and health; science and nutrition; and social studies, with special depth in the areas of language and literacy. (ECTC) Implements curriculum according to plans developed for children by staff. (ECTC, NAEYC) Demonstrates full understanding of and skill in use of program curricula. (ECTC, NAEYC) Understands that curriculum resources (books, website resources and commercially prepared curricula) vary in quality and that high quality resources reflect the knowledge and principals of early childhood development and learning.	Applies knowledge of quality curriculum to identify high quality resources (books, website resources and commercially prepared curricula). Demonstrates familiarity with authoritative resources to supplement their own content knowledge (ECTC B). Engages in work that demonstrates the basic knowledge and skill in the following content/academic areas: language and literacy; the arts; mathematics; physical activity and health; science and nutrition; and social studies, with special depth in the areas of language and literacy (ECTC A).	Participates in the selection of and advocates for high quality, developmentally appropriate curriculum resources. Engages in work that reflects advanced knowledge and skill in the development of learning in each content area: language and literacy; the arts; mathematics; physical activity and health; science and nutrition; and social studies, with special depth in the areas of language and literacy (ECTC B). Clarifies goals and features of specific curriculum in use. Uses their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful challenging curriculum for each child.	Recommends curricula that are developmentally, culturally-linguistically appropriate and responsive to the needs and interests of children. (CR) Engages in action research to investigate the inter-relationship between content areas and creates multi-modality methods of delivery. Analyzes the effectiveness of curriculum through the lens of family, culture and community factors.
Language development and communication. (ELDS)	Has basic knowledge of how language and communication skills develop sequentially and is	Plans and implements meaningful and intentional learning experiences designed to support what infants,	Works with children and their families, using community resources as needed, to maintain the child's home language (RI)	Analyzes and evaluates current theory and research pertaining to language

	dependent on infant, toddler and preschooler experiences (RI). Understands that Dual Language Learners must have opportunities to progress in their home language as they are learning English (RI) (DLL). Recognizes that a rich vocabulary provides a strong foundation for later literacy. Engages in meaningful and extended conversation with individual children each day. Practices communicating with children in ways that respect family culture by acknowledging special words, names, routines, etc. (NH, pg 18). (DLL) (CR) (NY) Clarifies pronunciation of the child's name and provides linguistically and culturally appropriate materials. (DLL) (CR)	toddlers and preschoolers should know, understand and be able to do in the domain of language development and communication on a regular basis (RI, NY). Applies strategies in the classroom so that Dual Language Learners have opportunities to progress in their home language as they are learning English (RI) (DLL). Learns and uses culturally appropriate phrases in the child's first language and models good listening skills. (DLL) (CR) Engages in meaningful, contextual conversations with young children, using new words and their meanings, planning intentional environments and experiences to spark language.	(DLL). Incorporates research-based individualized instruction designed to promote English language development of Dual Language Learners (RI) (DLL) Demonstrates growing abilities to verbally stimulate conversation with DLLs using English. (DLL) Understands the stages of second language acquisition, receptive and expressive language. (DLL)	development and communication to expand and refine expectations for infants, toddlers and preschoolers and apply that knowledge to one's practice (RI pg 31). Analyzes other curricular areas and creates opportunities to foster language and communication through other content area experiences. Demonstrates a variety of strategies that respond to the child's behaviors as they progress through different stages of second language acquisition. (DLL)
Domains of Learning (ELDS) • Social & Emotional Development • Cognition • Mathematics • Science • Language & Literacy • Social Studies • Physical Development & Health	Understands the learning goals and definitions of these domains as outlined in the ELDS. (ELDS) Understands that development in theses domains is sequential and is dependent on infant, toddler and preschooler experiences (RI pg 32).	Plans and implements intentional learning experiences designed to support what infants, toddlers and preschoolers should know, understand and be able to do in the each domain (RI pg 32) as outlined in the ELDS.	Utilizes in-depth knowledge of the scope and sequence of learning goals in these domains to develop and implement a comprehensive, integrated curriculum (RI pg 32).	Analyzes and evaluates current theory and research pertaining to these domains to expand and refine expectations for infants, toddlers and preschoolers and apply that knowledge to one's practice (RI pg 32).

• Creative Arts				

SUB-DOMAIN: Contextual Factors in Building Meaningful Curriculum				
CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Developmentally Appropriate Learning Environment (VT) (NAEYC)	Is committed to creating an inclusive classroom that values the inclusion of all children and benefits all children. (SE) (NY) Creates an environment – using the space, the materials and the routine – that encourages play, exploration and learning (VT) Understands that staff physical position in the classroom or playground impacts supervision of children. Adapts environment to accommodate children with special needs.(SE) Designs the environment so that each child has a space for personal items to ensure his/her sense of belonging and security within the community. (NY) Adapts the indoor and outdoor environment, equipment, materials, experience and activities based upon information gathered in the process of curriculum planning. . Creates environment that allows children to spend time alone, in small groups, and in large group settings. (NY) . Supports an environment with developmentally appropriate toys, materials and environmental arrangement to promote development (ME). Understands and values access to the least restrictive environment.(SE)	Regularly uses some strategies to ensure proper supervision. Prepares and guides children as appropriate in their engagement in and use of the indoor and outdoor environment, equipment, materials, experience and activities. Applies knowledge about children's learning and development to create healthy, respectful, supportive and challenging learning environments. Plans the classroom/environment and learning experiences in consultation, as appropriate, with service providers to meet legal requirements as well as children's individual needs and interests.	Analyzes classroom layout to optimize supervision. Analyzes and evaluates the environment when trying to find causes for challenging behaviors. Makes changes as needed. (SE) Assesses and adjusts environments based on knowledge of children's learning goals. Collaborates with staff and colleagues to ensure that all children participate fully in indoor and outdoor learning opportunities.	Uses numerous supervision strategies consistently. Analyzes, evaluates and applies current theory and research on learning environments and various teaching approaches. Advocates for access to appropriate learning environments.
Interactions with Materials	Understands that children learn through interaction with materials as they explore, problem-solve and discover. Utilizes materials that demonstrate acceptance of all	Facilitates children's learning as they interact with materials to explore, problem-solve, and discover..	Reflects on children's learning through their interactions with materials as they explore, problem-	Evaluates materials choices to enhance various learning experiences and

	children's gender, family, race, culture and special needs. (NY) (SE) (CR) Chooses toys and materials that children find interesting and keeps multiples of favorites. Utilizes knowledge of child development and individual children to select materials.	Appropriately uses technology (computers, digital and video) to support children's learning. Intentionally selects and rotates materials that reflect children's interests, learning styles and stages of development. (NY) Provides open-ended materials that encourage problem solving and creativity and challenge children to construct knowledge in various domains.	solve, and discover in order to deepen understanding. Adapts and modifies materials to accommodate children with special needs. (SE) Uses technology, including adaptive technology, in appropriate ways (VT)	support optimal development. Critically reflects on the possible use of materials, including assistive technology to meet specific needs of selected students with varying abilities. (SE)
Daily Routines and Structural Support (NAEYC)	Uses everyday classroom routines to deliver meaningful curriculum. Has a daily routine that is predictable yet allows flexibility to support children's abilities and interests (VT) Maintains a daily schedule that provides balance between active and quiet, child-directed and teacher-directed, individual and group, and indoor and outdoor activities. Supports children with separation and transition.	Uses routine activities (diapering, dressing) and daily transition times to support curricular/learning goals (VT) Plans transitions which are efficient and maximize learning opportunities. Establishes and maintains a daily schedule that is flexible and responsive to the needs and interests of the group and the individuals within the group.	Creates environments that are culturally, ethnically, racially, linguistically diverse (VT) (CR) Observes the environment and makes adjustments to reduce behavior issues and maximizes appropriate use of materials (VT) (FED)	Analyzes and adapts daily schedule to reflect the needs and interests of the group and the individuals within the group.
Families and Communities	Understands that families should be involved in the creation and/or implementation of curriculum. Supports parents by suggesting how they can promote and retain first language development.	Creates an environment reflective of the diversity of families enrolled as well as the larger society including those with special needs and people from many ages. (NAEYC) (FED) Uses families as a resource to implement the curriculum (read to the class, bring in materials, talk about their home life with children). (DLL)	Uses the community around them as a resource when building curriculum. (SE) (CR) Is responsive to community needs when building curriculum. (CR)	Utilizes families to evaluate the curriculum and determine if it is meeting the mission of the program.

II. Using Developmentally Effective Approaches for Teaching and Learning

Teaching, as defined in this competency, is the use of developmentally effective appropriate strategies and tools to promote development and learning, based on an understanding of the complexity of child characteristics and the intersect of relationships and interaction as the foundation of practice. This competency area focuses on the teacher's role in designing interactions and experiences.

Teachers of young children recognize that teaching is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. Teachers of young children should be familiar with a wide array of approaches, curriculum models, instructional strategies and tools. They understand that children construct knowledge through hands-on, engaging experiences with people and materials. Teachers of young children understand the goals, benefits, and limitations of equipment, materials, and daily routines. They demonstrate the ability to develop positive and respectful relationships that meet the needs of a diverse group of children. They support play as a vehicle for learning.

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to guide appropriate approaches for teaching and learning. It is expected that teachers understand the essential dispositions that underpin competent learning and the strategies to support such dispositions.

Domain: Using Developmentally Effective Approaches for Teaching and Learning (FED)

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to guide appropriate approaches for teaching and learning. It is expected that teachers understand the essential dispositions that underpin competent learning and the strategies to support such dispositions.

SUB-DOMAIN: FOSTERING COMPETENT LEARNERS (ELDS) (FED)

CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Essential Dispositions (ELDS) (NAEYC)	Understands the role and strategies for positive classroom management and positive child behaviors to support learning (ELDS) (ECTC) Encourages children to positively interact with adults and peers to support collaborative learning.	Encourages children to use critical thinking skills to help them organize information Understands higher order thinking framework (Bloom's Taxonomy) as a structure to plan engaging experiences that foster such thinking.	Analyzes children's specific needs and tailors his/her strategy to help children develop creative thinking and problem solving. Creates multiple opportunities for children to develop their creative	Continuously researches and applies innovative approaches to expand own repertoire of instructional

	Fosters children's ability to adapt to new situations and children's interests Encourages children to explore and see new information and ask questions	Uses questioning techniques and builds experiences based on higher order thinking model.	thinking and problem solving skills. Engage children in situations/experiences where reflection is required.	approaches.
Interactions and Experiences (VT) (NAEYC)	Understands that learning is facilitated through adult-child interactions. Promotes positive relationships and respectful and supportive interactions among teachers, families and children. (NAEYC) (CR) Responds to children's initiations and requests, including the nonverbal cues of infants and toddlers (VT) Understand the importance of trusting relationships with children where they feel safe, secure, and valued (VT) (ECTC) Understands that positive relationships with children, families and teachers are a foundation for all healthy development and learning. (NAEYC) (CR) (VT)	Establishes individual relationships with each child through one-on-one interactions, individualized observations, and conversations with family members. Develops attached relationships with those for whom she is primary caregiver. Demonstrates and facilitates developmentally appropriate interactions between and among children and adults to support learning. Promotes positive, pro-social relationships among children and helps each child feel accepted (VT) (ECTC) Guides children to resolve interpersonal conflicts and solve problems with others (VT)	Encourages children to develop independence by providing physical and emotional security and opportunities for children to master new skills, experiences success, and safely take risks (VT) Evaluates a variety of positive guidance techniques and selects appropriate methods for the specific situation or child (VT) (ECTC) Reflects on situations in order to identify when to interact with a child to deepen the child's understanding.	Models positive relationships and respectful and supportive interactions among children, families, teachers and other professionals. (NAEYC) Analyzes own relationships and interactions with children, families and teachers and implements strategies to continuously improve relationships. (CR) (NAEYC)
SUB-DOMAIN: TEACHING & FACILITATING				
CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Intersect of Content and Implementation	Has a beginning understanding of current theoretical perspectives and research specific to teaching and facilitating. Has working knowledge of principles of the CT. Preschool Curriculum Framework and/or other early learning curricula. Curriculum goals and objectives guide teachers ongoing assessments of children's progress (NAEYC 2.A.05)	Identifies and applies sound theoretical perspectives that undergird teaching strategies. Develops program policies and methodology that supports children's learning in all domains. Able to explain to staff, colleagues and families the principles of curriculum planning: observation, assessment, documentation, interpretation, planning and implementation.	Consistently, with family input, incorporates family, culture and community factors into curriculum planning. (CR) Monitors program practices for consistency with principles of developmentally, culturally-linguistically appropriate curriculum planning. (CR)	Applies information from related fields such as health, mental health, etc to develop a holistic approach to early childhood education (RI 48).

	Understands the importance of incorporating family, culture, and community factors when planning curriculum. (NAEYC) (CR) Understanding of health and impact on children's learning and development.	Incorporates family, culture and community factors into curriculum planning. (CR)	Analyzes and integrates sound theoretical perspectives into teaching strategies in curriculum development. Engages staff, colleagues and families in discussing curricular goals along a developmental continuum.	
Uses a diversity of instructional approaches (NAEYC) (ECTC B)	Understands and values play as one of the primary vehicles for learning in all domains. (ECTC A) Creates experiences that are based on children's natural curiosity, deepen their knowledge, and sustain active engagement with materials and ideas. (ELDS) (NY) Creates experiences that are planned in a way that infuses diversity and meets the needs of children with special needs, children that are Dual Language Learners and children from diverse backgrounds. (DLL) Demonstrates recognition of the various strengths, their characteristics and their impact upon the teaching-learning process. Recognizes that developmentally appropriate practice includes both typical developmental characteristics as well as those that are unique to each child (RI 27) Understands that curriculum is delivered in part through genuine and nurturing relationships. Identifies a variety of positive guidance techniques (VT)	Implements a learning environment that maximizes play as a vehicle for learning. Utilizes engaging conversations with adults and thought provoking questions with adults to facilitate learning. Plans and implements developmentally appropriate learning experiences that are tailored to each child's interests, learning styles and individual stage of development and unique needs to create meaningful play opportunities and enable a child to develop his or her full potential. (DLL) Provides meaningful individualized instruction for children with strengths, varying abilities and behaviors. (SE) (ECTC A) Sets realistic expectations for young children for behavior and apply appropriate child guidance strategies according to the individual child and the situation (ECTC A). Uses a variety of positive guidance strategies that respect children and teach appropriate social skills (VT)	Engages staff, colleagues and families in discussion about the benefit, characteristics and limitations of child-initiated play and exploration and adult-facilitated strategies that support learning and development. Collaborates with other significant adults in planning appropriate activities, routines and experiences for individual children including special needs and dual language learners. (SE) (DLL) Analyzes the impact of parent/family understanding and acceptance of a child's disability upon the child's cognitive and social abilities, attitudes, values, and interests. (SE)	Continually analyzes and revises planned play experiences to deepen children's understanding of concepts. (ECTC B) Integrates the use of accommodations and modifications as an increase of self-regulation and independence of students with disabilities. (ECTC B) (SE)
Individual Ways	Recognizes that each child is unique and learns	Provides opportunities and experiences to	Utilizes knowledge about	Uses information

of Knowing and Learning (NAEYC) (ECTC B)	in a distinctive way. Show genuine interest in children's experiences, ideas and work and focus' activities on children's interest areas (NY) (NAEYC) Is attentive and responsive to children's needs, interests and verbal and non-verbal cues (NY) (NAEYC) (CR) (DLL) Recognizes that children need time to grasp concepts or practice skills. (ELDS) Understands and values that each child has unique characteristics including developmental levels, learning styles, temperament, and interests. (ECTC A) Understands that children's development can be impacted by a myriad of short and long-term risk factors such as poverty, illness, changes in family structure, etc.	support each child's unique and distinctive way of knowing and learning. (ECTC A) Responds consistently to each child's individual needs. (NAEYC) Uses responses to children's questions as a means to reinforce or expand upon concepts. Anticipates emerging skills and plans experiences to allow children to build and extend knowledge and skills over time.	individual children with special needs and consistently makes accommodations and adaptations to ensure their inclusion. (ECTC B) (SE) Analyzes own instructional approaches to support individual children's development and learning. Collaborates with a multi-disciplinary team and participates as appropriate in the development of IEPs that incorporate effective practices and focus on families' priorities and concerns, as well as children's development and interests. (SE) Reflects upon emerging skills and plans experiences to allow all children with differing learning styles to build and extend knowledge and skills over time. Pays close attention to the level of support a child needs to perform a task and acknowledges even small amounts of progress. (SE) (ELDS) (DLL)	gained from multiple sources to provide welcoming strategies matched for each child's individual needs including culture and language. (ECTC B) Communicates with staff, families and colleagues to support children's learning through repetition in building and extending children's knowledge and skills. (ECTC B) Evaluates learning experiences through the lens of current theory and research about children's ways of knowing and learning.

III. Promoting Child Development and Learning

Knowledge of child growth and development is the foundation for constructing the developmentally appropriate and meaningful experiences to support children's learning and development. Teachers of young children should understand how to promote young children's learning and development by tailoring experiences to nurture young children's individual nature thus enabling the child to develop his or her full potential.

Teachers working with young children must understand what to expect regarding children's range of abilities to be able to plan appropriate sequences of action, adjust teaching strategies, and pose manageable tasks and challenges to extend learning for all children. Teachers of young children recognize that while all children are born ready to learn, development in a single domain impacts and is impacted by learning and growth in other domains. They understand key developmental milestones and that development is progressive yet individualized. They should be familiar with various theoretical frameworks of child development, and able use this information to provide appropriate and meaningful early learning experiences for all children. They use their understanding of young children's characteristics and needs to create learning environments that are respectful, supportive yet challenging and aesthetically pleasing for each child.

In addition to consideration of the child's age, teachers must consider each child's individuality in terms of distinct personality, developmental level, temperament, needs, learning styles, and ability levels. This competency includes recognition of the influence of a child's culture, abilities and special needs. Competent teachers of young children understand that an inclusive environment benefits both children with and without special needs, and be ready to embrace an inclusive philosophy.

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to develop experiences that promote child development and learning. The following describes the background knowledge and skills teachers need in order to effectively implement the ELDS.

Domain: Promoting Child Development and Learning

The CT Early Learning and Development Standards (ELDS) outline the skills, knowledge and dispositions children birth to age five should know and be able to do across domains. The ELDS should be used to develop experiences that promote child development and learning. The following describes the background knowledge and skills teachers need in order to effectively implement the ELDS.

SUB-DOMAIN: CHILD DEVELOPMENT

CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
General Knowledge of Domains, Stages and Milestones (NY, RI, NAEYC)	Knows and recognizes developmental differences and needs. Understands that children's development includes several interrelated domains - physical, cognitive, social and emotional – that influence each other and develop simultaneously (RI 26) (NAEYC) (ECTC A) Recognizes the major developmental milestones of children birth to age five (RI 26). (NAEYC) Understands that each child's development typically proceeds in a predictable and recognizable sequence (RI 26) with variations due to distinct personality, inherited traits and unique temperament, allowing children to develop at their own pace. (NAEYC) Knows that face-to-face interactions which include rich and varied language are crucial to development. (CR)	Displays in their work knowledge about individuality in the basic topics of infancy and early childhood development or more advanced knowledge in one developmental phase (ECTC A). (ECTC A) Understands current research regarding the importance of early experiences on the development of the brain. (NAEYC) Uses knowledge of child development in order to provide developmentally appropriate and engaging experiences and interactions. (NAEYC)	Begins to apply knowledge about children with special needs and makes accommodations and adaptations to ensure their inclusion. (SE) Demonstrates an understanding of and applies in the program setting current research and knowledge about various theories of child development including brain development, motor development, cognitive processes and language development, early learning, temperament, attachment theory, emotional intelligence, self-regulation, self- development and executive functioning, peer relations, modes of play and exploration, and common types of exceptional development of young children from birth to five years (ECTC B) (NAEYC)	Analyzes and evaluates own practice in relationship to current theory and research on child growth and development and applies new knowledge to one's practice.

	Recognizes and provides for adaptations to the environment and activities to allow those with special needs to engage in healthy mind and body experiences (CR, SE)			
Fostering Healthy Attachment and Relationships	Understands the importance of healthy attachment and resiliency of young children (RI 26) (CTAIMH-E, Level I, p.2) (NAEYC) (VT) Helps children to achieve self-regulation and acquire coping skills (NY pg 11). Provide children with positive relationships that foster social and emotional development (NAEYC) Is aware of diverse family structures and cultural differences in child rearing practices and beliefs (NH pg 29) in order to promote healthy attachments. (CR) Understanding and identifying each child's ethnic and cultural values.	Uses knowledge of healthy attachment theory to support children's personal connections with adults and peers, and help them prepare for separation e.g. during changes in staffing patterns and prolonged absences. (VT) Explains the variety of ways children experience grief and loss and how they relate to attachment (NH pg 13). Identifies basic strategies that communicate a safe and welcoming environment for children and families. (NAEYC) Establishes trusting relationships that supports the parent(s) and young child in their relationships with each other and that facilitates needed change (CTAIMH-E Level 1, p. 3). (NAEYC)	Differentiates between over dependency upon parents and lack of opportunities to exercise independence. Responds appropriately to the variety of ways children experience grief and loss. Advocates for continuity of care within the classroom and program to ensure that children are able to form a relationship with a consistent caregiver. (NAEYC) Uses the child's first language, e.g. selected vocabulary or phrases, to facilitate interaction and model the value of the language for children and parents, and other adults. (DLL)	Creates a systemic approach to community outreach to ensure continuity of services for children, staff and families who experience grief and loss. (NAEYC) Promotes parent/caregiver competence in: • Facing challenges • Resolving crises and reducing the likelihood of future crises • Solving problems of basic needs and familial conflict • (CTAIMH-E, Level I, p.3)
SUB-DOMAIN: INFLUENCES ON DEVELOPMENT				
CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Environmental Influences (NY)	Recognizes that there are multiple environmental influences including home language, culture, family composition, ethnicity, home environment, and community characteristics that affect the development and learning of children in	Create environments for young children that are inclusive of children with diverse learning needs and support children's health, respect their culture, unique family composition and individuality, promote positive	Demonstrate their understanding of the essentials of developmental research and describe the principles that they are using as the basis for creating effective learning environments for all young children (ECTC B).	

	both positive and negative ways (RI 27) (NAEYC) (CR) (ECTC A) Uses knowledge of environmental influences to adapt environments and learning experiences for individual children. (ECTC A) Investigates and provides for children's sensory preferences (NY).	development, and challenge children to gain new competencies (ECTC B). Provide activities that are coherent with respect to their intended goals for early learning, drawing across multiple systems of influences and aspects of development to support the whole young child (ECTC B). Creates environments for young children that support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies (ECTC A). (CR)	Analyzes, evaluates and applies current theory and research related to environmental influences and applies that knowledge to one's practice. (ECTC B)	

Risk factors impacting children (NY)	Recognizes that children's growth and development can be impacted by short and long term risk factors, such as socioeconomic level, access to resources, poverty, illness, family dynamics, health, access to health services (physical, dental, and mental), lack of access to play environments, changes in family structure, stressful environments, community tragedies (ECTC A)	Applies knowledge of child development to identify and be responsive to the impact of risk factors on child development. (ECTC B) Provides direct care and teaching/developmental activities to infant, very young children, and families with multiple, complex risk factors to help ensure healthy outcomes and the optimal development of the child in all domains (physical, social, emotional, cognitive) (CTAIMH-E, Level 1, p.3) (ECTC A)	Identifies appropriate resources and services to address risk factors impacting children, and partners with families to make appropriate referrals where needed. Applies strategies to support children's resiliency to mitigate the impact of potential risk factors in their lives. (ECTC B)	Analyzes, evaluates and applies current theory and research related to risk factors and applies that knowledge to one's practice. (ECTC B)
Special Needs (RI)	Is aware of laws and policies in the field of special education and treatment of individuals with special needs. (SE)(NAEYC) Knows where to access resource and referral sources for assistance with Birth to 3 and preschool special education. (NAEYC)			

IV. Observing, Documenting and Assessing to Support Young Children and Families (FED)

Assessment is the systematic collection of information and the subsequent analysis of a child's growth and development processes. The knowledge and skills to conduct responsible, ethical, and effective observation, screening, and assessment of young children, including but not limited to individual variations, developmental needs and the identification of special needs, are covered in this competency area.

Teachers must understand the goals, uses, benefits, and limitations of various assessment approaches. Teachers of young children must be familiar with multiple forms of assessment, including child observation as well as the use of technology in documentation, assessment and data collection. They recognize that regular and ongoing assessment is central to the practice of early childhood professionals. They conduct systematic observations and document them. They recognize assessment must take place continually over time.

Teachers of young children know that a partnership with families goes beyond merely telling family members about the child's development; it actively seeks the family's perspective and genuinely uses this information to create a clearer picture of the child's development. They use assessment methods and tools that are current and congruent with what is known about developmentally appropriate and culturally responsive practice. They also use information from assessments in a responsible way, in partnership with families and other professionals, to inform curricular and instructional modifications and to positively influence the development of every child.

Domain: Observing, Documenting and Assessing to Support Young Children and Families

The following describes the knowledge and skills expected of early education teachers to utilize appropriate screening and assessment tools as well as implement intentional teaching based on observing, documenting and assessing child growth and development as outlined in the Early Learning and Development Standards (ELDS).

SUB-DOMAIN: UNDERSTANDING AND PRACTICING RESPONSIBLE ASSESSMENT TO PROMOTE POSITIVE OUTCOMES FOR EACH CHILD, INCLUDING THE USE OF ASSISTIVE TECHNOLOGY FOR CHILDREN WITH SPECIAL NEEDS

CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Knowledge of early childhood assessments (FED) (NAEYC)	Recognizes that observation and assessment are ongoing processes. Has a working knowledge of the variety of assessment methods, both formative and summative	Explains the value and importance of practicing responsible assessment to promote positive outcomes for each child (ECTC A). Explains the reason for and use of assistive technology in assessment of	Engages in assessment practices that promote positive outcomes for individual children (ECTC B). [VA1 Level 3] (DLL) Implements assistive technology in the process of assessing children	Critically analyzes assessment tools and strategies used for determining children's learning goals for validity and reliability. [VA1 Level 4] (RI) Collaborates to create partnerships for assessment [VA1 Level 4]

	and the benefits of using a variety of assessment strategies. Demonstrates familiarity with the IDEA mandates and the role of the IFSP and IEP in supporting children's development (ECTC) (NAEYC) (SE) Understands that assessment is ongoing and should be integrated into daily curriculum. (RI)	children with disabilities (ECTC A) (SE) Understands the purposes and appropriateness of various developmental screening and assessment instruments and procedures. (ECTC A) (ECTC B) Understands that standardized assessments must be used for purposes for which they are intended and only administered by trained individuals. (RI)	with disabilities to promote positive outcomes for individual children. (ECTC B). (SE) Can select and identify early childhood assessments by purpose and methodology. (SE) Analyzes the strengths and weaknesses of various assessment methodologies and makes appropriate choices for various populations and situations. (RI) (ELDS) (DLL)	
Conducting Developmentally Appropriate Authentic Assessments and if appropriate formal assessments (ongoing, natural settings, meaningful activities) (RI 42)	Ensures that assessment strategies are responsive to all children including those that are DLL, special needs, or from diverse backgrounds. (NAEYC) (RI) Understands the importance of gathering information about the child over time, in natural settings, while children are engaged in meaningful activities (RI pg 42). Assesses children's progress across all developmental areas. Formally and informally observes the parent(s) or caregiver(s) and infant/young child understand the nature of their relationship, developmental strengths, and capacities for change (CTAIMH-E, Level I, P. 2)	Applies the cycle of assessment, planning, implementation and evaluation, including a variety of assessment strategies, to gather meaningful and objective information to support each child's individual development. (NY) Ensures that appropriate modifications and/or accommodations specific to special needs, e.g. disability, non-English speaking, are in place during assessments. (SE) (NAYEC) (DLL) Consistently collects assessment information from multiple sources which objectively illustrates what children know and are able to do in relation to learning goals. (NAEYC) Identifies children for screening or assessment to address potential developmental delays or disabilities. (ECTC)	Use assessment practices that reflect educational, legal, and ethical issues(ECTC B) (NAEYC) (ECTC A) Analyzes and evaluates observation and assessment data and applies knowledge to practice. (NAEYC) Select and administer functionally, developmentally, culturally, and linguistically appropriate assessments. (RI) (ECTC A) Analyzes and evaluates observation and assessment data and applies knowledge to practice. Implements responsible assessment processes into daily practice that considers how formal/standardized assessments are integrated into the overall classroom assessment plan and implements them as appropriate to reduce and/or eliminate negative influences on the assessment	Analyzes the effectiveness of authentic assessment practices to gather meaningful and objective information and utilizes that information to refine one's assessment plan (RI pg 42) (NAEYC) Ensures that consideration is given to cultural, linguistic and environmental influences during the planning, selecting, adapting, modifying and implementing of all assessment procedures. (ELDS) (DLL) (CR) Evaluates current research, emerging developments, and best practices related to the assessment of young children. Uses assessment and data including observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation,

			process and results. (RI pg 42).	assessment and data collection for its intended purpose. (NAEYC) (FED)

Observing and Documenting (NAEYC)	Understands the importance of documenting assessment information (RI pg 44) (RI) Observes children without bias, showing objectivity, fairness. (ECTC) Identifies opportunities within the classroom environment to collect assessment information (RI pg 42).	Begins to create assessment documentation which is linked to learning goals; is objective and specific; and includes enough detail to give a third party a complete understanding of the assessment event. (RI pg 44) (NAEYC) Monitors and observes children, knowing which children are able to interact with peers easily and happily at their developmental level and which ones have more difficulty and creates opportunities for the formation of positive connections with peers.	Consistently creates assessment documentation which is linked to learning goals; is objective and specific; and includes enough detail to give a third party a complete understanding of the assessment event. (RI pg 44) (NAEYC)	Analyzes the effectiveness of practices uses to document assessment information and utilizes that information to refine one's assessment plan. (RI pg 44) (NAEYC)
Assessment in Curriculum Planning	Understands and values the importance of utilizing child assessment information when planning curriculum.(RI pg 45) . (NAEYC) Authentic assessment practices are embedded within the regular classroom experiences and routines and conducted by those who are familiar to the child. Communicates understanding of the benefits of using a variety of assessment strategies and the goals, benefits and appropriate uses of assessment including its use in development of appropriate goals, curriculum, and teaching strategies for young children. (ECTC) (NAEYC) (DLL)(ECTC A)	Utilizes observation and assessment results to plan developmentally appropriate curriculum. (RI pg 45) (NAEYC) (ETCT A) Use responsible assessment to enhance children's abilities and to identify individual differences and unique objectives. (ECTC B) (NAYEC) (SE) Uses assessments to plan and modify environments, curriculum, and teaching to meet children's needs including for use in planned interventions and referral for special services (RI pg 45) (NAEYC) (SE)	Utilizes assessment info from a variety of sources to develop curriculum for individuals, small groups, and large groups of children. (RI pg 45) Develops multi-level learning opportunities in response to assessment information to meet the needs of children at different places on the development continuum. (RI pg 45 some) (DLL) (SE)	Continuously evaluates the assessment system to determine its effectiveness in informing curriculum and adapts as needed. (NAEYC) Performs developmental screening and/or adapt screening and assessment procedures to meet the individual needs of children, the culture of their families and the setting. (ECTC) (NAEYC) (CR)

SUB-DOMAIN: COMMUNICATING ASSESSMENT RESULTS AND INVOLVING FAMILIES AND OTHERS IN THE ASSESSMENT PROCESS (RI Pg46) (NAEYC)				
CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Involves families in assessment procedures. (NAEYC)	Articulates the ethical dimensions of assessment, including confidentiality. (ECTC A) Informs families ahead of time of the assessment practices. With families, assesses, interprets results and adjusts developmental and learning goals to meet the changing needs of the child and family. (ECTC A)	Includes other adults who are important to the child, in the observation process. Involves the family when making referrals for screening and/or child assessment. (ECTC A) (SE)	Demonstrate essential skills in using assessments, interpreting assessment results, and using formal assessment information to influence practice for making appropriate referrals. (ECTC A)	Works in the community to develop guidelines for a culturally sensitive, developmentally appropriate assessment and transition process for dual- language learners in early childhood settings. (CR)
Values diverse family structures and cultures when explaining information in ways that families will understand. (NAEYC)	Exchanges complete and unbiased information in a supportive manner with families and other team members (CTAIMH-E, Level I, p.2) (CR) Communicates with families about the value of assessment and it role in supporting children's learning and development. Demonstrates sensitivity to family culture, values, home language, and literacy level when communicating about assessment procedures or results with families. (CR) (DLL)	Shares assessment information in ways that address language differences but using interpreters and translated documents. (DLL) Whenever possible, before and after the administration of assessments, attempt to communicate information in the parents' native language (written and oral). (DLL)	Informs families about state Early Intervention/Early Childhood Special Education rules and regulations regarding Assessment. (SE) Explain assessment goals and benefits to colleagues or families. (ECTC)	Advocates and facilitates discussions among early childhood educators and families on the benefits and limitations of observational information.
Professional partnerships (NAEYC)	Understands that assessment information comes from a variety of sources (families, other teachers, specialists). (ECTC A) Understands that child assessment information is confidential and the sharing of this information is governed by program policy. (RI) Understands the purpose and value of sharing child assessment information with families and other professionals. (ECTC A)	Incorporates assessment information from a variety of sources (families, other teachers, specialists, peers, child care providers) when seeking to describe what children know and are able to do. Assists staff and families in accessing diagnostic assessments, extra services and/or other supports as needed.(SE) Facilitate referrals based on screening, observation and child assessment.	Works in partnership with others in using assessments that are aligned with curriculum or developmental goals, inclusive of the activities prescribed in a child's IFSP/IEP. (ECTC) (SE) Analyzes assessment information to determine whether further evaluation by other professionals is warranted. (RI pg 45)	Advocates and encourages diverse relationships with other professionals to ensure collaboration.

V. Building Family and Community Relationships

Families and communities form the context in which children live. Teachers of young children must recognize and respect that all children develop within the context of their families, and therefore embrace a myriad of different family structures and dynamics. This competency encompasses the knowledge, skills, and tendencies required to value and respond appropriately to all aspects of family diversity—such as race, ethnicity, socioeconomic status, culture, family composition, religion, age, ability, and home language. Teachers seek out and embrace information from families and use research-based knowledge of family dynamics, family stages and parenthood to support their planning of experiences for the children.

Additionally, this competency area includes the ability to engage the community in support of children, at the local-program level, family home, and in the broader public arena. Teachers of young children understand that successful early childhood care and education depends upon partnerships with children's families and communities. They also understand the complex characteristics of children's families and communities. They use this understanding to create reciprocal relationships that support and empower families.

Domain: Building Family and Community Relationships

The following describes the knowledge and skills expected of early education teachers to build family and community relationships that support collaborative understanding and engagement in supporting child growth and development in all domains of learning.

SUB-DOMAIN: CREATING RESPECTFUL, RECIPROCAL AND TRUSTING RELATIONSHIPS WITH FAMILIES

CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Family Systems	Understands that each child grows up in a unique environment and is affected in different ways by the adults and children around her/him. (CR) Understands the relationship between family functioning and positive child outcomes. (RI) (NAEYC) Understands the dynamics and complexity of family systems. (RI) (ECTC B)	Seeks information from families regarding variations across cultures in terms of family strengths, expectations, values and child rearing practices (RI) (NY) Identifies and responds effectively to emerging family issues. Knowing about and understanding diverse family and community characteristics and	Understands the characteristics of Connecticut communities, especially the effects of racial-ethnic isolation and changing demographics on families and children's learning outcomes. (ECTC) (CR)	Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each family's culture (CTAIMH-E, Level 1, p. 2) (CR)

	Demonstrates respect for the family role as the primary educator, advocate, and "expert" on their own child and actively seeks family opinion and input. (RI. p. 21)	respecting the differing structures, languages and cultures of each child and how that can affect development. (NAEYC) (DLL) (NY)		
Communication	Communicates regularly, respectfully and effectively with families in a family-friendly and culturally appropriate way. (R.I.21) (N). (NAEYC) (NY) (ECTC B) Creates opportunities for two way communication to build relationships with families based on mutual trust and understanding. (CR) (NY) Communicates information pertaining to safety regulations and standards to families.	Utilizes a range of techniques to communicate effectively with all families, especially families with linguistic differences. (DLL) (NY) Shares with families an understanding of infant and family relationship development (CTAIMH-E, Level I, p. 2).	Obtains translation services as necessary to ensure effective communication with families who may experience a communication barrier (CTAIMH-E, Level I, p.4) (DLL)	Structures connections w/families to inform instructional design that is culturally consistent and builds upon the strengths of dual language learners and their families. (CR) Observes and constructs reciprocal relationships with families, independently or as part of a team. (ECTC A)
Professional relationships (NY).	Demonstrates and maintains positive and appropriate relationships with families. (NAEYC) Maintains appropriate personal boundaries with young children and families (CTAIMH-E, Level I, p. 3).		Engages and supports families and communities through respectful, reciprocal relationships that incorporate family and community strengths in their approach to early learning in the classroom. (ECTC A) (NAEYC)	Analyzes, evaluates and applies current theory and research on developing relationships with families. (RI) Serves as a role model and mentor to others on developing positive relationships with families. (RI)
SUB-DOMAIN: ENGAGING FAMILIES IN THEIR CHILDREN'S DEVELOPMENT AND LEARNING				
CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Family Engagement Opportunities (NY) (NAEYC) (ECTC A)	Understands that meaningful opportunities for family engagement linked to children's learning goals occur both in the classroom and at home. (RI) (NY) Creates and maintains a safe and welcoming environment for families, including providing a quiet space for families to nurse, soothe or comfort a	Supports the parent's role by providing relevant information about child development and learning and healthy attachment. (RI) Provides opportunities for family engagement both in the classroom and at home that build upon families' cultural-linguistic	Consistently provides opportunities for families to be engaged in their child's education in a way that reflects cultural and linguistic differences. (RI)(CR) Evaluates and improves family engagement opportunities on a regular basis to meet the needs of current families. (RI)	Serves as a role model and mentor to others on involving families in their child's development and learning. (NY)

	child (RI). (NAEYC)	background, strengths, skills, talents, interests and availability. (RI) (DLL) Provides opportunities for family engagement both in the classroom and at home tied to established learning goals for children. (RI)	Supports and reinforces parent's strengths, emerging parenting competencies, and positive parent- young child interactions (CTAIMH-E, Level I, p. 2)	
Special education and health needs. (NY) (RI) (NAEYC) (SE)	Helps all families understand the benefits, for all children, of integrating children with special education and health needs. Knows about available services (RI p. 23)	Helps families obtain clear and understandable information about their child's special education and health needs. (RI) Helps families advocate for special needs and services (RI p. 23)	As appropriate and desired, provides additional information to parents related to disabilities. Supports families in the development of Individual Education Plans (IEPs) and other individualized plans for children. (DLL)	Creates opportunities to share with peers information about accommodations and modifications for children with a disability. Collaborates with other service providers to ensure classroom-based comprehensive services to children and families; serves as an advocate for families when necessary.
SUB-DOMAIN: UTILIZING COMMUNITY RESOURCES TO SUPPORT FAMILIES				
CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Connect families with needed resources and services. (NY). (NAEYC)	Is aware of resources within the program and surrounding community. (NAEYC) Demonstrates beginning skills to foster family and community partnerships. (ECTC A). Provides families with community resource information. (NAEYC) (NY) (CR) (DLL)	Able to identify a limited number of community resources families may draw on to enhance their literacy and social goals. (ECTC) (NAEYC)	Collaborates and communicates with other service agencies to ensure that the children and family receives services for which they are eligible and that the services are coordinated (CTAIMH-E, Level I, p.3). (NY) Builds relationship with community organizations and their representatives to bring services to child and families in the classroom. (NY)	Establishes supportive and respectful reciprocal relationships with families, assess needs of children and families, and link families appropriately with community resources to enhance health, family literacy and social goals. (ECTC B)

VI. Health, Safety and Wellness

Foundational to all other teaching practices is assuring the health, safety and wellness of young children. The key concept in this competency is that children's health is not simply the absence of illness or injury; it encompasses safety, nutrition, fitness, and physical and emotional health.

Children's safety is the first and foremost responsibility of adults who provide care for them. Safety encompasses not only the physical aspect, but also the social and emotional aspects. Most basically, teachers must be able to ensure children's safety and be prepared to handle emergencies. Teachers of young children also need to stay current on state and federal regulations and research related to children's safety and health. Finally, they should promote the sound health, dental, nutritional, and emotional stability of young children and their families, by modeling these characteristics and connecting families to culturally appropriate community health resources.

Domain: Health, Safety and Wellness

The following describes the knowledge and skills expected of early education teachers to support the health, safety and wellness of all children in the settings in which children receive early care and education services.

SUB-DOMAIN: REGULATIONS, BEST PRACTICE STANDARDS AND SAFETY PROCEDURES [IVA](ELDS)

CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
State and Federal Regulations and National Health and Safety Performance Standards (NAEYC)	Has knowledge and understands the purpose of and follows state and federal regulations and best practice standards including, but not limited to: (RI) • Administration of medication • Infant and child CPR and First Aid training • Fire & emergency procedures • Staffing ratios • Department of Children and Family Mandated Reporters • Communicable disease • Sudden Infant Death Syndrome • Department of Public Health • National Association for the Education of Young Children • Caring for Our Children Recognizes signs of abuse and/or neglect and	Demonstrates knowledge of state regulations and the hierarchy between the minimal licensing requirements and national standards as the ultimate goal regarding best practices. Maintains organized accessible and up to date records related to the health, safety and nutrition of the children in their care (NY pg 54). Promptly and appropriately reports harm or threatened harm to a child's health or welfare to Children's Protective Services after discussion with supervisor	Develops and implements systems for documentation and notification of suspected child abuse and neglect, in accordance with state law. Obeys laws related to child abuse and the rights of children with and without disabilities (NY) (RI)	Anticipates and plans for potential risks to protect children, youth, and adults. Partners with teachers to teach age appropriate precautions and rules to children to ensure safety both indoors

	understands the role of a mandated reporter to identify, document, and report suspected child abuse and neglect as mandated by law. Actively supervises children to ensure safety both indoors and out. (RI) Monitors and maintains safety in all areas, both indoors and outdoors, including the condition of equipment and materials, and the identification and removal of potential hazards (RI). Follows recommended guidelines to prevent Sudeden Infant Death Syndrome (SIDS). Understands ratio requirements and alerts appropriate individuals when they are not met (RI)	(CTAIMH-E, Level I, p.2).		
Emergency Preparedness (NAEYC)	Knows and follows safety regulations and emergency plans. (MA, pg 26) (NY) Routinely practices emergency and disaster drills including safety procedures for children with disabilities. (RI) Maintains up to date emergency contacts for each child and authorized pick up.	Implements procedures and emergency preparedness plans with other program staff including maintenance of emergency supplies (MA pg 26). Maintains a system to account for all children and staff in the event of an emergency or disaster.	Develops and documents and modifies contingency plans for emergency situations and disaster drills. (MA, pg 26)	Evaluates and critiques established safety procedures and makes recommendations for change, as necessary.
Safe learning environment (NAEYC) (ECTC) (VT)	Performs daily safety checklist of indoor/outdoor environment. Understands regulation ratio requirements and alerts appropriate individuals/administrators when they are not met. Recognizes potential health hazards in meals (choking, allergies, etc.) and takes steps to avoid them. (RI pg 19).	Communicates information pertaining to safety standards to families and educates families of the importance of a safe home environment.		Analyzes learning environments regularly to provide a safer learning environment for children.

	Understands that various strategies (such as face to name headcounts and positioning) help to ensure adequate supervision (NY)			
SUB-DOMAIN: REGULATIONS, BEST PRACTICE STANDARDS AND SAFETY PROCEDURES (ELDS)				
CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Healthy learning environment (VT) (NAEYC)	Understands program policies and practices regarding children's health and safety status (RI pg 59) (ELDS) Provides a clean, safe and healthy environment (MA) (ELDS) Provides families with information regarding the good health routines.	Designs and assesses environments and procedures to protect the health of children, youth, and adults. Ensures adherence to health and safety regulations and policies. Understands impact of exposure to toxic environments.	Monitors the environment for healthy practices, making improvements as necessary. (ELDS) Engage with appropriate health professionals and consultants to ensure that classroom practices support the individual health and developmental needs of all children, including participating in the planning and implementation of IFSP and IEP goals. (ECTC B) (NAEYC)(SE)	Advocates for program policies and procedures that affect the health status of the school community. (ECTC A) (ECTC B) (SE) (NAEYC)
Children's Health Needs (ECTC B) (NAEYC)	Follows policies and procedures for infection control and universal precautions. (RI) Integrates optimal health routines into curriculum and routines. (NY) Recognizes and seeks to understand culturally influenced health practices of children. (RI pg 17)(CR) Understands common signs and symptoms of common childhood illness (RI) and observes children daily to check for evidence of health concerns and communicates these concerns to appropriate program staff as needed. (MA pg 24) (RI) Collects developmental health history from	Communicates with families about program policies and practices regarding health and individual health status. (RI pg 59) Understands individual children's allergies and other health needs and takes appropriate measures to ensure the health and safety of each child (RI pg 59) Provides information to families regarding communicable disease which their child has been exposed to (NY pg 59) Recognize physical disabilities	Implements procedures and collaborates with others to promote physical health and well-being. Considers necessary accommodations and/or modifications for physical disabilities and other health impairments (SE) Makes health referrals when necessary. (MA pg 23).	Establishes linkages and monitors system for documenting health records. (MA pg 23). Analyzes, evaluates and applies current theory, research and policy on children's health (RI pg 17). Supports families in ensuring that children have access to health insurance and regular source of medical care. (MA pg 23).

	families for each child that covers topics like physical health, self-care skills, and social relationships (NY pg 61) Follows and models healthy lifestyle practices to support the health of each child. (ELDS)	and other health impairments (SE)		
Mental Health (ECTC B) (NAEYC) (FED)	Understands the importance of mental wellness and how it connects to the individual's overall health. Understands that stress and trauma have an impact on a child's development and behavior. (MA pg 25). (ELDS) Recognizes the characteristics of a healthy sense of self and the related ability of children to make appropriate choices. Understands that children are more likely to thrive when they feel physically and emotionally safe and that certain environmental factors can create stress. (NH pg 27)	Provides appropriate referral information for children and families. (MA pg 25). Recognizes behavioral symptoms of stress in children. (MA pg 25). Responds individually to the unique mental health needs of each child. (SE) Utilizes appropriate mental health services and resources.	Uses practices that support the emotional well-being of children and youth. Adapts curricula to respond to social-emotional events (MA pg 25) Identifies physical and mental signs of stress and trauma and makes appropriate referrals.	Promotes positive mental health in all aspects of program design (MA pg 25). (ELDS) Establishes a system for accessing mental health supports and works collaboratively to address concerns at the child, family and program level. (MA pg 25).
SUB-DOMAIN: REGULATIONS, BEST PRACTICE STANDARDS AND SAFETY PROCEDURES (ELDS)				
CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Healthy mind and body state (ECTC B) (NAEYC)	Recognizes, models and provides time and space for at least the recommended amount of active play both indoors and outdoors on a daily basis (MA pg 28; NYpg61) (ELDS) (VT) Plans and adapts age appropriate opportunities for children to be active and have adequate rest. (MA pg 28) within the daily schedule. (NY)	Recognizes the importance of a child's secure home base, and facilitates families access to applicable resources or consultation about nutrition, emergencies, diagnoses, treatments and other information (NY pg 62) Provides health screenings such as lead, and dental provider. Creates a mutually respectful	Creates a psychologically safe environment for all children and families. (NY pg 62) Communicates health, safety, wellness and nutrition information with families. (NY) Maintains a partnership with the programs health provider.	Designs program and ensures resources to provide age appropriate opportunities for all children to be active and have adequate rest, including inclusion of all children (MA pg 28)

		environment. (NY pg 62) (CR)		
Nutrition (NAEYC) (VT) (ECTC A)	Understands that the nutritional needs of infants, toddlers and preschoolers are unique to their development. (RI pg 18) (ELDS) Follows instructions for providing appropriate meals for children with special dietary needs (MA pg 27). (ELDS) Teaches and joins children for meals and snacks and models developmentally appropriate and healthy eating habits with infants, toddlers and preschoolers. (RI pg 18) (ELDS)	Respectfully communicates with families regarding nutritional needs, family preferences and cultural influences on food and eating habits and uses this information to plan responsive experiences that promote nutrition and healthy eating practices. (CR) RI pg 18). (ELDS) (NY) Observes children during mealtime to learn about individual eating preferences and uses observations to inform menus, meal schedules, and communication with families (RI pg 18). Understands impact of Lack of Access to and consumption of affordable, nutritional, toxin-free foods.	Recognizes symptoms and behaviors of children that signal possible nutritional need or feeding/eating concerns. (RI pg 18) Reviews the nutrition program, making improvements as necessary.	Analyzes, evaluates and applies current theory, research and policy on nutrition. (RI pg 18). Advocates for program policies and procedures that affect the nutritional welfare within the school community. (RI pg 18).

VII. Professionalism

Teachers should identify and conduct themselves as members of the early childhood profession. They must know and use ethical guidelines and other professional standards related to early childhood practice. They should be committed to continuous, collaborative learning regarding their profession and to lifelong personal and professional growth. They value knowledgeable feedback, reflective input and critical perspectives on their work. They use such input to make informed decisions that integrate knowledge from a variety of sources.

Early childhood educators need to understand the complex services that constitute and shape the early care and education system; their own participation as leaders; and their organizations' roles. They should be aware of larger public and private systems that shape the quality of services available to children and families. They are informed advocates for sound educational practices and policies. They value the diversity of lifestyles, languages, beliefs, and cultural backgrounds that can be found in all aspects of our society, and advocate for policies which are free of bias and responsive to the differences in the needs of children.

Domain: Professionalism

The following describes the knowledge and skills expected of early education teachers to represent the early childhood profession. In addition, the NAEYC Code of Ethics is the foundational document by which early childhood professionals should utilize.

SUB-DOMAIN: FOUNDATIONS IN EARLY CHILDHOOD PROFESSION (N) [VIA] (VT) (NAEYC)

CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Identifying and conducting self as part of the EC Profession	Maintains active membership in professional organizations and the Connecticut Professional Development Registry (RI) Understands that there is a connection between the core knowledge and regulations, program policies and professional standards (RI 48). Understands that early childhood practice is impacted by emerging research, current issues and advances in the field (RI 48). Understands that the profession has a research-based core of knowledge at its foundation (RI 48)	Understands that the profession has a research-based core of knowledge as its foundation and utilizes this as a means of making decisions. (ECTC A)	Consistently seeks new information on research, current issues and advances in child development, behavior, and relationship-focused practice (CTAIMH-E, Level 1, p.5) (ECTC B)	Actively involved in groups or organizations engaged in research, policymaking and/or leadership (RI 48). (ECTC B) Intentionally serves as a resource and mentor for others in the field (NY 77).

	Understands that early care and education is an ever-evolving field based on current research and current issues (RI 48)			
Commitment to continued professional development as an Early Childhood Professional	Engages in annual self evaluation process and uses information learned to influence an individualized professional development plan. (ECTC A) Identifies ethical and professional guidelines established by the early childhood profession (RI 48). (ECTC A) Upholds standards of confidentiality, sensitivity and respect for children, families, and colleagues (NY 73) (RI 49) (ECTC A) Recognizes areas for professional and/or personal development and participates in appropriate learning activites offered by professional organizations (RI) (CTAIMH-E, Level I, p.5) (ECTC A)	Engages in continuous, collaborative learning to inform practice (ME) Utilizes professional code of ethics in making professional decisions (RI 48). (ECTC B) Is an effective communicator with other staff and families of their understanding of families of young children and those with special needs in ways that reflect their respect for the challenges facing young families. (SE) (ECTC A)	Actively establishes and implements an individualized professional development plan that leads to a specific degree. Serves as a role model and promotes compliance with ethical standards in the workplace. (RI 48) Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work (CTAIMH-E, Level I, p.5) (CR)	Articulates a personal philosophy of early childhood based on core knowledge (RI 48). Identifies potential conflicts of interest and ethical dilemmas and proactively seeks support in resolving emerging ethical issues. (RI 48) (ECTC B) Analyzes and evaluates own practice in relationship to current theory and research on child growth and development and applies new knowledge to one's practice.
Ethical standards and professional guidelines (NY 73) (ECTC A) (NAEYC) (VT)	Possesses a copy or has access to the National Association for the Education of Young Children Code of Ethics. Complies with any program requirements such as attendance, mandated reporting, professional development requirements, health and safety certifications, etc. Recognizes potentially unethical practices. (RI 49)	Maintains professional boundaries and relationships with staff, children, and families	Uses the ethical and professional guidelines established by the early childhood profession when solving dilemmas in working with children and their families. (ECTC B)	

Advocating for Children, Families and the Profession (NY) (NAEYC)	Recognizes that national, state, and local policies and legislation affect children and families (ECTC A) Grounds decisions and advocacy in efforts in multiple sources of knowledge and multiple perspectives. (ECTC B)	Utilizes leadership qualities to improve experiences for children and families. (ECTC A) Advocates for all children in the classroom including those with special needs and DLL. (DLL) (SE) (ECTC B)	Explains current public policy issues and their impact on children, families and the profession. (ECTC B) Engages as an advocate for critical issues, in the early childhood professions and for the children families and communities served (ECTC B)	Describe how public policies are developed, and demonstrate essential advocacy skills. (ECTC B)
SUB-DOMAIN: VALUING DIVERSITY				
CATEGORY	Level 1: Beginning	Level 2:	Level 3:	Level 4: Advanced
Diversity and cultural competence. (CR) (NAEYC)	Demonstrates an understanding of and respects differences in family compositions, languages, beliefs and cultural backgrounds among children, family and colleagues. (ECTC A) Views diversity as an asset to the classroom and program and supports children and families enrolled in the program to recognize and appreciate diversity as an asset to the program and community. Understands how culture influences child-rearing practices and how that in turn can affect growth and development. (RI 49).	Recognizes own personal bias and how that influences perspective and work. (CR) Seeks out opportunities to expand his/her exposure to other cultures.	Plans curriculum which takes into account the diversity that exists in all aspects of society. (RI) (CR) Supports children in identifying and challenging bias. (RI) (CR) Collaborates with other educators, families, service providers, community agencies, in culturally responsive ways to meet the needs of ALL children and their families and teach and promote diversity(RI) (CEC 9) (RI) (CR)	Mentors others in understanding issues related to diversity and cultural competence. (CR)

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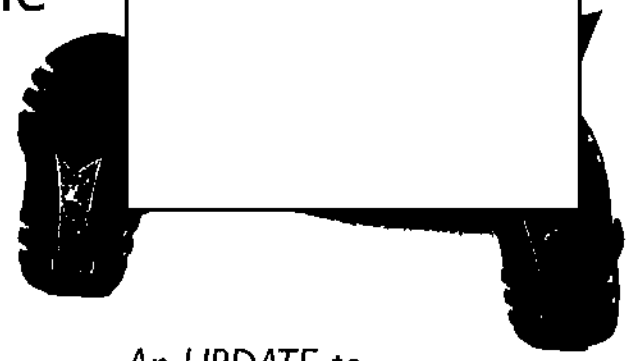
Safe, Healthy, and Ready to Succeed in Life



An UPDATE to
Bridgeport's Blueprint for Young Children
September 2009

BAYC
Bridgeport Alliance for Young Children
Leadership in Action

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September 2009

We are pleased to provide you with *An UPDATE to Bridgeport's Blueprint for Young Children*. When the *Blueprint* was first issued in 2006, an outcome was the formation of the Bridgeport Alliance for Young Children (BAYC). The *UPDATE* maintains the original goals of the *Blueprint* but refines the work into a three to five year plan that takes advantage of collaborating with a myriad of Bridgeport programs that currently support families with children from birth to age eight. The process of completing the *UPDATE*, supported by parents, educators, service providers, and residents, has resulted in a *community plan* that includes both achievable and measurable results.

Significant progress has occurred since the publication of the original *Blueprint*---

- School Readiness availability has increased by 36%
- Kindergarten Developmental Reading Assessment (DRA) scores have improved
- Volunteers from neighborhoods across the city have been trained as *Community Messengers*
- *Lee y serás*, the Hispanic parent empowerment program, has been provided
- Medical professionals have developed comprehensive family-centered health and development strategies
- Local and state elected officials have been informed on the benefits of early care and education of our children.

As the conveners of BAYC, we remain focused on a vision of Bridgeport — *a community where all children are safe, healthy, and ready to achieve their potential* — by providing support in four strategic areas: Families Empowering Families; Health and Development; Early Care and Education; and Awareness and Advocacy.

On behalf of the entire Bridgeport community we applaud everyone who participated in this effort. We also wish to thank the William Caspar Graustein Memorial Fund, Child Health & Development Institute of Connecticut, the State of Connecticut Department of Education, the Governor's Early Childhood Education Cabinet, and United Way of Coastal Fairfield County for their generous financial and technical support in the development and publication of this plan. We have confidence in Bridgeport's commitment and ability to move closer to realizing our vision.

Sincerely,

(b)(6)

Mayor Bill Finch
City of Bridgeport

John V. Ramos, Sr., Ed.D.
Superintendent of Schools

Merle Berke-Schlessel, Esq.
United Way of Coastal Fairfield County

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Bridgeport's Vision for Young Children

Bridgeport is a strong community with the resources and commitment to nurture successful children.

The Mission

To work with families and the greater community to ensure access to quality early care, education and health services for all children birth to age eight.

Result

All Bridgeport children will be safe, healthy, and ready to fulfill their potential.

Bridgeport Alliance for Young Children

The Bridgeport Alliance for Young Children (BAYC) emerged from the 2006 *Blueprint for Young Children* planning process with a charge to:

- capitalize on the strength of collaborations in Bridgeport, and
- Challenge leaders to provide transparent stewardship of the funds invested in their youngest residents.

This *UPDATE to Bridgeport's Blueprint for Young Children* removes silos from the service delivery system, prioritizes achievable strategies identified by the community, and defines the measures that will be used to evaluate our progress.

To that end, BAYC leadership, Leadership in Action (LAP) participants, the myriad of providers who volunteer their expertise, and hundreds of parents are committed to the use of results-based accountability (RBA) and Community Decision Making.

The Planning Process

In January, 2008, the Bridgeport Alliance for Young Children (BAYC) received a capacity grant from the Governor's Cabinet on Early Childhood, the Department of Education and the William Caspar Graustein Memorial fund to refine the 2006 *Blueprint for Young Children* into a 3-5 year Community Plan. The volunteer leadership from BAYC embarked upon an eighteen-month planning process that included three citywide leadership meetings ("All-BAYC Meetings") and focus groups at each of the Family Resource Centers (Cesar Batalla School, Dunbar School, Roosevelt School, and Waltersville School). BAYC leadership also hosted a Parent Conversation followed by a presentation of preliminary strategies and sought feedback at a District PAC meeting and the Parent Convention.

The BAYC Health & Development Work Group assembled indicator data and collected input from parents and medical professionals on the gaps in health care for Bridgeport's young children and their families and recommended priorities for improvement. The leadership met with five parent groups in locations across the community and with providers at the city's two community health centers and other health practitioners, conducted a survey with medical professionals at Bridgeport Hospital, and hosted a meeting to finalize the *UPDATE* health priorities.

The other work groups (Families Empowering Families, Early Care & Education and Awareness & Advocacy) reviewed the existing *Blueprint*, considered current conditions, and tracked progress in implementation in their process of identifying headline indicators and strategies for the *UPDATE*. The document is a true *community plan* that has received input from more than four hundred parents, city leaders, and providers from all fields – medical and mental health, education, social services, and not-for-profit agencies dedicated to improving the quality of life in Bridgeport.

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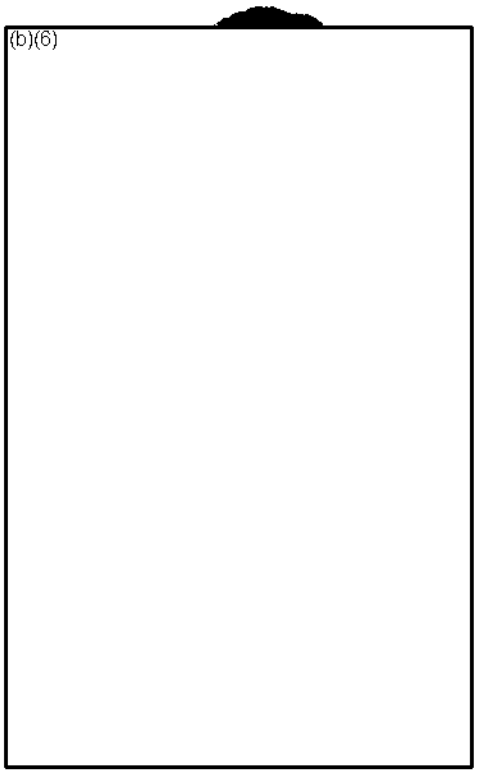
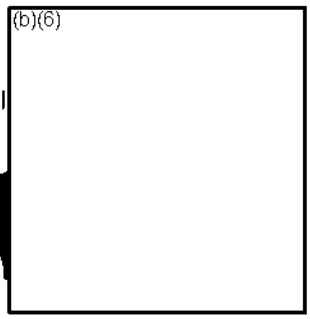


I. Overview



The first eight years of life are a time of rapid development and great importance: a child's early experiences have been shown to affect significantl the quality of his or her adult life. The Bridgeport community – as parents, caregivers, teachers, service providers, business and faith-based leaders, and community members – continues to come together in united action to protect our young children from harm; nurture their physical, mental, and emotional health; and prepare them for success in school and life.

Approximately 11,000 Bridgeport families have children ages 0-8. While these families have numerous strengths, many also face challenges that affect their ability to prepare their children for success. These challenges include poverty, low levels of parental education, single-parent households, maternal depression, domestic violence, and a primary home language other than English. Racial and ethnic minorities in Bridgeport bear an uneven share of these burdens. In the presence of these challenges, children face greater risks of poor health, delayed development, and low educational achievement.

An *UPDATE to Bridgeport's Blueprint for Young Children* (*UPDATE*) presents the road map to address the challenges facing our young children and their families and create the community we want: a place in which ***all Bridgeport children, birth to age 8, will be safe, healthy, and ready to fulfill their potential***. We can only achieve this ambitious result with the full support of the Bridgeport community.

The *UPDATE* promotes the safety, health, and readiness of Bridgeport's children by focusing on four strategic areas:

1. **Families empowering families** with the information, supports, and skills needed to encourage their children's success;

2. Ensuring the physical, and social-emotional **health and development** of young children and their families;

3. Providing equal access to high-quality community- and school-based **early care and education** programs to all Bridgeport children; and

4. Mobilizing the Bridgeport community behind efforts to support its youngest residents through **awareness and advocacy** strategies.

The Bridgeport Alliance for Young Children (BAYC) will provide the leadership needed to pull together these efforts and drive the success of the *UPDATE*. BAYC is a collaborative of parents, residents, elected officials, and providers whose vision for Bridgeport is that of a strong community with the resources and commitment to nurture successful children.

To measure our progress in producing children who are safe, healthy, and ready for school over the next five years, an annual progress report will regularly track the following headline indicators of our success:

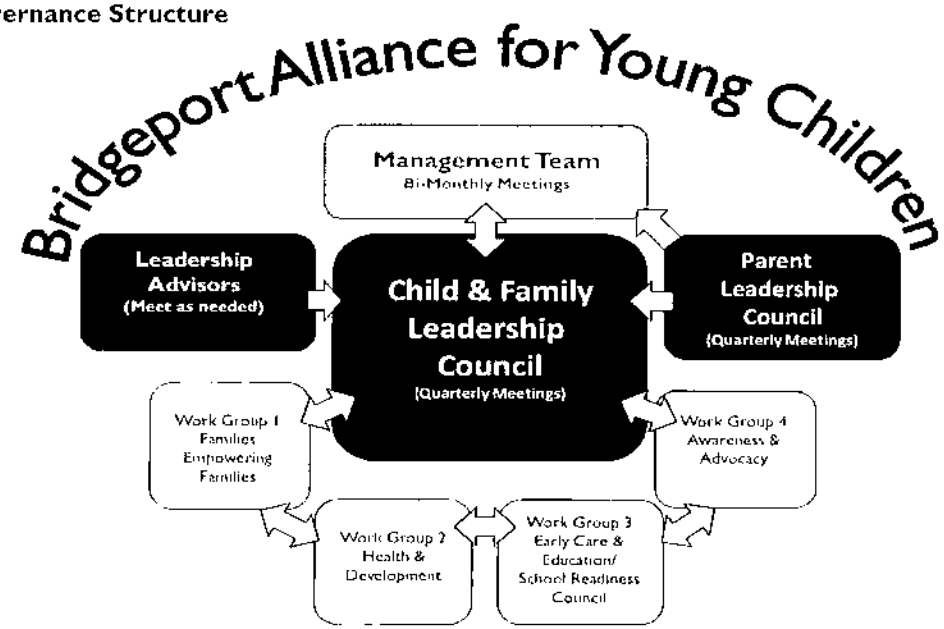
- The percentage children with chronic absenteeism
- The rate of children substantiated as abused or neglected

- The % of children 0-8 enrolled in HUSKY who receive their well-child visits as recommended by the American Academy of Pediatrics
- The % of children who receive mental health services compared to the estimated community need
- The % of 3rd grade students at or above proficiency on each domain of the Connecticut Mastery Test (CMT)
- The % of Kindergarten students above standard on the January Developmental Reading
  Assessment (DRA)

Since the development of the *Blueprint for Young Children* in 2006, significant progress has been made on behalf of Bridgeport children and families. Implementing the *UPDATE* will strengthen existing child and family-serving systems, create new supports where needed, coordinate our work across Bridgeport for greater impact, and sustain measurable progress over the long term. The document describes a community-driven implementation approach that will guide our work together over the next five years.

Whether you are a parent, service provider, or community member concerned about our children and our community, we encourage you to read on to learn more about our plan to nurture safe, healthy Bridgeport children who are ready to reach their potential. More importantly, we encourage you to join us in working to make our vision a reality!

II. Governance Structure



The development of young children does not occur in isolation. The work of nurturing young children and their families, especially in a community as complex as Bridgeport, requires a holistic approach to supporting healthy social-emotional, physical, and cognitive development. The Bridgeport Alliance for Young Children exists to support the success of young children in Bridgeport.

The Membership

The "Membership" of BAYC is open to all individuals, active and/or interested in addressing the challenges of Early Childhood in Bridgeport and termed "Members." Members are asked to sign an *agreement to collaborate*. BAYC will host a minimum of two (2) All-BAYC Member meetings each year. The first meeting will be held to present and affirm by consensus the work plan for the year. The second will be used for progress reports.

BAYC is headed by the **Child and Family Council,** with confirmation from the original conveners, the Mayor of the city of Bridgeport, the Superintendent of Schools, and the President and CEO of the United Way of Coastal Fairfield County, are empowered to ensure comprehensive services and supports for all of Bridgeport's children and their families. As an essential component of an Early Childhood System of Care, the Council operates within the larger BAYC structure to provide the logical connection among common stakeholders and act as the mechanism that "connects the dots" between local, state and federal services. Council membership includes decision-makers at the highest level within the city who have the ability to leverage systems changes., a representative of the Parent Leadership Council, the co-chairs of the four work groups, and members of the community who are recommended by a Council member. The Council is empowered by the Membership to:

- Develop guidelines and supports for successful implementation of the *UPDATE*;
- Provide a forum for communication across providers and sectors that eliminates silos;
- Guide the development of comprehensive, family-driven, individualized supports for families;
- Define a continuum of support services for Bridgeport families and children – physical and mental health, social and emotional development, early care and education, and family supports;
- Define roles, responsibilities, and referral protocols among multiple providers;
- Identify system issues and opportunities for service quality improvement, make recommendations and/or assign responsibility for developing action plans to address them;
- Track State actions and policy to ensure Bridgeport's voice is heard.

The **Management Team** represents the Membership between meetings of the Child and Family Council and is responsible for: co-coordinating Work Group activities, revenue generation and expenses, approving BAYC policy, representing BAYC to the public, and supervision of BAYC staff. Members of the Executive Committee include the BAYC Co-Chairs elected at the Annual Meeting, co-chairs of each work group, representatives designated by the PLC, and "community partners" nominated by any BAYC member. BAYC staff includes a part-time BAYC Coordinator and a part-time Kindergarten Transition Coordinator.

Two additional BAYC committees act in an advisory capacity. The first, **Leadership Advisors,** includes those community leaders who cannot make a commitment to the Child and Family Council but are willing to share their expertise with the Council. The second, a **Parent Leadership Council (PLC),** consists of parents representing the District PAC, School Readiness PACs, Head Start, and volunteers. The PLC will advise the child and Family Council on matters affecting families. The PLC meets quarterly to review the data collected to assess the progress of the *UPDATE* and measure "how well we're doing" and "who is better off."

III. Strategic Plan

The BAYC *UPDATE* for promoting the safety, health, and readiness of Bridgeport's young children is organized into four strategic areas (and four corresponding work groups):

a. Families Empowering Families
b. Health and Development
c. Early Care and Education
d. Awareness and Advocacy

BAYC Accountability Process

Using the framework of "Results Based Accountability," the *UPDATE* describes the results we want to achieve, designates responsibility for achieving those results, and specifies how we will track our progress using our overall "Population Result" and six "Headline Indicators." Strategies were chosen to "turn the curve" toward positive outcomes on these measures. For each strategy, performance measures have been developed track how much has been accomplished, how well the work has been done, and if anyone is better off as a result.

The original *Bridgeport's Blueprint for Young Children* will remain a reference for detail about Bridgeport demographics. "Understanding the Challenges in Bridgeport," found on pages 7-10 of the *Blueprint* presents a detailed picture of life in Connecticut's largest city. (*Bridgeport's Blueprint for Young Children*, may be found on the BAYC website, www.baycbridgeport.org.)

BAYC is grounded in a data-driven approach under which we regularly review our progress to ensure that our investments lead to results. The Executive Committee will work with the Parent Leadership Council, the Collaborative and each work group to develop a regular progress reporting system. All initiatives and programs incorporate strong data collection and evaluation practices to support continuous improvement. To strengthen our long-term capacity to track progress, BAYC has also created a "data development agenda" that includes collaboration with the Norwalk Early Childhood Council to identifies measures that are common to both city's community plans. The data needed to successfully measure the progress of the *UPDATE* is identified in the Implementation Plan on pages 26-31.

BAYC will present progress reports at annual All-BAYC meetings and through our web site to allow all partners and the wider community to review our directions, strategies, and progress. However, the real success story will be about children who are safe, healthy and ready to fulfill their potential.

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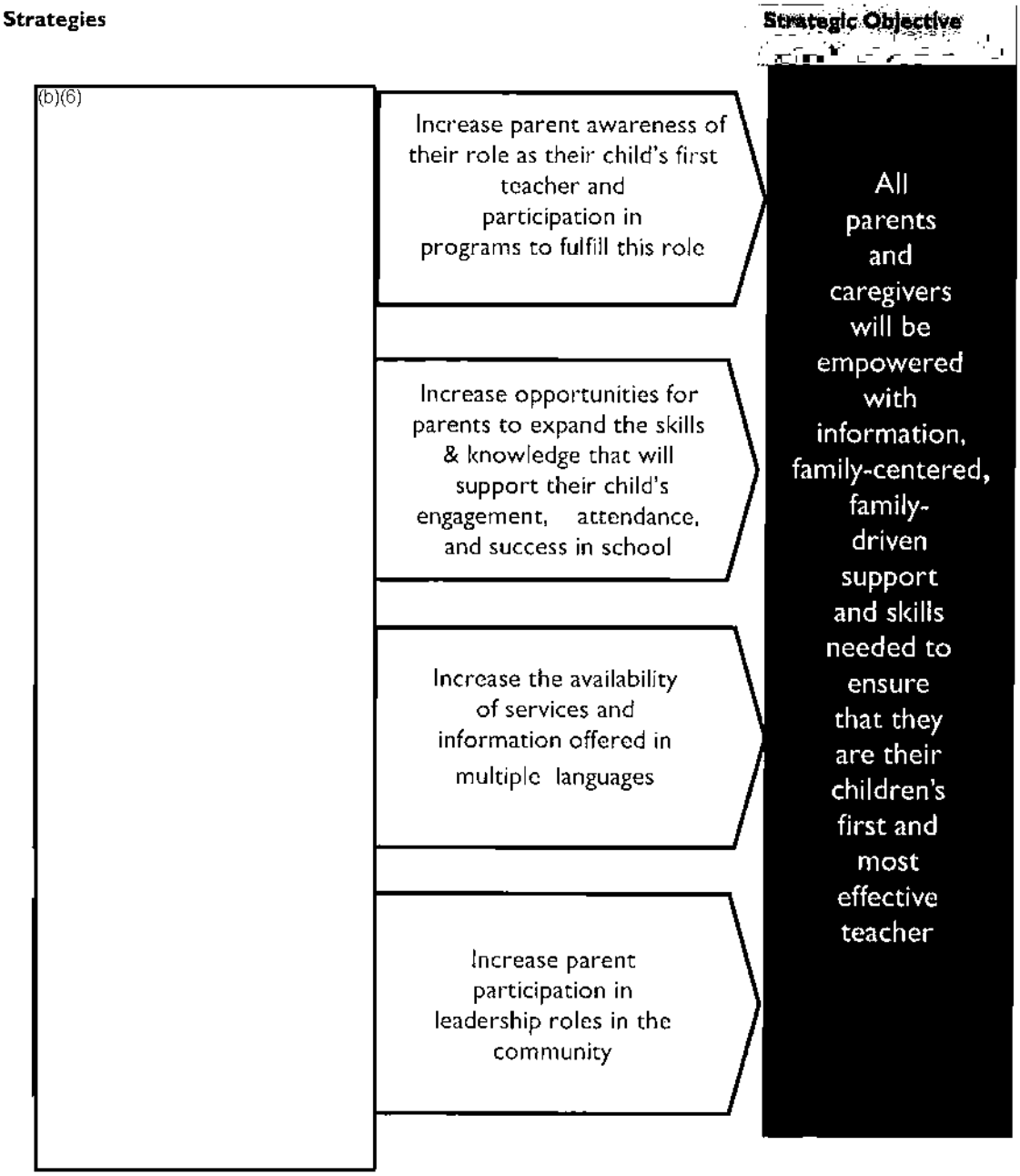
Families Empowering Families

We will measure success by tracking:

The % of children with chronic absenteeism

The rate of substantiated cases of abused or neglected children



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Families Empowering Families

Change We Want To See:
All parents and caregivers will be empowered with information, family-centered, family-driven support and the skills needed to ensure that they are their children's first and most effective teacher.

The importance of families in the healthy development of young children is no secret. Many of Bridgeport's 11,000 families with children ages 0-8, however, face challenges that affect their ability to prepare their children for success in school and life.

- More than 95% of children are eligible for free and reduced-price lunch (<185% of federal poverty level) and 16% of families were living below the federal poverty level in 2000
- Approximately 5,000 families with children 0-8 are headed by single mothers and more than 25% of families of children 0-8 are headed by mothers who have not completed high school
- 45% of children come from homes with a primary language other than English
- Substance abuse and drug-related arrest rates are much higher in Bridgeport than in the rest of the state

Families Empowering Families Indicator #1:
The percentage of kindergarten through 3rd grade students with chronic absenteeism

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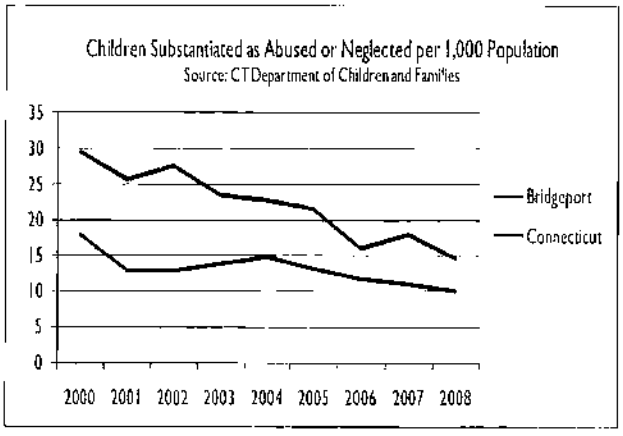
The Story Behind the Baseline:

Regular school attendance is essential for learning, and research has demonstrated a correlation between poor attendance in preschool and a lack of school readiness. The CT Commission on children highlights the value of parental involvement and positive outcomes for children, including better attendance. Parents and caregivers impact their children's attendance based on their understanding of the importance of preschool and school, cultural factors, and the level of stress under which the family lives their lives due to poverty, health and behavioral issues. The 2006 attendance data for Bridgeport schools shows an average attendance rate of 96.8 which is comparable to the state average attendance rate. However, five schools have an average attendance of 94.3%, well below the state average.



Families Empowering Families Indicator #2:
The percentage of substantiated cases of abuse or neglect in Bridgeport.

The Story Behind the Baseline:

The rate of substantiated abuse or neglect cases in Bridgeport has been cut in half since 2000. Despite this significant progress, the abuse and/or neglect rate in Bridgeport remains nearly 50% higher than the state rate. The possibility that the drop in the substantiation rate indicates only a drop in reporting suggests the need for

heightened vigilance by mandated reporters. Child abuse is linked to poverty, low parenting and coping skills, substance abuse, maternal depression, and domestic violence, all of which increase the risk of abuse and neglect. The community must continue to come together in a coordinated fashion to help families develop their strengths in terms of employment, economic assets, health, and parenting and coping skills. The community has many resources already devoted to this work that can be coordinated for increased impact.

Current Efforts

Bridgeport is already teeming with programs and initiatives to involve parents and other family members in their children's development through Family Resource Centers, school-based parent engagement, and social service agencies. Active parent engagement programs include:

The **Parent Leadership Training Institute (PLTI)** helps parents become leading advocates for children. PLTI is a 20-week course that also has a mirror program for children (CLTI).

People Empowering People (PEP) is an innovative program designed to build on strengths of adults and teens. PEP recognizes the unique strengths, life experiences and capacities of each person. PEP, conducted in Spanish, emphasizes the connection between individual and community action.

Community Messengers, sponsored by BAYC, is a project that trains volunteers to connect their neighbors with the agencies and available services. The Fairfield County Community Foundation – Donor Advised Fund, the Southern Connecticut Gas Company and William Caspar Graustein Memorial Fund provide funding for the program.

Lee y serás® (read and you shall be) is a national program sponsored by Scholastic that empowers Hispanic parents in their role as their child's first teacher. The program is funded by ABCD, Inc. and the Adrian Kirby Family Literacy Program.

Continuing and building on these activities and other parenting programs provided through the BAYC partner agencies will help Bridgeport families raise children who are safe, healthy and ready to fulfill their potential.

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How We Will Get There

The Families Empowering Families Work Group serves as the parent and family involvement arm of BAYC. The Work Group identified and has immediately started implementing its priority goal to increase parent and family participation within BAYC. Over the next three years, the Work Group will:

1. **Increase parent awareness of their role as their child's first teacher and participation in programs to fulfill this role**

   - Continue transportation, child care and meal assistance for existing programs linked with BAYC. BAYC will ensure these services, which are crucial to family participation, continue to be offered and are expanded to additional programs.
   - Increase parent awareness via multiple communication methods, such as email, to: 1) reach families not currently participating in programs, and 2) increase the participation of currently engaged families.
   - Use Community Messengers to increase the involvement of families (including families of children with special needs). Community Messengers will provide parents with ways to access information about services available in Bridgeport.
   - Develop mechanisms with providers to document offerings and track participation.
   - Offer staff training/professional development opportunities focused on family participation.
   - Develop manuals to provide agency staff with knowledge of basic program resources to enable them to help families link to services within organizations and throughout the community.

2. **Increase opportunities for parents to expand the skills and knowledge that will help support their children's engagement, attendance, and success in school.**

   - Offer information sessions and workshops on parenting.
   - Offer opportunities for parents to train other parents.

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3. Increase the availability of services and information offered in multiple languages

- Assess language resources available within the community through a partnership with the International Institute.
- Provide networking opportunities for program staff to share information and build relationships regarding multiple language programs and practices.
- Offer program documentation and programs (such as GED programs and parenting classes) in primary languages other than English.
- Offer programs and program documentation in multiple languages. BAYC will partner with public libraries and volunteer organizations to offer resources in low-cost locations.

4. Increase parent participation in leadership roles in the community, including BAYC

- Change meeting times and locations and provide child care during BAYC work group and Parent Council meetings to make it easier for parents to participate.

Partners and Resources Needed

The time and effort of partners identified by the Work Group will be the most important resource needed to support this work. Many of our primary partners are already involved in BAYC, including the Bridgeport Board of Education, the City of Bridgeport, the School Readiness Council, local colleges and universities, the United Way of Coastal Fairfield County, the Bridgeport Public Library, the International Institute, and Family Resource Centers.

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Miriam Lgea, 2009 Parent Leadership Training Institute graduate, with her family.

Additional Partners Needed:

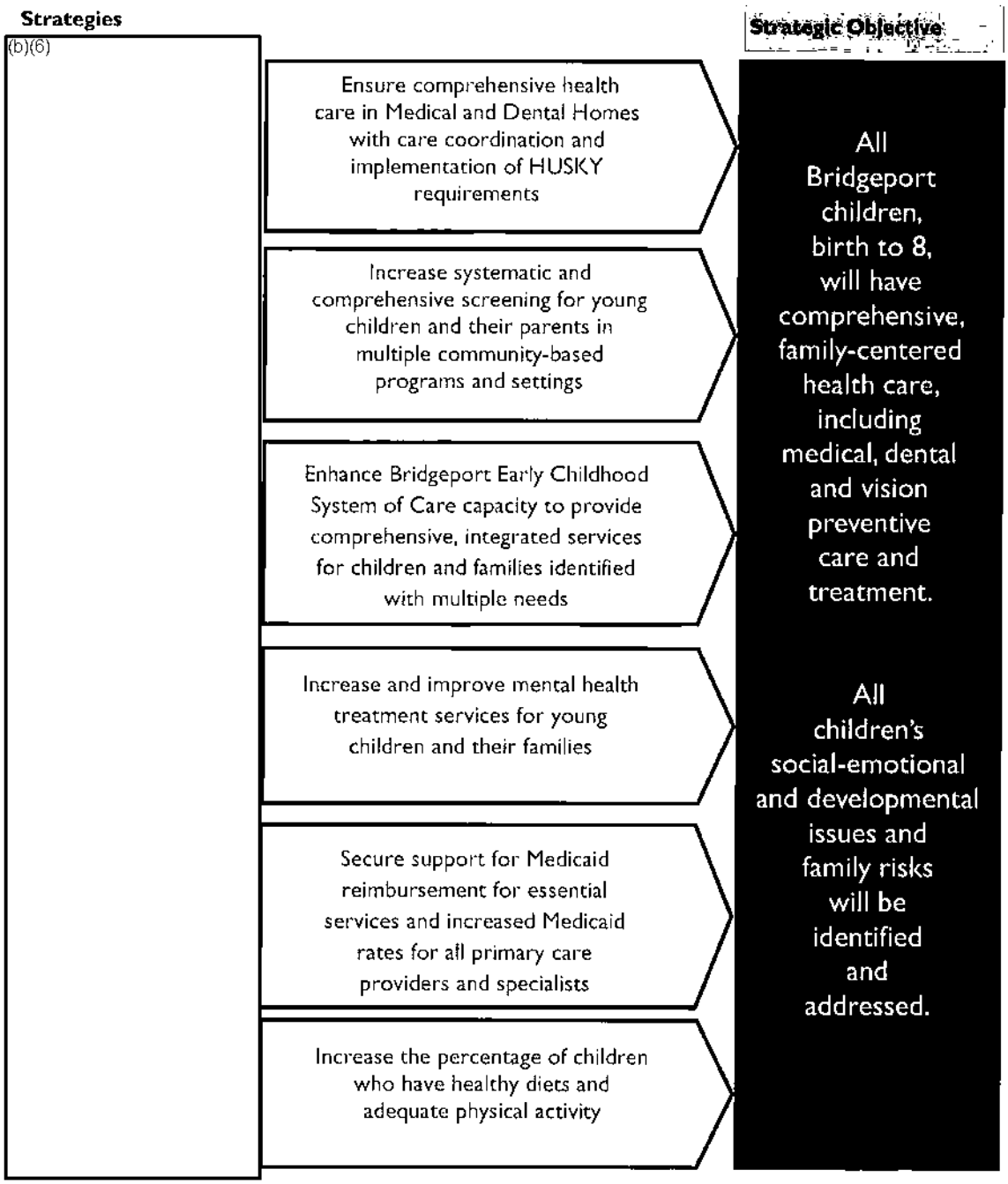
Head Start Parent Council
The Parent Center
Parent Leadership Training Institute (PLTI) and PLTI Alumni
Family Support Centers
ASPIRA
Hispanic Business Council
Greater Bridgeport Latino Network
RYASAP
Federally Qualified Healthcare Centers
National Network of Partnership Schools
Faith-based institutions

Health and Development

We will measure success by tracking:

The % of children 0-8 enrolled in HUSKY who receive their well-child visits as recommended by the American Academy of Pediatrics.

The % of children who are receiving mental health services compared to the estimated community need.



Health and Development

Changes We Want To See

1. **All Bridgeport children birth to age 8 will have comprehensive, family-centered care, including medical, social-emotional health, and dental preventive care and treatment**

2. **Vulnerable families will be identified and connected to resources and services to reduce the level of stress on their children**

3. **Children will have healthy diets and adequate physical activity**

Recent research shows that the first years of life are a time of tremendous brain growth, and that a child's early experiences profoundly impact his or her development and ability to succeed in school. Research also highlights the importance of a dynamic, nurturing home, school, and community life for young children.

- By three years of age, at least 80% of brain growth has occurred. Children who are not touched, stimulated, or played with have brains which are 20-30% smaller.

- 94% of children found to be lagging in health, socio-emotional, and/or cognitive development at entry to Kindergarten have physical and mental health-related issues.

- High levels of environmental (or "toxic") stress in early childhood associated with poverty, maternal depression, domestic violence and other issues can lead to lifelong problems in learning, social-emotional and behavioral health, and physical health.

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Children confronted by these environmental risks face higher chances of poor health and delayed development. Data show that Bridgeport children – particularly those from black and Hispanic families – face significant health and development issues.

- Over 1 in 5 pregnant women have late or no prenatal care

- One in 10 Bridgeport babies is born with low birth weight and at risk of developmental delays

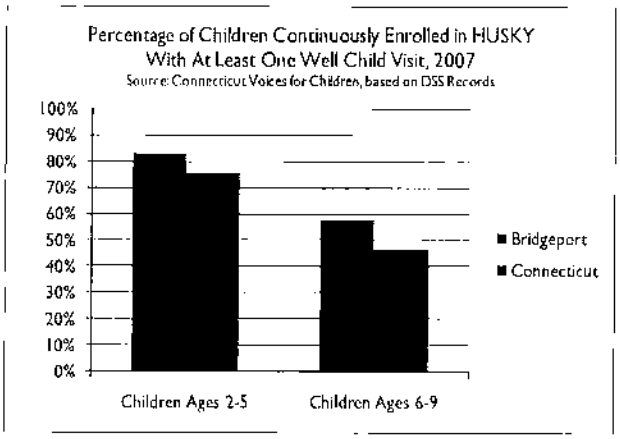
- An estimated 1 in 5 children has serious social or emotional issues

- One in 4 Bridgeport school children are obese

- Despite the fact that HUSKY includes dental benefits, only 1 in 3 HUSKY children receives routine dental services annually. ORBIT's Give Kids a Smile program grew from 86 children in 2007 to 200 children (with 100 on a waiting list) in 2008.

Health & Development Indicators:

- **The % of children 0-8 enrolled in HUSKY who receive their well-child visits as recommended by the American Academy of Pediatrics.**
- **The % of children who are receiving mental health services compared to the estimated community need.**



The Story Behind the Baseline: In 2007, 83% of Bridgeport children ages 2-5 and 58% of Bridgeport children ages 6-8 continuously enrolled in HUSKY received a recommended well-child visit – above the statewide rate for these age groups. Bridgeport must build on its success in this area to continue to work towards all children in these age groups receiving their recommended visits.

Well-child care, a requirement for a health provider to serve as a true "Medical Home," supports children's growth and development, assists early identification of health problems including poor nutrition and obesity, and reduces the need for emergency care or more costly services. Health coverage is a crucial element of the Medical Home model, although many children in families covered by HUSKY miss their well-child visits due to family issues (lack of knowledge, scheduling challenges) and/or barriers to access (lack of transportation, need for child care for other children).

While some parents are quite pleased with their children's health care, other parents, especially those who are low-income and on HUSKY, question whether they are getting the same quality of care as those with private insurance.

Early childhood mental health is a field that has grown exponentially in the past two decades. Until relatively recently, mental health problems in infants and young children were largely unrecognized and rarely were treated[1]. Yet, 15% to 20% of young children are now estimated to have significant social-emotional or behavioral problems and rates are approximately double in children living in impoverished environments[2]. In Bridgeport, providers estimate that only 2% of the community need for mental health services is being met.

Improving performance on the indicators can be achieved by ensuring that families have health coverage and working with providers to reduce barriers to access, as well as supporting those efforts to adopt and expand promising practices.

Here's what parents Bridgeport parents have told us...

"I wish that when we walk into the doctor's office, they didn't care what color you are, what language you speak or what card you carry. I want to be listened to; my doctor brushes me off."
Mrs. C.

"Parents who speak another language are afraid to say anything to the doctor."
Mrs. S.

"I wish we had better access to pediatricians, specialists, dentists, eye doctors."
Mrs. P., a parent on HUSKY

"If I had private insurance, the whole experience would be different."
Three parents

[1] Horwitz, Gary, Briggs-Gowan, & Carter, 2003.
[2] Briggs-Gowan, Carter, Skuban, & Horwitz, 2001.

Current Efforts

The good news is that a consistent, nurturing relationship between a parent and young child and access to comprehensive medical, dental and mental health care can reduce the effects of environmental stressors. BAYC recognizes the need for a holistic approach and a comprehensive set of health and developmental services to support children's healthy social-emotional and physical development and to assist parents in raising healthy children. The *UPDATE* builds on Bridgeport's existing health and development systems and their work to connect across partners. Providers and the City are coming together in various ways to provide services to address young children's social-emotional health, family stressors, health care access, child asthma, childhood obesity, immunizations, oral health, and lead exposure. These efforts include but are not limited to:

(b)(6)

- The Bridgeport Health and Social Services Department has taken the lead in mobilizing community members and providers to address asthma, adult diabetes, chronic diseases, community nutrition, women, children, and family nutrition (WIC), early prenatal care through Healthy Start, lead poisoning, and community physical activity

- The Primary Care Action Group brings together Optimus Health Care and Southwest Community Health Center, Bridgeport Hospital and St. Vincent's Medical Center, Bridgeport Health Department, AmeriCares Free Clinic, Fairfield County Medical Association, Southwestern Area Health Education Centers (AHEC) and Bridgeport Child Advocacy Coalition (BCAC) to address health care for the uninsured in greater Bridgeport.

- The Children's Health Task Force and HUSKY Outreach Collaborative, under the leadership of the Bridgeport Child Advocacy Coalition (BCAC), work to ensure access to quality, affordable health care for all children and their parents.

- Child FIRST, the lead agency for Bridgeport's early childhood System of Care, has worked collaboratively to expand screening and consultation for maternal depression, psychosocial risk, and emotional and behavioral problems at Bridgeport Hospital, multiple early care and education classrooms, primary grades, and Family Resource Centers. Child FIRST continues to expand home-based psychotherapeutic intervention and care coordination for the most vulnerable children and has served as a model for other communities.

- The ORBIT Oral Health Collaborative has expanded access to dental services by engaging dentists to serve HUSKY children and children with no dental insurance and advocating for oral health education and access to care locally and statewide.

- Southwestern AHEC has increased compliance with recommended immunization schedules by supporting local pediatric and family practices to track childhood immunizations through the CT Immunization Registry and Tracking System (CIRTS).

How We Will Get There

BAYC will support community efforts to build on the momentum these and other efforts have created for Bridgeport's children and families in recent years and by collaborating on these top priorities:

1. Ensure comprehensive health care in Medical and Dental Homes with care coordination and implementation of HUSKY requirements

- Ensure that all children and their parents have health coverage, and those who are eligible are enrolled in HUSKY and benefit from full implementation of EPSDT (Early Prevention, Screening, Diagnosis and Treatment) requirements through monitoring, improved reimbursement, and provider training.
- Promote Medical Home principles and self-assessment and practice improvement processes across all Bridgeport providers to provide health services that are accessible, continuous, coordinated, comprehensive, family-centered, and culturally competent. This will increase the percentage of children covered by HUSKY who receive their recommended well-child visits.
- Provide care coordination so families are able to connect with a comprehensive array of services and supports to meet the needs of both their children and family.
- Promote the Age One Dental Visit and the establishment of a Dental Home for children through an increase in the number of dentists accepting HUSKY.

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2. Increase systematic and comprehensive screening for young children and their parents in multiple community-based programs and settings

- Work with providers to institute systematic screenings in pediatric and early care and education settings (developmental, social-emotional, environmental risk, hearing, vision, oral health) family centers, and within the CT Department of Children and Families (DCF).

3. Enhance Bridgeport Early Childhood System of Care capacity to provide comprehensive, integrated services for children and families identified with multiple needs

- Secure sustained resources to continue and expand the Child FIRST model of comprehensive developmental, social-emotional, and risk assessments, home-based mental health services, and care coordination to help families obtain services through BAYC Child and Family Collaborative partners.
- Increase the availability of mental health consultation to both early childhood and adult providers.

4. **Increase and improve mental health treatment services for young children and their families**

- Ensure that every child served by DCF receives appropriate mental health services, including access to therapeutic foster care.
- Advocate for a change in Birth-to-3 policies to include mental health services for children with emotional/behavioral difficulties.

5. **Secure support for Medicaid reimbursement for essential services and increased Medicaid rates for all primary care providers and specialists**

- Work with legislators and state level advocates to increase HUSKY reimbursement rates. This will ensure access to primary care and specialists for children on HUSKY, as well as coverage for screening, assessment, care coordination, mental health and developmental consultation, mental health treatment in the home and non-traditional settings, and other specialty services. Increasing reimbursement will improve access to care and therefore increase the percentage of children covered by HUSKY who receive their recommended well-child visits.

6. **Increase the percentage of children who have healthy diets and adequate physical activity**

- Design and implement a comprehensive citywide initiative on healthy eating and exercise.
- Provide education and training to licensed and informal child care providers to increase the percentage of early care programs that meet national and state standards for exercise and nutrition.
- Increase access to healthy foods by ensuring that all eligible children and their parents participate in WIC and food stamps (SNAP).

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Partners and Resources Needed

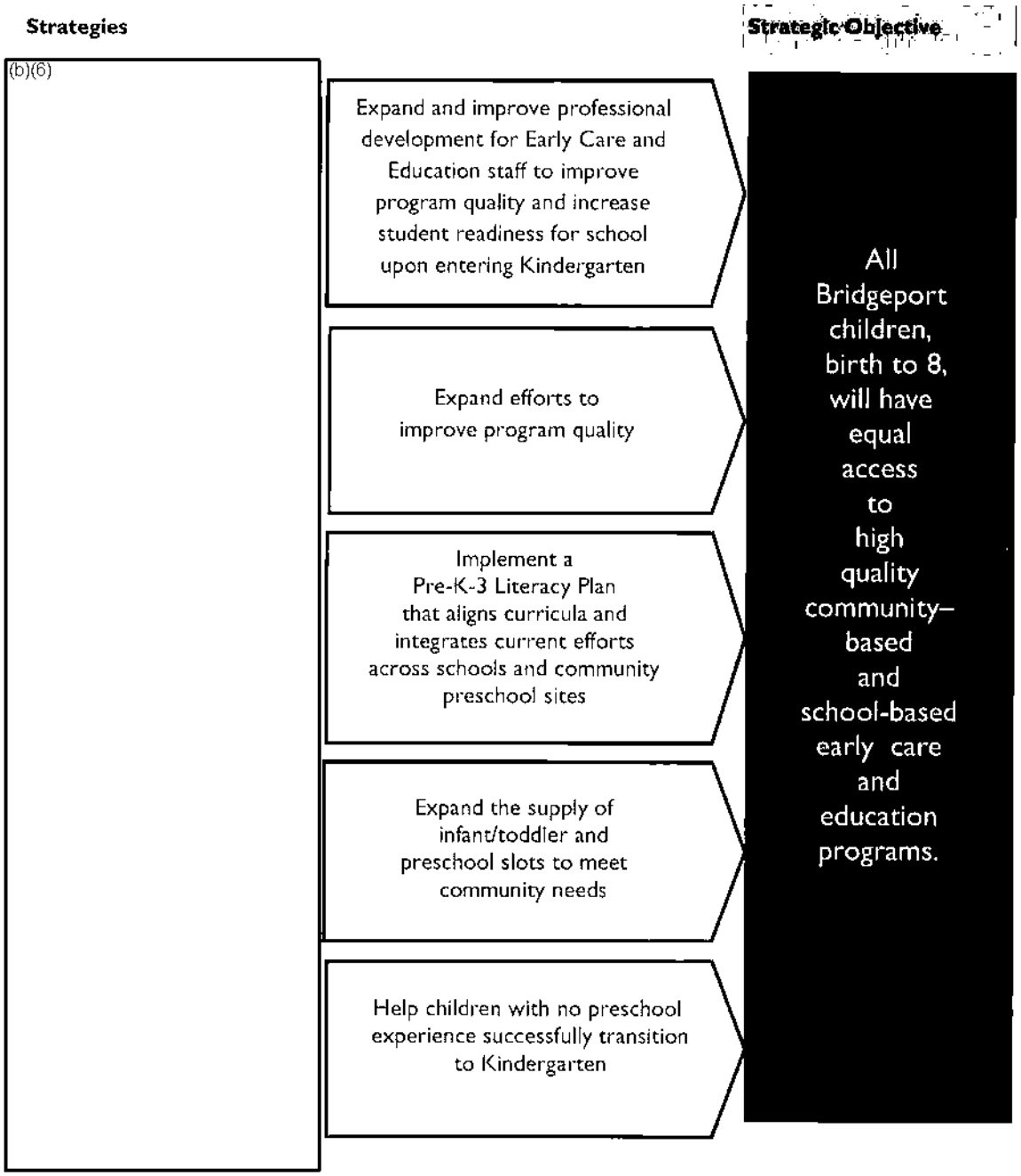
Bridgeport has an impressive array of health and development services that have been engaged in BAYC planning processes. Through the BAYC Child and Family Collaborative, we must now connect these services and make sure all partners – doctors, health centers, early care centers, and neighborhood agencies – are fully aware of services and how to access them. Additional resources will be needed to address specific service gaps as they are identified.

Early Care and Education

We will measure success by tracking:

The % of 3rd grade students at or above proficiency on each domain of the Connecticut Mastery Test (CMT)

The % of Kindergarten students above standard on the January Developmental Reading Assessment (DRA)



Early Care and Education

Change We Want To See:
All Bridgeport children age birth to 8 will have equal access to high-quality community- and school-based early care and education programs.

To be fully prepared for school success, young children must be healthy and enjoy nurturing home environments. To produce children who are ready to learn when they enter Kindergarten, it is also critical to ensure universal access to affordable, high-quality early learning experiences. Expanding access to high-quality early care and education will put Bridgeport children on a path to success in school and life. Bridgeport has made significant advances in promoting school readiness in recent years, but room remains for further improvement.

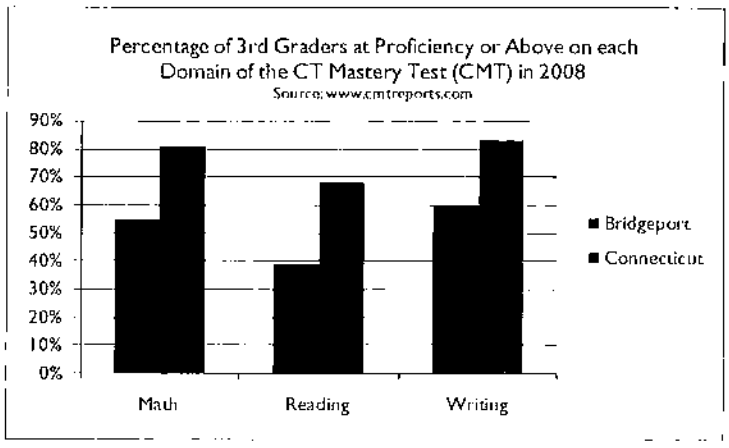
- The percentage of Kindergarteners with a preschool experience increased from 61% in 2002 to 73% in 2008, but more than one in four Bridgeport Kindergarteners still has no preschool experience.

- In 2008, 29% of Kindergarten students easily demonstrated literacy skills on Connecticut's Kindergarten Inventory, up from 21% in 2007. Still, 30% of Bridgeport children had difficulty demonstrating literacy skills in 2008.

Early Care and Education Indicator #1:

The percentage of 3rd grade students at or above proficiency on each domain of the Connecticut Mastery Test (CMT)

The Story Behind the Baseline:



Bridgeport 3rd grade students lag behind their Connecticut peers in terms of achieving proficiency on the CMT in math, reading, and writing (see chart). Almost 40% of Bridgeport's early childhood population speaks a language other than English at home, placing limits on school success.

Addressing issues including poverty, single-parent households, low levels of parental education, and teen pregnancy requires action from all sectors of the community. The early childhood education community will do its part to improve our young children's academic performance by focusing on expanding the supply of high-quality early childhood education experiences available to children and families. Other BAYC partners are addressing family and health issues. The Bridgeport Public Schools will continue their work to improve curriculum and instruction in grades K through 3. Pages 7-10 of the *Blueprint* (found at www.baycbridgeport.org) provide further insight into the City's racial and ethnic diversity and the risk factors associated with children meeting expected educational and development goals.

Early Care and Education Indicator #2:

The percentage of Kindergarten students above standard on the January Developmental Reading Assessment (DRA)

In January 2009, 66% of Bridgeport Kindergarteners were assessed as "above standard" on the DRA, up from 57% in January 2008. Kindergarten DRA scores represent one indicator of young children's readiness for school success upon beginning school.

The Story Behind the Baseline:

School readiness is a reflection of the richness of children's early home and preschool environments. Continued improvement on Kindergarten DRA scores will require:

1) Increasing the supply of ECE slots– Bridgeport has increased the number of SR slots from 1100 to 1500 over the past 3 years. The School Readiness Council estimates an additional 600 children do not have a formal pre-K experience before entering Kindergarten.
2) Increasing utilization of these slots– Bridgeport has maintained a 97% utilization of the allocated SR slots and 100% of Head Start slots. An outreach staff person has been working to identify children who do not have formal pre-K experience before entering Kindergarten.
3) Increasing the quality of new and existing programs.

(b)(6)

Current Efforts

The *UPDATE* builds on numerous efforts to improve early car and education (ECE) quality, expand the supply of quality pro grams and improve access to them, and help children success fully transition to Kindergarten and succeed in elementar school.

Existing Bridgeport ECE initiatives include:

- Drive toward expansion and 100% utilization of Schoo Readiness, Head Start and Early Head Start slots.
- High-quality professional development for ECE staf delivered by a wide range of organizations.
- Program quality improvement efforts, including support for assessment and accreditation.
- Kick Off to Kindergarten, a summer program to help prepare children with no preschool experience for Kindergarten.
- Kindergarten transition activities, including individual school plans, parent information sessions, and professional development for preschool and Kindergarten teachers.
- Implementation of the Total Learning Initiative, a comprehensive model of educational and social support for children birth to nine and their families. This public-private partnership successfully combines physical, arts/music, cognitive, and linguistic programming with early intervention and family support services to reduce the achievement gap.
- Implementation of Early Reading First, which provides training and other supports in early literacy to directors and teachers in community preschool settings with documented positive results.

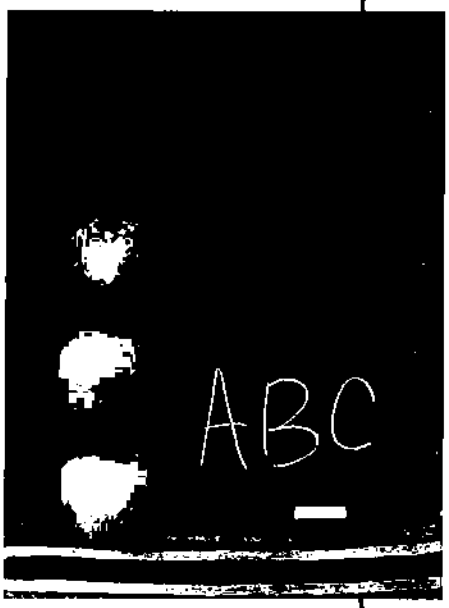
- ECE course offerings at Housatonic Community College (HCC) have expanded in recent years. The College has added several courses for administrators so they may get their Directors Credential and recently added courses such as Creative Experiences and Behavior Management in the required curriculum for ECE associate degree program.

- Development of an early childhood education BA program in Bridgeport through a partnership with Wheelock College that allows ECE graduates from HCC to stay in Bridgeport to receive a Bachelors degree in Human Development with additional courses in early childhood, education, diversity, and community relations.

These and other efforts have proven effective. In 2007, The School Readiness Council, Leadership in Action Project, and Bridgeport Department of Early Childhood partnered to assess four-year olds in formal preschool programs across the city. Twenty-two percent (22%) of Bridgeport children were found to need a large degree of additional instructional support in literacy when assessed in October; that percentage dropped to 8% in May, validating the impact of a formal prekindergarten program.

How We Will Get There

Through the leadership of the BAYC Early Care and Education Work Group and School Readiness Council (SRC), the *UPDATE* will support ECE programs with the following five strategies:



1. **Expand and improve professional development for Early Care and Education staff to improve program quality and increase student readiness for school upon entering Kindergarten**

   - Increase access to professional development by publicizing educational opportunities at monthly School Readiness Council and Provider Network meetings. As a result of ECE Work Group planning sessions, Bridgeport Public Schools will open its ECE workshops to all preschool teachers (including family day care teachers).

   - Identify and follow-up with ECE teachers who do not complete education programs, including Child Development Associate Certificates (CDA) and Associate's degree programs. The Work Group will collect data that assess the extent of the problem and develop strategies for early identification and follow-up with teachers who do not complete programs.

   - Provide joint professional development to ECE and Kindergarten program staff to improve Kindergarten transition. Head Start Kindergarten Transition Plans provide a model to help students transition to Kindergarten. To better prepare preschool students, Bridgeport Public School staff will also conduct professional development at Provider Network meetings on district expectations for Kindergarten students.

2. **Expand efforts to improve program quality**

- Train ECE program directors on the use of the Early Childhood Environment Rating Scale (ECERS) to improve program quality across seven categories: (1) personal care routines, (2) space and furnishings, (3) language-reasoning, (4) activities, (5) interactions, (6) program structure and (7) parents and staff. School Readiness staff will provide technical assistance to program staff on actions teachers can take to improve quality in each category.

- Increase parent awareness of ECE program quality with the BAYC Awareness and Advocacy Work Group to ensure that Bridgeport's public awareness campaign helps parents identify quality programs (e.g., what to look for when visiting a center or family day care).

3. **Implement a Pre-K-3 Literacy Plan that aligns curricula and integrates current efforts across schools and community preschool sites**

- Sustain and expand Total Learning model in more Bridgeport classrooms through federal and state funding streams.

- Sustain and expand Early Reading First grant-funded embedded coaching, professional development, and data team activities across more Bridgeport schools.

- Develop a community literacy plan that integrates efforts to improve curriculum, instruction, and assessment across all preschools and K-3 classrooms utilizing an embedded coaching model and engaging parents, community resources and partners. This will help all children achieve academic standards through third grade and beyond.

- Establish an ECE Community Literacy Center and Lab School to:
  1) train cohorts of teachers in sessions of varying duration with follow-up coaching
  2) provide parent and community literacy programming to ensure a comprehensive approach. Given the current economic climate, the Work Group will refine plans for the Center in Year 1, including financing strategies.

(b)(6)

4. Expand the supply of infant/toddler and preschool slots to meet community needs

- Secure funding to support additional infant-toddler and preschool slots, including both operating support and capital support for construction. The supply of infant/toddler slots meets a small fraction of the demand due to the limited amount of Early Head Start and state subsidies. While there are 3,200 preschool slots available in Bridgeport, the community's 2009 Unmet Needs Report estimates a need and demand for 640 more slots, including 480 full-day slots.

5. Help children with no preschool experience successfully transition to Kindergarten

- Identify children with no preschool experience and ensure that all preschool slots are utilized.
- Expand Kick Off to Kindergarten. As part of the expansion of this successful pilot, Housatonic Community College (HCC) and the United Way will help existing ECE and Head Start programs offer a version of Kick Off to Kindergarten over the summer. Many of these programs experience decreased enrollment during the summer, and have space to serve more children. HCC will offer professional development and materials to implement the program's Doors to Discovery curriculum.
- Offer support for recent immigrants through a partnership with the International Institute to engage families whose children lack a preschool experience – through dissemination of wordless books to families (to promote reading in any language) and information on enrolling in preschool and Kindergarten (e.g., Kindergarten Book Bags).

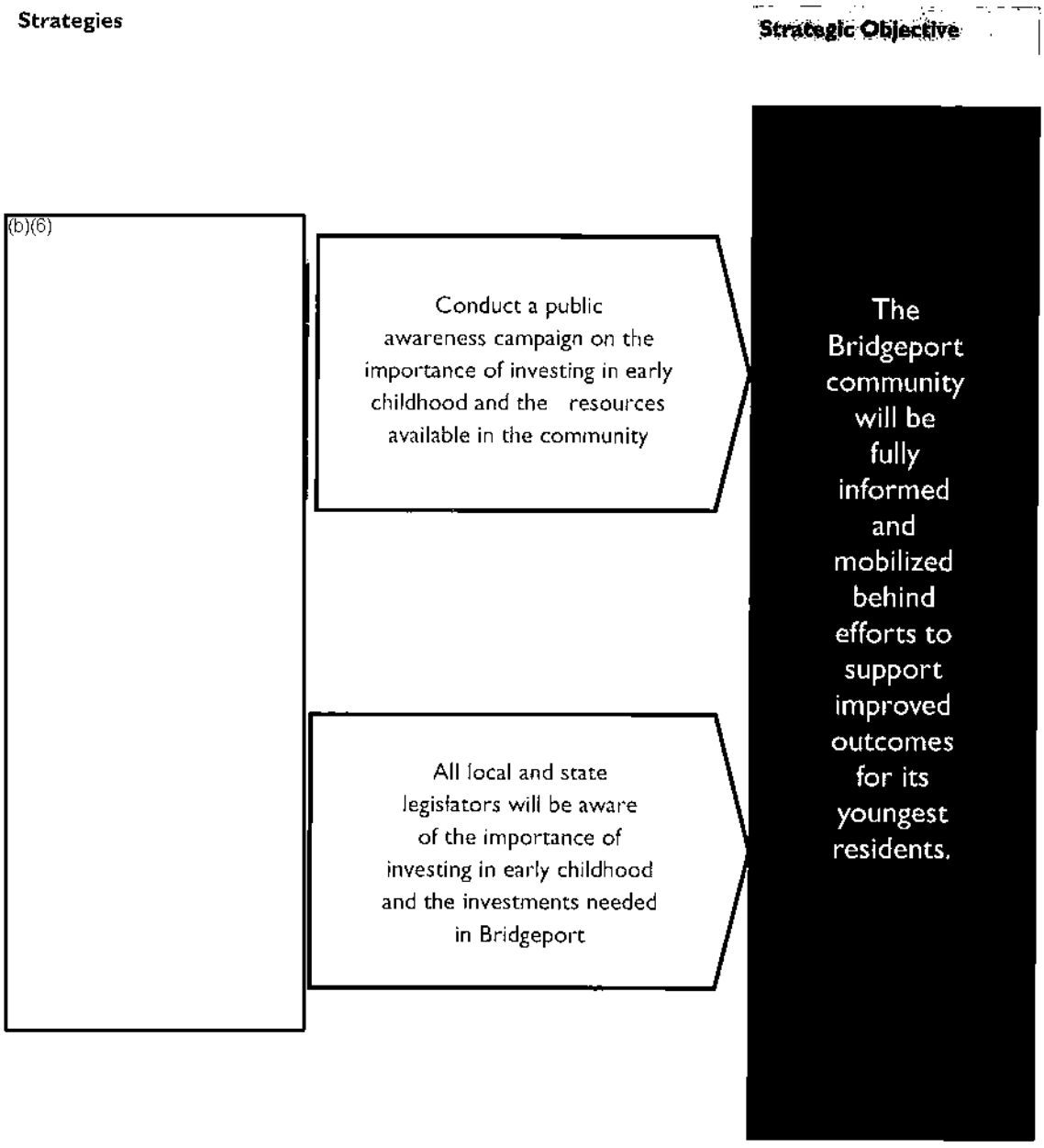
(b)(6)

Partners and Resources Needed

In addition to the continuation of funds already invested in these efforts, the primary resource required to implement these strategies is the time commitment of partners and agreement to share existing products, programs and resources. Many of the key partners identified for each strategy are already BAYC members and have committed to implement *UPDATE* activities.

Awareness and Advocacy

We will measure success in this area by tracking progress across all indicators



Awareness and Advocacy

Change We Want To See:
The Bridgeport community will be fully informed and mobilized behind efforts to support improved outcomes for its youngest residents.

Increasing awareness of BAYC strategies across family engagement, health and development, and early care and education will build broad public and legislative support for systems changes. Awareness of the importance of early childhood investments among all Bridgeport residents – parents, businesses, and faith leaders, as well as among local and state policymakers – is necessary to achieve a safe and healthy community with children ready to fulfill their potential.

BAYC supports Bridgeport's many current efforts to raise the awareness of legislators and the public through financial support, technical assistance, publicity, and the participation of BAYC member agencies and parents. BAYC (working through its partners in early care, health, and family support) represents the primary collaborative effort to raise awareness of early childhood issues among the general Bridgeport community. 211 Infoline, a free community resource phone line, is a primary resource along with the Bridgeport Public Schools Communication Director, school-based Family Resource Centers and neighborhood-based Family Support Centers.

The Bridgeport Child Advocacy Coalition (BCAC), a BAYC partner, works to raise the awareness of state and local legislators and mobilizes community members to advocate for policy and system changes. At the state level, BAYC is a member of the Connecticut Early Childhood Alliance (CECA), which advocates on behalf of children and families.

How We Will Get There

Many efforts to raise awareness of early childhood issues occur in Bridgeport, but an opportunity exists for a multi-pronged, coordinated public awareness campaign to communicate BAYC messages. The BAYC Awareness and Advocacy Work Group will – through partner agencies, parents, and volunteers – reach elected officials, community leaders, and residents with messages related to the importance of family and community action in a child's early years.

(b)(6)

Michele White, MSW, discusses health and development of children birth to age 8 at a District PAC meeting

The Awareness and Advocacy Work Group must engage committed community members and early childhood providers to coordinate implementation of two overarching awareness and advocacy strategies:

1. Conduct a coordinated public awareness campaign to educate all sectors of the community on the importance of investing in early childhood and the resources available in the community.

2. Raise the awareness of all local and state legislators on the importance of investing in early childhood and the investments needed in Bridgeport.

(b)(6)

Public Awareness Campaign

BAYC and its partners will target four specific populations with a coordinated public awareness campaign—

1) parents;
2) the business community;
3) the faith-based community, and
4) residents who do not have a child under age 18

Several components of the campaign will reach all audiences:

Maintain and enhance the BAYC website (in English and Spanish at www.baycbridgeport.org) with information about the importance of early childhood programs, and resources. BAYC staff will maintain this site with technical support.

Work with marketing professionals to design an integrated public relations campaign to deliver BAYC messages.

The Awareness and Advocacy Work Group will recruit marketing professionals to lend their time and talent to BAYC to design and effectively disseminate messages that support BAYC's mission.

Create a speakers bureau for presentations to clubs, organizations and leadership groups. A standard presentation which can be tailored for different audiences will highlight the Mission and work of the collaborative and include a call to action for individuals and organizations. BAYC members will deliver the presentation to various community audiences (civic and business groups, agency staff, and parent groups).

Parents are integral partners in the *UPDATE*. BAYC will continue to sponsor *Community Messengers*, a grassroots program to reach into all neighborhoods of the city. As representatives of BAYC, Community Messengers will distribute posters, brochures and flyers from partner agencies. BAYC will also continue its support of the many parent efforts already occurring in Bridgeport through a Parent Leadership Council. The business and faith-based communities will play important roles in the success of the *UPDATE*. BAYC will arrange meetings with business and faith leaders to present the *UPDATE* and discuss ways for these sectors to become involved in supporting BAYC's work – including serving on BAYC's Advisory Group.

(b)(6)

Additional future responsibilities of the group will be to:

- Conduct customer (parent) satisfaction surveys
- Conduct community awareness surveys on available services and family-centered ideas

Legislative Advocacy

To raise awareness of the importance of early childhood investments among local and state legislators, BAYC will work in collaboration with BCAC and the CT Early Childhood Alliance through the following action steps:

Develop a "Core Group" of BAYC members to establish relationships with each member of the Bridgeport legislative delegation and other appropriate local and state officials. BAYC members will work diligently to build relationships with local and state elected and appointed officials to position BAYC as a recognized and respected voice for Bridgeport's children and a "go-to" resource for questions on early childhood issues. BAYC will measure effectiveness of advocacy efforts by tracking progress of support on early childhood issues.

Provide issue "experts" from BAYC to brief legislators about specific topics. Ongoing relationships with legislators will be important, and BAYC will also provide data-driven evidence that proves the value of specific early childhood investments.

Develop a Bridgeport Advocacy Network in partnership with BCAC and the statewide CECA that can be pulled together as needed.

Partners and Resources Needed

The primary resources needed to advance these strategies include the time and talent of BAYC members and volunteers, BAYC staff support, and in-kind materials and production capacity. Unlike other BAYC work groups, the Awareness and Advocacy Work Group does not have a pool of dedicated professionals from which to recruit members. Work Group leadership therefore must be resourceful to identify concerned residents and professionals to support the awareness and advocacy strategies that will help ensure the achievement of all the goals of the *UPDATE*.

Partners and Resources Needed

Office of the Mayor and City Council
Bridgeport Board of Education
United Way of Coastal Fairfield County
All BAYC Member Organizations
Professional marketing firms
Faith-based organizations
Bridgeport Regional Business Council
Greater Bridgeport Latino Network
CT Early Childhood Alliance
Bridgeport Child Advocacy Coalition
211 Infoline

(b)(6)

[redacted]

BAYC Implementation Plan for 2010-2015

Strategic Area I: Families Empowering Families

Strategy	Action Steps and Responsibility	Time Frame	Resources	Performance Measures
1. Increase parent awareness of their role as their child's first teacher and participation in programs to fulfill this role	Continue transportation, child care and meal assistance for existing programs / FRCs. Program sponsors, NNPS, Public Schools, PACs	(b)(6)	**Low cost:** Program budgets vary across agencies. Expenses for transportation, child care and meals is estimated at $(b) per participant per meeting.	# families/parents reached with information about available programs & services # of families/parents using services % parents/families completing programs
(b)(6)	Increase program awareness via multiple communication methods including Community Messengers / BAYC	Annually	**Low cost:** Community Messengers - $7,000 per year for 15 volunteers	# of CM recruited & trained # families assisted by CM # BAYC website hits #211 referrals to programs
	Develop & implement process to document programs and track participation / BAYC Parent Council with partner agencies providing parent workshops and programs	Jan-Mar 2010 then Ongoing	**No cost/low cost** to partner agencies	% increase in participant attendance records
	Offer diversity training for partner agency staff / Partner agencies	Ongoing	**Low cost to partner agencies**	% of staff trained
2. Increase the availability of services and information offered in languages other than English	Assess language resource currently available; offer programs and program materials in multiple languages / International Institute; BOE translation services; ASPIRA	Jan-Mar 2010 then Ongoing	**Low cost to partner agencies** (b)(6)	% of providers with program materials available in multiple languages
3. Increase parent participation in leadership roles in the community, including BAYC	Provide orientation and training for parents as leaders at times and in locations accessible to parents / The Parent Center; FRCs; PLTI; PEP; BAYC Work Groups	Annually	Annual costs: Parent Cent[illegible] FRCs - $(b)(4) PLTI/CLTI - $(b)(4) PEP-(b)(4)	% of slots on Parent Leadership Council # parents on BAYC Work Groups

Strategic Area II: Health & Development

Strategy	Action Steps and Responsibilities	Time Frame	Resources	Performance Measures
1. Ensure comprehensive health care in Medical Homes with care coordination and implementation of HUSKY requirements	Ensure that all children & their parents have health coverage, and those who are eligible are enrolled in HUSKY benefit from full implementation of EPSTD requirements through monitoring, improving reimbursement, and provider training.— Southwestern AHEC; BCAC	Ongoing	HUSKY: $(b)(4) Care coordination;	% of children on HUSKY % of children receiving timely well-child care
(b)(6)	Promote Medical Home principles, self-assessment and practice improvement processes to provide health services that are accessible, continuous, coordinated, comprehensive, family-centered, culturally competent / BCAC	2010 - complete patient surveys 2011-2015 - patient awareness	$(b)(4) well-child visits (b)(6)	% of children receiving timely well child care *Data Development Agenda:* % of pediatric practices and clinics engaged in EPIC and Medical Home promotion % of children receiving timely well child care
	Provide care coordination for families to connect with a comprehensive array of services and supports. / AHEC, BCAC, Child FIRST	Ongoing		
	Promote Age One Dental Visit and establishment of Dental Home / AHEC; EPIC (CHDI); CT DPH; DSS	Ongoing		% of children receiving dental visit by 1st birthday % of children with preventive dental care
2. Increase systematic and comprehensive screening for young children and their parents in multiple community-programs/ settings	Work with providers to institute systematic screenings in: Child FIRST, pediatric offices, ECE settings, FRCs, DCF programs, FQHCs /Hospitals, ABCD, Inc., ORBIT collaborative	Ongoing	$(b)(4) HUSKY reimbursement per screening)	# of children screened # of children receiving services
3. Enhance Bridgeport Early Childhood System of Care capacity to provide comprehensive, integrated services for children and families identified with multiple needs	Secure sustained resources to continue and expand Child FIRST model of comprehensive developmental, social-emotional, and risk assessments, home based mental health services, and care coordination to help families obtain services through BAYC Child/Family Collaborative partners.	Ongoing	RWJF Grant; Local Philanthropy;	# of families served through EC System of Care process # of behavior issues (e.g. expulsion) in K-3 settings # of agencies participating in System of Care
	Increase availability of mental health consultation to both early childhood and adult providers. / BAYC Child & Family Council , DCF, Head Start, ECCP, US DOE, Foundation for Learning			*Data development Agenda:* # of mental health services embedded in ECE programs

Strategic Area II: Health & Development cont.

Strategy	Action Steps/Responsibility	Time Frame	Resources	Performance Measures
4. Increase and improve mental health treatment services for young children and their families	Ensure that every child served by DCF receives appropriate mental health services, including access to therapeutic foster care: Child FIRST, HUSKY, Behavioral Health Partnership, DCF, DCF contractors, Birthpto-3, BAYC Child & Family Leadership	Ongoing		# of children receiving mental health services # of early childhood trained clinicians serving Bridgeport % of children who need mental health care receiving it
(b)(6)	Advocate for change in Birth-to-3 policies to include mental health services for children with emotional/behavioral difficulties: Child FIRST, HUSKY, Behavioral Health Partnership, DCF, DCF contractors, Birth-to-3, BAYC Child & Family Leadership	Ongoing	Low cost	# of children receiving mental health services # of early childhood trained clinicians serving Bridgeport % of children who need mental health care receiving it
5. Secure support for Medicaid reimbursement for essential services and increased Medicaid rates for all primary care providers and specialists	Work with legislators and state level advocates to increase HUSKY reimbursement rates ensuring access to primary care and specialists for children on HUSKY, as well as coverage for essential services: BAYC Child & Family Council; CT ECE Alliance, BCAC, Southwestern AHEC, CT DSS, Medicaid, managed care plans	Ongoing		Specific services included in HUSKY reimbursement # of children accessing care under HUSKY # of primary care # of services not reimbursed physicians and specialists accepting HUSKY
6. Increase the percentage of children who have healthy diets and adequate physical activity	Design and implement a comprehensive citywide initiative on healthy eating and exercise: DPH, BCAC, WIC, ECE Provider Network, public schools, YMCA, United Way	2010 and Ongoing	Healthy Eating and Physical Exercise Program Implementation: $(b)(4)	% of eligible mothers and children enrolled in WIC % of eligible children and adults on food stamps
	Provide education and training to licensed and informal child care providers to increase the percentage of early care programs that meet national and state standards for exercise and nutrition: city Health Dept, WIC/SNAP	2010 and Ongoing	Low cost (b)(6)	% of EC programs meeting accreditation standards for exercise % of EC programs with written policies regarding healthy diets
	Increase access to healthy foods by ensuring that all eligible children and their parents participate in WIC and food stamps (SNAP)	2010 and Ongoing		# of children participating in school breakfast program

Strategic Area III: Early Care & Education

Strategy	Action Steps/Responsibilities	Time Frame	Resources	Performance Measures
1. Expand and improve professional development for ECE staff to improve program quality and increase student readiness for school upon entering Kindergarten	Expand existing professional training opportunities to staff of private & family daycare centers: BOE, ECE Dept, HCC ECE	Ongoing	Quality Enhancement funding: $(b)(4)	# hours provided to center-based instructional staff for professional development
(b)(6)	Promote completion of ECE credentials including CDA and Associates Degree: BOE, ECE Dept, HCC ECE	Ongoing		% of ECE teachers with at least a CDA % of ECE instructional staff with at least an AA degree
	Expand opportunities for embedded coaching for instructional staff: BOE ECE Dept, ABCD	Ongoing		% of ECE instructional staff with at least a BA degree
	Expand Early Language & Literacy Observation (ELLCO) for all ECE instructional staff: School readiness Council, Provider Network	Ongoing		*Data Development Agenda:* # hours provided to instructional staff in home-based centers
2. Expand efforts to improve program quality	Train ECE staff on ECERS or similar environmental evaluation tool: SRC, ECE Cabinet, SDE, Charter Oak, CES	Ongoing	Low Cost	% of classrooms scoring 5+ on ECERS
	Increase parental awareness of program quality	Ongoing	Low Cost	# of accredited ECE classrooms *Data Development Agenda:* % of ECE centers that meet defined nutritional standards

(b)(6)

Strategic Area III: Early Care & Education Strategic Area III continued:

Strategy	Action Steps/Responsibility	Time Frame	Resources	Performance Measures
3. Implement PreK-3 Literacy Plan that aligns curricula and integrates current efforts across schools and community preschool sites	Sustain and expand Total Learning model in more classrooms through multiple funding sources: Public Schools, ABCD, State DOE	Ongoing	Total Learning/ARRA-	% of classrooms, providers and children engaged through Total Learning and Early Reading First (Birth-3; 3-5; K-3)
	Sustain and expand Early Reading First grant funded embedded coaching & professional development across more BPS and community preschools: BOE Early Reading First, ABCD			# of teachers and parents engaged in Literacy Center and Lab School
(b)(6)	Develop community literacy plan integrating efforts to improve curriculum, instruction, and assessment across all preschools and K-3 classrooms, engaging parents and integrating Born Learning: SRC, Provider Network, BOE ECE Dept.	Jan-June 2010 Ongoing	Title I;	# of families engaged in early learning programming (b)(6)
	Establish an ECE Community Literacy Center and Lab School to expand family literacy programming and train cohorts of teachers	2015	CHEFA Bonding- $(b)(4)	
4. Expand the supply of infant/toddler and preschool slots	Secure funding to support an additional infant-toddler and preschool slots, including both operating support and capital support for construction: SRC, BAYC Advocacy WG, CHEFA	2010 Ongoing	SR funding- $(b)(4) I/T Subsidies, (b)(4 million CHEFA bonds	# of slot subsidies secured Amount of bonding # of new slots created
5. Help children with no preschool experience successfully transition to Kindergarten	Identify children with no formal preschool experience and ensure that all preschool slots are utilized: BAYC Kindergarten Transition Coordinator, Provider Network, SRC, BOE ECE Dept, UW	Ongoing (b)(6)	Low cost: UW - $(b)	% of kindergarteners with no formal preschool experience % of children scoring 2+ on Kindergarten Inventory Literacy & Language domains # of referrals to International Institute # of referrals from 211 Childcare
	Expand Kick Off to Kindergarten Program: UW, SRC, HCC, BOE ECE Dept	Annual summer program	Private grants- $(b) for 100 children annually	% of children scoring 2+ on Kindergarten Inventory
	Offer support for immigrants: International Institute, Public Library, the Parent Center, FRCs	Ongoing	Low cost	% of children scoring 2+ on Kindergarten Inventory

Strategic Area IV: Awareness & Advocacy				
Strategy	**Action Steps/Responsibilities**	**Time Frame**	**Resources**	**Performance Measures**
1. Conduct a coordinated public awareness campaign to educate all sectors of the community on the importance of investing in early childhood and the resources available in the community (b)(6)	Maintain and enhance the BAYC website in English & Spanish / BAYC Work Groups	Jan-June 2010; Ongoing	**Low cost**: BAYC Web-site, - $(b)(4) annual maintenance fees; $(b) translation to Spanish	# of hits on BAYC website
	Recruit marketing professionals to assist in the design of an integrated campaign to deliver BAYC messages / BAYC Child & Family Council; CT Early Childhood Alliance; CT ECE Cabinet	Jan-June 2010; Ongoing	**Low cost**: Press Kits, media releases, BAYC brochure - $(b) per thousand; Brochure stands - $(b) per 50	# of print releases mentioning ECE programs, BAYC, and/or partner agencies # of sites for distribution of BAYC messages
	Identify experts and recruit for speakers bureau / BAYC Child & Family Council	Ongoing	**No cost**	# of presentations made to clubs & organizations
	Conduct customer (parent) satisfaction surveys; Conduct community surveys on the awareness of available services and family-centered issues / BAYC Child & Family Leadership Council, BCAC	Ongoing	**Low cost**: Survey analysis - (b) per survey	*Data Development Agenda:* Customer satisfaction surveys; Community awareness surveys
2. Raise the awareness of all local and state legislators on the importance of investing in early childhood and the investments needed in Bridgeport	Develop relationship with members of Bridgeport legislative delegation / Issue experts from the BAYC Child & Family Council, BCAC, partner agencies, parent spokespersons	Ongoing	**No cost**	# of contacts for advocacy "call to action" notices; # of requests for "talking points" and/or assistance from the Bridgeport delegation

(b)(6)

VI. Public Investment in Early Childhood Services

The Bridgeport financing scan for services around the early years of a child's life reveals a complex funding structure. The scan identified twenty-four different funding sources that support 68 different public and private agencies. Coordinating and linking services across agencies and institutions within Bridgeport can be difficult for both families and providers. Sometimes funding requirements limit how a program or service can operate and sometimes providers and institutions disagree on how a program should operate. The result can be many organizations stretched to do a little of everything. The *UPDATE to the Blueprint for Young Children* resulted from work by providers and parents to produce a plan that would offer the community a strong return on their investments or, "biggest bang for their buck." Implementation of the *UPDATE* relies heavily on the Collaborative partners and their commitment to the plan. The current staff infrastructure includes two part-time employees, however, as the plan matures, the staffing pattern may require expansion and additional staff.

The grid on pages 25-30 indicates low-cost or no-cost initiatives. Implementation of the strategies requiring an infusion of federal, state and local dollars have not in some cases been assigned a financial amount due to the uncertainty of available funds. Securing resources for implementation is the responsibility of collaborating partners, and will rely upon the expertise of providers and the commitment of Bridgeport parents.

Estimated Public Investments in ECE in Bridgeport, 2008-09

Preschool	School Readiness	$(b)(4)
	Head Start	
	Public School system	
	Care 4Kids	
	Subtotal	
Infants/Toddlers	Care4Kids	
	DSS	
	Subtotal	
	TOTAL	$

Early Care and Education

Bridgeport organizations and government agencies delivering early childhood services invested more than $(b)(4) (b)(4) in early care and education for 2,400 children. The largest funding sources include the School Readiness program, Head Start, Care4Kids, and the Department of Social Services. All of the funding sources seek to enable children from low-income families to participate in early care and education (see Chart).

Other Services that rely on significant amounts of public and/or philanthropic funds include:

- *Safe children.* Funds support domestic violence services, DCF foster care services, and Safe and Drug Free Schools' funding
- *Economic security.* This investment area includes a number of nutrition programs, such as Food Stamps (SNAP); Women, Infants and Children (WIC); school breakfast and lunch funding, and a variety of emergency assistance and safety net programs.
- *Family supports.* This area includes the Parent Center, 4 Family Resource Centers, 6 Family Support Centers, Help Me Grow, Intensive Family Preservation services, and the Nurturing Families Network.
- *Out of school time.* This includes after-school, summer and vacation recreation, the Public Library, and city playgrounds.

Additional Estimated Public Investments (in thousands)

	Federal	Fed/State	State	Philanthropic	Total
Child Welfare		$(b)(4)			
Family Support	$140				
Health	$8,004				
Health - Behavioral					
K-3 Education	$11,831				
Parent Engagement					
Youth Development					
Out-of School Time	$212				

(Source: William Caspar Graustein Memorial Fund- Fiscal Scan 2005-06)

BAYC Collaborating Partners

Financial Supporters

A.B.C.D, Inc.

CT Department of Education

Child Health & Development Institute of CT

Fairfield County Community Foundation

General Electric

Governor's Cabinet on Early Childhood

United Way of Coastal Fairfield County

William Caspar Graustein Memorial Fund

Partners

ASPIRA of Connecticut
Bridgeport Board of Education
Bridgeport Child Advocacy Coalition
Bridgeport Dept. of Health & Human Services
Bridgeport Family Resource Centers
Bridgeport Hospital, Child FIRST
Bridgeport Housing Authority
Bridgeport Parent Center
Bridgeport Parent Leadership Training Institute
Bridgeport Public Education Fund
Bridgeport Public Library
Bridgeport School PACs
Bridgeport School Readiness Council
Bridgeport Schools Early Childhood Dept.
Casey Family Services
Catholic Charities
United Way of Coastal Fairfield County
Center for Women and Families of Eastern Fairfield Cty
Children's Trust Fund
City of Bridgeport
Child Guidance Center of Greater Bridgeport
CT Dept. of Children & Families
CT Dept. of Mental Health and Addiction Services
CT Dept. of Social Services
Hall Neighborhood House
Housatonic Community College
International Institute
National Network of Partnership Schools
Optimus Health Care
School Readiness Provider Network
Southern Connecticut Gas Company
Southwest Community Health Center
Southwestern Area Health Education Center
YMCA
United Way of Connecticut/2-1-1

Bridgeport Alliance for Young Children
Leadership In Action

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With Operating support from

United Way
of Coastal Fairfield County

We would like to acknowledge the commitment of our collaborating partners and significant assistance from Holt, Wexler and Farnam. LLP

The Vernon Community Network is a collaboration of providers that will identify and coordinate social service, health, educational and economic development resources for the enhancement of the community.

By Alan Slobodien, President, Vernon Community Network

Impetus for creation of the Vernon Community Plan for Children

The Town of Vernon is a mid-sized community of approximately 30,000 people located twenty miles east of Hartford, CT, the state's capital. Vernon is a community that holds great pride and in a strong New England tradition, works hard to help all its citizens. As our entire nation grapples with economic challenges, the Vernon community led by its Town Council and Board of Education continues to strive for excellence. Vernon is a community in transition. Once a thriving rural community, Vernon was home to textile industry, farming and a hub of cultural activity for the smaller towns located in eastern Connecticut. Vernon has experienced growth in economic stress and increased needs from a population whose median family income is low in comparison to nearby towns. But transition and challenge give rise to opportunity, creativity and a strengthening of community pride. One aspect of Vernon's pride is providing social services to its citizens in need. The town government and its citizens have welcomed community-based non-profit organizations for decades. A network of these non-profits as well as local government agencies, the faith community and the local Board of Education was established in December 2003 with a membership of eight agencies. This network initially named the "Family Summit" continued to broaden in its scope and membership and currently (2011) has over 35 member organizations that meet regularly under the umbrella name, . In 2008, the Vernon Community Network undertook a community planning process to address the needs of Vernon youth and their families, recognizing that assisting our youth population helps to build a thriving community, a welcoming community; a community of good will.

Where to begin? The community planning process began by assembling a broad group of dedicated parents, service providers, educators, faith community representatives, policy makers and business representatives. This group developed a goal statement, *"All Vernon children birth to eighteen are safe, healthy and productive."* Two grants were secured to fund the planning process: an initial grant from the Hartford Foundation for Public Giving was later supported by a grant from the William Caspar Graustein Memorial Fund. Both foundations recognize that many voices are needed to develop a comprehensive community plan; a plan that produces positive change for individuals, families and the greater community.

The path to change: Imagine a community where all children are safe, healthy and productive; where individuals and families feel connected to their neighbors, schools, local government, business and faith organizations. Building this type of community demands that people of good will and honest intent join together, overcoming differences and unite with one vision, "All children birth to eighteen are safe, healthy and productive".
On behalf of the Vernon Community Network, I look forward to uniting with you!

A sign of true community decision-making is having representation from a diverse group of constituents, each bringing to the table both professional expertise and personal experiences, equaled in value. We recognize the tremendous expertise, support and camaraderie provided by the following that were identified as community leaders:

- **Angela Atwater**, Executive Director, KIDSAFE CT, *Co-Chair*
- **Eric Baim**, Principal, Rockville High School
- **Leslie Campolongo**, Church of the Risen Savior
- **Jill Charbonneau**, Prevention Social Worker, CT Department of Children & Families
- **Bryan Flint**, Past President, Rockville Community Alliance
- **Cindy Guerreri**, Consultant, Essential Outcomes, LLC
- **Beth Katz**, Principal, Vernon Center Middle School
- **George Lombardo**, Community Program Coordinator, Foodshare, Inc.
- **Carl Mandell**, Director, Vernon Regional Adult-Based Education
- **Kim Marinan**, Director, Guidance Rockville High School
- **Kim McTighe**, Youth Counselor, Vernon Youth Services Bureau
- **Barbara Pascal-Gladstone**, Director, ECHN Child and Adolescent Behavioral Health Services
- **Renee Pellerin**, Probation Officer, Rockville Juvenile Court
- **Paula Plante**, Coordinator, KIDSAFE CT
- **Thomasina Russell**, Parent
- **Ann Scharin**, Coordinator, Vernon School Readiness Council
- **Don Skewes**, Detective, Vernon Police Department
- **Alan Slobodien**, Director, Vernon Youth Services Bureau, *Co-Chair*
- **Maria Turchi**, School Social Worker, Vernon Public Schools
- **Matthew S. Wlodarczyk**, Principal, Skinner Road School

To round out the team the following contributed mightily to this comprehensive planning effort:

- **Marcia Ambrose**, Indian Valley YMCA
- **Sue Beirn**, RN, Vernon Public Schools
- **Bruce Blair**, Hockanum Valley Child Day Care Center
- **Patricia Buell**, Vernon Public Schools
- **Phyllis Carleen**, Early Head Start
- **Ardith Crampton**, ECHN Family Development Center
- **Monica Dallahan**, CREC, Birth-Three
- **Hyacinth Douglas Baily**, Greater Hartford YMCA
- **Risa Filkoff**, Vernon Regional Adult-Based Education
- **Pauline Fortier**, Academy of Art and Learning
- **Tina Gladden**, Indian Valley YMCA
- **Pat Goff**, Rockville High School
- **Jerry Griffin**, Vernon Public Schools
- **Svetlana Grishtaev**, Vernon Regional Adult-Based Education
- **Judy Hany**, Vernon Town Council
- **Michelle Hill**, Vernon Youth Services
- **Brian Levesque**, Principal (Past) Rockville High School
- **Sarah McDermott**, UCONN Jumpstart
- **Tess McKenzie**, Maple Street School Family Resource Center
- **Tanjua Merrow**, Parent
- **Jill Morey**, ECHN Family Resource Center
- **Lisa Perry**, Parent
- **Sarah Santora**, Foodshare, Inc.
- **Sally Sherman**, Vernon Public Schools
- **Paul Vivian**, Graustein Memorial Fund
- **Tom Walsh**, Crossroads Community Church
- **Shahla Zarinejad**, Rockville Public Library, Children's Services

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- **Marjorie Berry**, East Hartford Community Healthcare, Inc.
- **Kim Dubanoski**, North Central District Health Dept.
- **Myrian Garcia**, East Hartford Community Healthcare, Inc.
- **Julie Halpin**, AmeriCorps Community Health Center HUSKY
- **Judy Latonie**, Vernon Public Schools
- **Shana Peruti**, AmeriCorps Community Health Center HUSKY
- **Christal Petrone**, APRN, ECHN
- **Todd Schneider**, Rockville Church of the Nazarene
- **Carol Stone**, CT DPH Maternal Child Health
- **Roger Wiley**, Vernon Public Schools

- **Hartford Foundation for Public Giving**
- **William Caspar Graustein Memorial Fund**
- **Vernon Community Network**
- **Town of Vernon**

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Traditionally planning is undertaken by a small group of people tasked with designing the future direction of a certain stand-alone program or organization. A Community Plan is developed with input from broad audiences, with the idea of allowing the community as a whole to agree upon a set of top priorities and to provide a detailed plan by which the different community entities and citizens will work together to achieve certain changes within the community, and to hold one another accountable for achieving desired results.

The Vernon Community Network (VCN), initiated in 2003 by a team of community stakeholders, is a collaborative of providers interested in coordination of social, health and educational services. Most recently, the VCN recognized the challenges facing the community given the change in statute regarding youth ages 16-18 that have previously been eligible for the Family with Service Needs program. Given the new lack of consequence, behaviors such as truancy and running away, the VCN identified a need for a planned response and thus applied for, and received funding from the Hartford Foundation for Public Giving. The grant allows for a community planning process that involved all key stakeholders including parents, youth, professionals and community organizations. In 2010 the Graustein Memorial Fund awarded a grant to include a focus on children birth-8, thereby providing opportunity for the creation of a comprehensive plan for improving outcomes for all Vernon children Birth-18.

These grants allows for a proactive approach to planning for the successes of ALL Vernon children and youth. Specifically this community plan gives Vernon a chance to think broadly and deeply about what comprehensive and system-wide reforms are needed to attain this desired result. Rather than focusing on individual programs or schools, efforts will be on how the community works together – across these programs and departments and sectors – to improve the lives of children and youth.

The first step was to develop a Leadership Work Group (LWG), a group of leaders who can dive into the details and guide this plan to completion. The VCN is the convener and champion for this effort, with the Vernon School Readiness Council (VSRC) specifically leading the plan development for young children. The LWG is inclusive and capable of reaching out to and consulting with all segments of the community. The process for the ensuing planning will be based on the Center for the Study of Social Policy's community planning framework, with Results-Based Accountability (RBA) at the core. RBA has been officially adopted by the Appropriations Committee of the Connecticut State Legislature as a means for determining funding for all State departments.

This plan is divided into three main sections – *Children, Youth,* and *Community* and are based upon the Result Statement:

ALL VERNON CHILDREN BIRTH – 18 ARE SAFE, HEALTHY AND PRODUCTIVE

Areas of Focus – To achieve this end result each of the following need to be addressed:

1. **Safe** – Children and their families must live in safe homes and neighborhoods, and have access to safe schools and places of recreation.

2. **Healthy** – Children and their families need to have access to high quality, affordable care that focuses on physical, emotional and behavioral health. There must be a continuum of care spanning across education, information, diagnosis and treatment.

3. **Productive** – Children and their families need to have opportunities and experiences that will prepare them to be successful learners, beginning in the early years and leading to post-secondary education and/or the world of work.

Four guiding questions are used in each section:

- **Headline Indicators** – The LWG analyzed data in each of the strategic areas of focus and identified Headline Indicators that serve as a baseline for all recommended strategies that will lead us to our desired end result. Each section has graphs to depict what we know to be current conditions in each of the Strategic Areas, and additionally reflect trends in that area.

- **Secondary Indicators** – These have been identified as supporting data to the headline indicator. There may be additional work to be done in gathering/collating data, analyzing the data, and designing strategies for implementation to impact the trend identified.

- **Current Conditions & Impact** – Along with the indicator is a narrative description of what we believe to be "the story" behind that baseline, supported by community input that was collected via multiple focus groups, interviews, and a survey. A force field analysis was completed by the LWG and Content Area Experts to gain a common understanding of conditions that contribute to a negative trend and positive approaches that could "turn the curve" on the current condition.

– The current programs, services and systems that exist in one form or another that address a certain area of focus.

– to make a difference in the Headline Indicator, this includes information on best practices both locally and beyond town borders.

- **Strategies and sub-strategies** – Based on what we know about the data, current conditions, and forces at work, strategies were developed that LWG members believe will make a positive impact on changing the negative direction of the various trends. Sub-strategies reflect a collection of actions to develop for implementation.

- **Data Development Agenda (DDA) and Research & Information** – While some data would be valuable and informative to this approach, there are times when certain data is not gathered in any systematic way or is inaccessible. The DDA allows for a documentation of a desired data set, with the intention of developing a way to collect it locally if at all possible. Additionally, theories as to suitable strategies and actions to employ in an effort to "turn the curve" on troubling trends are best tested in research of possible causes, effects and best practices.

- **Performance Measures** – The LWG recognizes the need to hold themselves and the community accountable for making a difference in the trends and thus are in need of program measures that respond to three guiding questions: *"How much did we do? How well did we do it? Is anyone better off?"*

- **System Measures** – It is understood that programs operate within larger systems and that those systems interface with one another at various times and to varying degrees. For example, communications are critical to successful program administration and operations. These systems must also be analyzed for effectiveness in leading us to our end result.

Adapted from Vernon Plan of Conservation and Development – (12/09), Town of Vernon website, the Community Status report on Young Children in Vernon, CT (12/07), and the US Census Bureau's American Community Survey 2005-2009.

Originally called North Bolton, the Town of Vernon, CT was established in 1808. Vernon contains the borough of Rockville, incorporated in 1889, as well as the smaller villages of Talcottville and Dobsonville. In the early 1800's, Vernon was predominantly an agricultural community, and slightly over 800 people called it home. With a rural landscape, travel to outlying towns became difficult and by 1836, residents of Rockville found it inconvenient to travel to Vernon's center, which held the towns' church, meeting house and school, so they built their own. By 1856, residents began alternating between Vernon center and Rockville for Town meetings, which contributed to less interaction between residents of the same town. By the mid 1800's, as technology improved and the desire to travel more efficiently grew, a railway spur branched through Vernon, connecting it to larger cities such as Hartford and Providence.

Vernon boasts 17.7 square miles of land and 0.3 square miles of it water, including two rivers within its 18.03 sq mile borders. These natural resources formed the foundation for a thriving mill industry, which harnessed the power generated from these waterways. From 1821 to 1952, the Hockanum River alone boasted thirteen mills along its banks, producing cotton, twine, paper, silk products, wool, and stockinet. The cloth for the inaugural suits for Presidents William McKinley and Theodore Roosevelt were produced in Vernon adding to a sense of pride for the area. With the prosperities of the mill industry, came jobs, homes, families and prosperity. These mills thrived until early 1900. When WWII started, many of the mills moved to the South and with this move, Vernon saw its economic boom collapse.

Based on the US Census Bureau's American Community Survey 2007-2009, 73.2 percent of Vernon residents are in the workforce. A majority of its residents (16 years and older) work in the following occupational fields: Educational Services, Health Care, and Social Assistance (25 percent), Manufacturing (14 percent) and Finance and Insurance, and Real Estate and Rental and Leasing (12 percent) and Retail Trade (11 percent). The median income of households in Vernon is $67,233.

Since 1970, the Town has operated under a Mayor/Town Council form of government, subject to approval by the Town's electorate at Town Meetings on certain appropriations and the Annual Budget. The Mayor of Vernon is Chief Executive Officer of the Town, and is charged with management of the Town's Government, annual budget for all departments and agencies including the Board of Education, its finances, its employees and carrying out rules, regulations and compliance with the law. The twelve-member Town Council is the exclusive legislative body, with the powers and duties of the Board of Finance with respect to the Board of Education budget and financial program. Both the Mayor and the Town Council are elected on a partisan basis for two-year terms. The Town holds an Annual Town Meeting for the consideration of its budget on the fourth Tuesday of April, as determined by the Town Council. The annual budget becomes effective only after it has been approved by a majority vote of qualified voters present and voting at such meeting. The vote may neither increase nor decrease the amount approved by the Town Council.

According to the *American Community Survey 2005-2009*, Vernon's population during this time was approximately 30,000 residents, with a median age of 40.6 years. Nineteen percent of the population was under 18 years and 16 percent was 65 years and older.

Race

97.8 percent of Vernon's population indicates their racial make-up as one race, with 74.5 percent White, 12.4 percent Black/African American, 4.4 percent Asian and less than 1 percent described as American Indian/Alaska Native.

Housing & Households Characteristics:

In 2007-2009 there were 13,000 households in Vernon. The average household size was 2.3 people. Families made up 62 percent of the households in Vernon. This figure includes both married-couple families (47 percent) and other families (14 percent). Non-family households made up 38 percent of all households in Vernon. Most of the nonfamily households were people living alone, but some were composed of people living in households in which no one was related to the householder.

Occupied Housing Unit Characteristics:

In 2007-2009, Vernon had 13,000 occupied housing units – 61 percent owner occupied and 39 percent renter occupied. One percent of the households did not have telephone service and 4 percent of the households did not have access to a car, truck, or van for private use. Multi -vehicle households were not rare. 40 percent had two vehicles and another 19 percent had three or more.

Housing Costs:

The median monthly housing costs for mortgaged owners was $(b)(4) non-mortgaged owners $(b)(4), and renters $(b)(4) percent of owners with mortgages, (b)(4) percent of owners without mortgages, and (b)(4) percent of renters in Vernon spent (b)(4) percent or more of household income on housing.

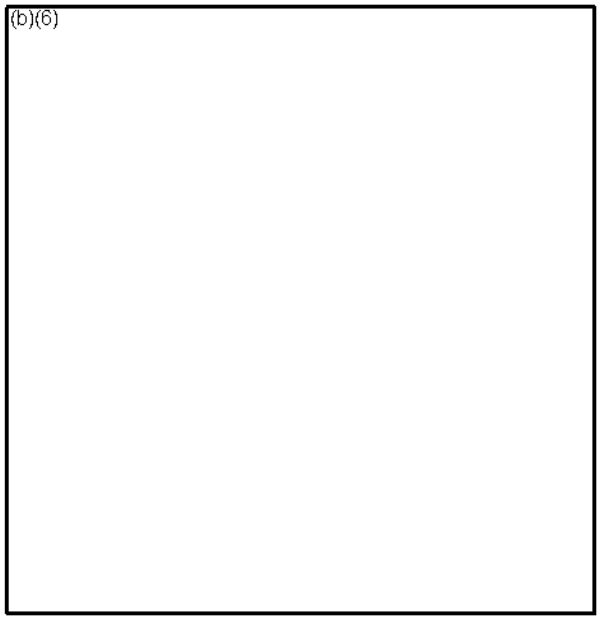
In 2007-2009, seven percent of people were in poverty. Ten percent of related children under 18 were below the poverty level, compared with four percent of people 65 years old and over. Seven percent of all families and 35 percent of families with a female householder (no husband present) had incomes below the poverty level.

In 2007-2009, 88 percent of the people living in Vernon were living in the same residence one year earlier; six percent had moved during the past year from another residence in the same county, four percent from another county in the same state, two percent from another state, and less than 0.5 percent from abroad.

There is also diverse educational attainment of Vernon's residents over aged 25. In 2007-2009, 90 percent of people 25 years and over had at least graduated from high school and 30 percent had a bachelor's degree or higher. Ten percent were dropouts; they were not enrolled in school and had not graduated from high school.

The total school enrollment in Vernon was 7,000 in 2007-2009. Nursery school and kindergarten enrollment was 980 and elementary or high school enrollment was 3,900 children. College or graduate school enrollment was 2,100.

Each school works to establish its individual school environment or identity, encouraging students' and their families' full participation in their development (academically, socially and emotionally) and making school a place where differences can be valued and encouraged.


(b)(6)

I. PRENATAL CARE

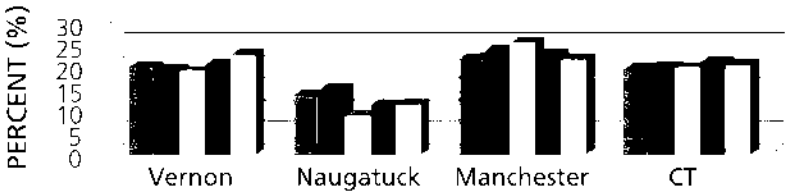
Adequate prenatal care is important to the overall care of pregnant women, and to the healthy development of their babies. It is during the prenatal care visits that medical experts can evaluate any medical and social risks, provide treatment of some problems, and referrals for any needed support services. Additionally, it is a time for expectant mothers and fathers to talk about both maternal and infant health. Adequate use of prenatal care is known to positively affect birth weight, full-term deliveries, and overall healthy development of the baby at delivery and beyond.

Headline Indicator: Non-Adequate Prenatal Care

BASELINE DATA

Women Receiving Non-Adequate Prenatal Care*

*CT Department of Public Health- Vital Statistics, Table 4



	Vernon	Naugatuck	Manchester	CT
■ 2004	19.9	13.5	21.7	19.4
■ 2005	19.3	14.7	23.5	19.8
2006	19.1	8.8	25.4	19.8
■ 2007	20.4	11.1	22.7	20.9
2008	22.7	11.3	21.6	20.4

1. Current Conditions

The CT Department of Public Health uses the definition for adequacy of prenatal care (PNC) as described in the "Adequacy of Prenatal Care Utilization Index" (APNCU) from the University of North Carolina, Chapel Hill. Adequacy of PNC is viewed as having two parts – Initiation of Prenatal Care, and Adequacy of Received Services. Both of these are based on timeliness. The belief is "the sooner the better" for PNC, preferably within the first trimester. Adequacy of Received Services identifies timing of care following the initial visit up until delivery. This is to help determine if a woman receives enough PNC visits – based on the standard of one visit per month for 28 weeks, one visit every two weeks through 36 weeks, and weekly visits thereafter.

The graph above provides five consecutive years of data, the most recent available from the CT DPH. On average 20.28%, or approximately 72 Vernon women received non-adequate prenatal care each year, higher than the state average of 20.06%. This is significant when comparing Vernon to the 11.9% of women in Naugatuck, a community very much like Vernon in population, education and economic make-up. Also of note is that the average for women receiving non-adequate prenatal care over a five year period is 22.98% in Manchester, a community nearly twice the size of Vernon. Local health providers/professionals believe that there are many issues that contribute to nearly one quarter of women in a year who receive non-adequate prenatal care. Vernon has many available service providers – ECHN/Rockville General Hospital Maternity Care Clinic, the local OB-GYN doctors/practices, and the East Hartford Community Health Center/Vernon satellite office at the Cornerstone.

So if availability is not a problem – what is? The following is a list of possible factors:

- Lack of insurance or lack of knowledge of how to access insurance
- A belief that if someone is on state insurance (HUSKY) they must get their prenatal care in Hartford.
- Women have to reapply for HUSKY after delivery.
- CT DSS office in Manchester is understaffed to enroll women in a timely manner.
- Transportation
- Reluctance to contact a doctor and share personal information with them.
- Lack of understanding of the importance of prenatal care, and the inherent risk factors for their unborn baby.
- Inability to get time off from work for their visits.
- Inconsistency of doctor's availability in a practice or location.
- Unequal reimbursement rates for OB care and GYN care
- Variations in medical advice for when a woman should begin prenatal care

Further emphasizing the need for improving the percent of women who receive adequate prenatal care is the fact that Vernon is one of 39 towns in CT identified in the "Statewide Needs Assessment for Maternal, Infant and Early Childhood Home Visiting Programs," (September 2010) as in "moderate to high need" for maternal & infant and/or early childhood services. Vernon is the only town in Tolland County identified as such. DPH identifies the criteria used in their determination to include unemployment rates, excess low birth weight, excess non private insurance, children living in poverty, child abuse and neglect, low 3rd grade CMT scores and high school drop-out rates.

A challenge remains in reaching the women who are most hard-to-engage in this discussion. Until we speak directly to these roughly 72 women per year and hear their "story," we will continue to struggle to make a difference in Vernon-based data. It is not always timely nor reliable, and often anecdotal rather then statistically valid.

2. Impact on Mother and Baby

According to research, two of the major consequences of non-adequate prenatal care are infant mortality and low birth weight. According to the Connecticut Department of Public Health (DPH), between 2004 and 2008 there were, on average, three infant deaths in Vernon annually.

NOTE: There is not a direct correlation documented between these deaths and non-adequate prenatal care.

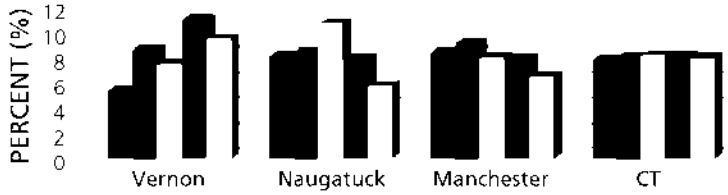
More prominent and more in need of further analysis is the rate of low birth weight in Vernon as compared to similar communities and the State. The graph below shows that there has been fluctuation in Vernon, with the most prominent increases in the last two years reported and that Vernon outpaces these towns and the State.

Secondary Indicator: Low Birth Weight

BASELINE DATA

Babies Born at Low Birth Weight*

*Less than 5.5 pounds regardless of gestational age
CT Department of Public Health: Vital Statistics, Table 4



	Vernon	Naugatuck	Manchester	CT
■ 2004	5.4	8.1	8.4	7.8
■ 2005	8.6	8.4	9.1	8
2006	7.5	10.7	8	8.2
■ 2007	11	7.9	7.9	8.1
2008	9.5	5.8	6.5	8

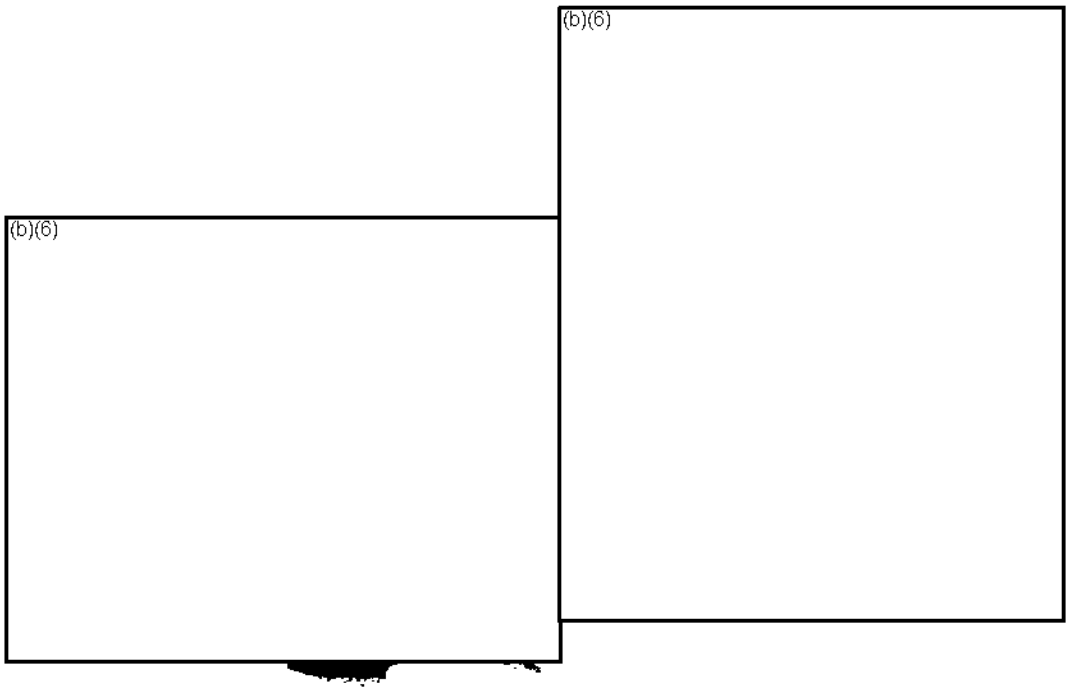
There are additional risks inherent in non-adequate prenatal care such as missed opportunities for preventive testing for mother and baby, the monitoring the growth and development of the baby and the treatment of any complications. Prenatal visits are a time for counseling and guidance with linkages made to critical support services, e.g., Women Infants and Children (WIC) and HUSKY.

A coordinated system for outreach and identification of newly pregnant women does not currently exist in Vernon, although there are efforts that occur throughout various organizations in town. Local experts identified both Health and Child Development classes at Rockville High School as the primary opportunities for raising awareness and educating young people on the importance of adequate prenatal care.

The next opportunity for connecting with pregnant women who may not be receiving such care occurs most often at Rockville General Hospital's Maternity Care Clinic and in programs such as Nurturing Families, Early Head Start and the Maple Street School Family Resource Center. According to providers, the majority of these women are well into their second or third trimester of pregnancy at the time of enrollment.

Other places that provide education in relation to adequate prenatal care include OB-GYN Offices and agencies, Women Infants Children (WIC), East Hartford Community Health Care, the community baby shower and the 2-1-1 InfoLine.

Finally, an untapped, rich resource is the "informal" peer network, which is most likely to connect with women in the earliest stages of their pregnancy.



In order to have a positive effect on the rate of non-adequate prenatal care and corresponding low birth weight of babies, it is important to reach these women pre-pregnancy or in their first trimester. This will take an effort by the Vernon community that builds on existing programs and services while introducing innovative approaches.

1. **Additional data collection and analysis on non-adequate prenatal care and low birth weight as they relate to race and ethnicity, age of mother, and mother's level of education.**

2. **Explore opportunities for expanding home visitation services in Vernon.**

   a) Research Child First (Bridgeport) to assess opportunity for replication locally.

   b) Assess the possibility of expanding Nurturing Families outreach efforts.

3. **Create a multi-pronged approach to raising awareness on the importance of adequate prenatal care.**

   a) Meet with Rockville High School Health teachers to discuss curriculum expansion.

   b) Connect with local pharmacies for planned display of informational materials.

   c) Expand scope and eligibility for community baby showers to include all income levels.

   d) Enhance use of existing media such as organizational websites and community newspapers.

   e) Identify and train peer/adult mentors to serve as neighborhood resources.

   f) Include prenatal care booths and vendors in Vernon Holistic Fair.

DATA DEVELOPMENT AGENDA (DDA) – Childhood Obesity

Healthcare practitioners define obesity in different ways. The U.S. Surgeon General, Dr. Regina Benjamin recently stated that the most common thing that physicians and other clinicians use is the BMI (Body Mass Index), the relationship between height and weight. She noted, however, that someone could have a BMI that is outside of the range and still be perfectly healthy. Given this discrepancy, most people are starting to move to the percentage of body fat as a much better indicator, according to Dr. Benjamin. Ways in which to do this comprehensively are being explored. Further, some family physicians who see the entire family, women and children, have raised a concern about the lack of specific guidelines that would help them in their working with childhood obesity.

In order to combat chronic disease, the Connecticut Department of Public Health is in the process of creating *"Connecticut's Plan for Heart Healthy, Smoke Free, & Physically Fit Communities 2011-2016"*. This plan offers insight in the chronic health issue of childhood obesity. The Vernon Public School Wellness Committee will serve as the link to this statewide planning process and its local implementation.

- How much did we do?
- How well did we do it?
- Is anyone better off?

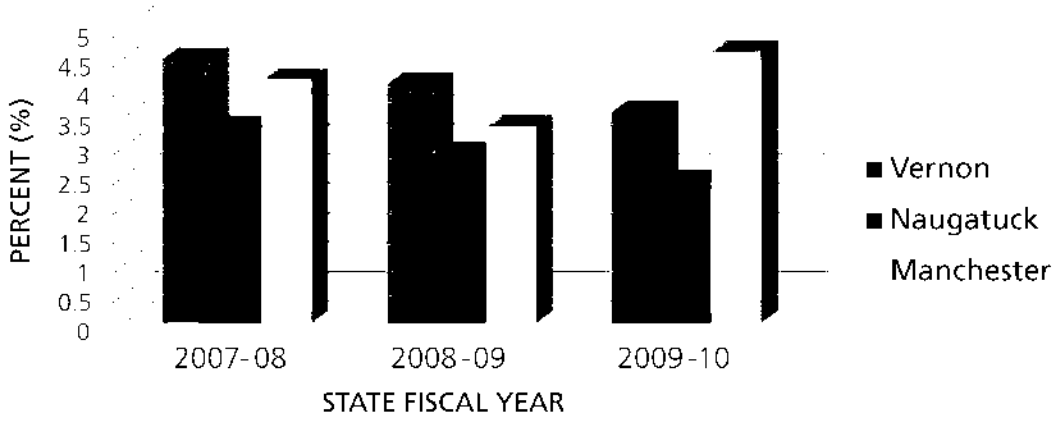
II. CHILD ABUSE AND NEGLECT

All children deserve to be safe within their homes and in their community. To gain an understanding of how many Vernon children between the ages of Birth to 8 are victims of child abuse and neglect, the LWG examined data from the CT Department of Children & Families (DCF), where investigators apply an approved protocol for such a determination. Over the last three years for which data is reported (State Fiscal Years 2008-2010), comparison was made with two other towns – Naugatuck being of similar population, education and economic make-up, and Manchester, a neighboring city nearly twice the size of Vernon.

Headline Indicator: Child Abuse/Neglect

BASELINE DATA

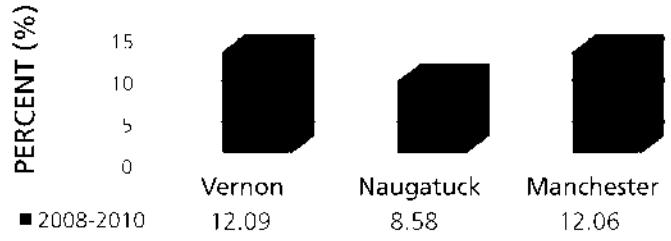
Children Birth-8 with Substantiated Allegations of Child Abuse/Neglect



The first graph depicts a higher percent of Vernon children aged Birth to 8 with substantiated abuse and neglect as compared to Naugatuck. Two out of three years there was a higher percentage than neighboring Manchester. There has been a slight decrease in substantiated allegations over the three-year period yet no clear understanding of "why."

When looking at the three years in aggregate form (2nd graph), Vernon's incidences of abused and neglected children are higher than both Naugatuck and Manchester

3 Year Aggregate of Children Birth-8 with Substantiated Allegations of Child Abuse/Neglect



Between 2008 and 2010 (state fiscal year) **there were 338 Vernon children who were victims of abuse and neglect, which on average, is 112 children annually.** National research indicates that children suffer higher rates of abuse and neglect in the earliest years of their life. Children under the age of three are the most vulnerable and thus are the most frequent victims of child abuse, and *Vernon is no exception.*

1. Current Conditions

To help us understand the "Why" of the documented cases of child abuse and neglect in Vernon, we first agree that it knows no economic, social or racial bounds. However, we do know that there are *significant risk factors* ***(see sidebar)*** which may lead to abuse and neglect. Whether you live in Vernon or another community, the family characteristics and risk factors remain consistent. When looking at Vernon, the correlation of the first two of the **Risk Factors** (see 1st graph) and the documented concentration of economically stressed and single parent households appear to be centralized in specific geographic locations (see 2nd graph). Therefore, it is likely that the majority of children most at risk of being abused and neglected live in the households in these specific locations. It is reasonable to believe that efforts to reduce the numbers of children living in poverty and single-parent head of households will reduce the number of children abused and neglected. The following graphs provide the evidence.

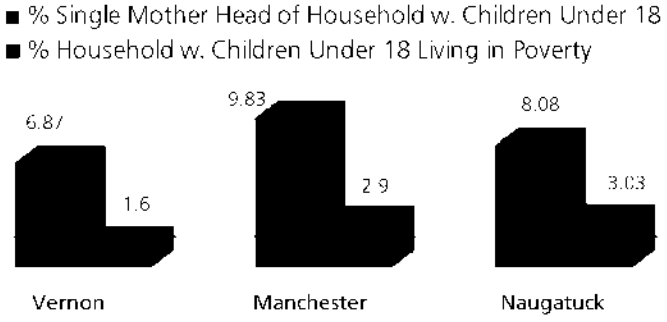
- Children living with single parent
- Children living below the poverty line
- Active substance abuse and mental health issues
- Criminal history
- Lack of child supervision
- Siblings with different fathers
- The absence of positive relationship between child and father
- Teen parenthood

Child Welfare Information Gateway

Secondary Indicator: Two Risk Factors

BASELINE DATA

Two Risk Factors Associated with Child Abuse & Neglect



Abuse

"a non-accidental injury to a child which, regardless of motive, is inflicted or allowed to be inflicted by the person responsible for the child's care.

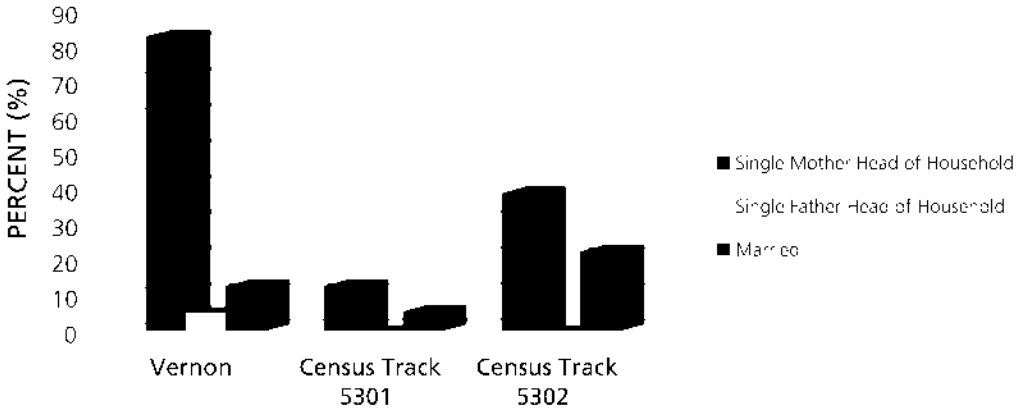
Neglect

"the failure (whether intentional or not) of the person responsible for the child's care to provide and maintain adequate food, clothing, medical care, supervision, and/or education."

CT Dept. of Children & Families

Household Type by Geographic Location for Children < 18 Living in Poverty

Census 2000



(b)(6)

2. The Impact on Children

Research conducted by the Child Welfare Information Gateway indicates that the impact of child abuse and neglect is both short and long term. Some of the most common physical, psychological, behavioral, and societal consequences are noted **in the inset**.

Locally, the *Community Status Report on Young Children in Vernon, CT* reports "children who are not safe in their homes or communities, who witness or experience some form of violence or abuse are more likely to have problems with their development." The Vernon Community Network and the Vernon School Readiness Council remain concerned that during the past three years, there are cyclical patterns of abuse and neglect experienced by Vernon families who are currently living in "at risk" situations.

- Affect an individual's physical and mental health
- Negative effects on physical development, including brain development in the early years
- Isolation, fear, and an inability to trust
- Low self-esteem, depression, anxiety and relationship difficulties
- Higher incidences of many health problems
- High-risk behaviors such as smoking, substance abuse, overeating, and sexual risk-taking
- A likelihood of engaging in juvenile delinquency, adult criminality, and violent behavior

Protective factors are traits that are present in families and communities that help to increase the well-being of children and families. These traits serve as cushions, helping parents to find support resources, or coping strategies that allow them to parent successfully, even under pressure. These include parental resilience, social connections, knowledge of parenting and child development, and concrete support in times of need. Currently, Vernon has both voluntary and mandated services available for families. The goal of the LWG is to assist families at risk before a crisis occurs.

1. Nurturing Families Network is a no-cost, voluntary primary prevention program that provides information, guidance and assistance to first-time parents. The network offers three distinct, interwoven services: Home visiting, parent education groups, and nurturing support connections through volunteer contact.

Nurturing Families has been rigorously researched and shown to successfully identify, engage and assist first-time parents assessed to be at-risk of harming their children, while also reducing the incidence and severity of child abuse and neglect. Studies by the University of Hartford's Center for Social Research indicate that parents in the program make significant gains in education, employment and self-sufficiency; spend more time with their children; and become more sensitive to their needs.

The **Kempe Family Stress Checklist** is the research-based tool used to assess the likelihood that a first-time parent will abuse or neglect his/her child, thus qualifying for the program. Indicators are included in the box.

(b)(6)

- Parent beaten or deprived as a child.
- Parent has a criminal, mental health, or substance abuse history.
- Parent has been suspected of abuse in the past.
- Parent demonstrates low self-esteem, social isolation, depression, and has limited "lifelines".
- Parent experiencing multiple crises or stresses.
- Parent's potential for violent temper outbursts.
- Parent has rigid and unrealistic expectations of child.
- Harsh punishment of child.
- Child difficult and/or provocative as perceived by parents.
- Child unwanted or at risk for poor bonding.

With a lengthy DCF history, and no Housing Assistance, mom remains dependent on abusive relationship.

Attempts are made to obtain housing & heating assistance. Past financial mistakes prevent her from obtaining these services.

Mom evicts abuser. Now unable to pay rent, or afford child care, she faces eviction, with no subsidized housing units currently available.

Her apartment is in need of repair, and furniture. Which she cannot afford due to lack of employment.

With no transportation and three children to care for, it is difficult for Mom to attend counseling.

No Head Start openings & unable to obtain Care for Kids subsidy, she gets involved with CT WORKS, obtains a job interview, but cannot meet the demands of the job due to lack of a caretaker, funds and transportation.

2. Fragmented System – Compounding the problem of ongoing abuse and neglect is the "system" in which these programs and services operate. The current system is fragmented, some believe as a result of insurance barriers, confidentiality restrictions, a lack of interagency communications and other factors which cause families to run between organizations to obtain assistance in a piecemeal manner, ultimately causing frustration to both service seekers and providers.

3. Parent Education is a key component to reducing child abuse and neglect. Although Vernon hosts multiple opportunities for parenting programs including faith-based organizations, schools,. community non-profit groups, court systems and Department of Children and Families, there are challenges to getting parents to participate and many of these programs are under-utilized.

Some issues facing parents are fatigue, physical and emotional disabilities, and lack of centralized information for parent education. Additionally cited:

- No transportation to programs
- No compensated time off, childcare issues
- Sense of isolation (I am the only one with this problem)
- Denial of the gravity of child's issues
- Sense of hopelessness
- Classes may not be culturally responsive
- Lack of knowledge of parenting skills and child development
- Lack of trust

The Vernon Community Network and Vernon School Readiness Council agree that a coordinated approach involving local, regional and state partnerships is most effective in addressing issues of abuse and neglect. The following proposed strategies implemented locally, will make a difference for children Birth to 8 who are suffering and/or at risk of abuse and neglect.

1. Develop a coordinated system of response for identified families.

a) Establish a Child Advocacy Team (CAT), to create a collaborative approach to aid and assist families with complex service needs.
   - Assess opportunity to redeploy existing resources
   - Seek new funding

b) Capture historical (situational) responses of Vernon Community Network to date to map future responses.

c) Reduce barriers to participation in existing parent education programs.

d) Implement mentoring programs, based on the *Parent-Aide* model, a system for long-term commitment to families who exhibit the risk factors connected with child abuse and neglect.

e) Expand Nurturing Families Network screening and services in order to identify **all** families who present with risk factors for abuse and neglect and connect them with services.

2. Increase the capacity of the Vernon Community Network and its members to better meet the needs of children and families.

a) Conduct Asset Mapping of Vernon Community Network – individual, group and community members
   - Host a Vernon Community Network Agency Fair – increasing awareness of existing services and resources
   - Make targeted linkages by connecting community needs to the appropriate VCN provider or organization.

b) Create a coordinated calendar of training and technical assistance opportunities throughout the community.
   - Program Performance and Accountability

- **How much did we do?**
  # of community volunteers who register for mentor training.
  # of VCN members who attend capacity-building sessions.

- **How well did we do it?**
  % of volunteers who attend all mentor training sessions.
  % of VCN members who attend capacity-building sessions.
  % of VCN members who participate in the development of a coordinated system.

- **Is anyone better off?**
  % of trained volunteers that have increased ability to mentor others.
  % of VCN members who report using acquired capacity-building skills in their work environment.
  % of VCN members who adopt a common screening tool.

III. PRESCHOOL EXPERIENCE

Preschool experiences are critical to the overall educational outcomes for children. Research states that children with a quality preschool and early care experience perform better academically with a decreased need for special education. Additionally they are less likely to engage in criminal behavior or to drop-out of school as they age. Studies also show that the positive effects are there well into adult years, for both the individual and to society as a whole with higher rates of employment and less dependency on government supports (Perry Preschool Project, Chicago, 2000).

Headline Indicator: Preschool Experience

BASELINE DATA

Kindergarten Students Who Attended

Preschool, Nursery School or Headstart

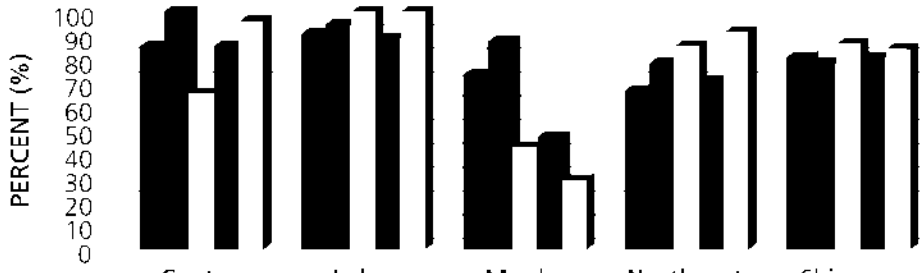
	Vernon	Manchester	Naugatuck	CT
■ 2004-05	79.2	61.9	72	77
■ 2005-06	88.2	63.1	75.5	79.2
2006-07	74.4	66.7	77.1	79.3
■ 2007-08	73.5	65.1	76.2	79.2
2008-09	83.4	65.8	75.4	79.7

1. Current Conditions

According to the CT State Department of Education (SDE), Education Data & Research (CEDaR) reports, Vernon fares well in comparison to the similar community in size and demographics as well as a neighboring community twice the size – both are in the same District Reference Group (DRG) as Vernon. Additionally Vernon remains close to or above statewide levels.

When looking at preschool experience reported by each of the elementary schools in the District, the result is noticeably different. While Center Road and Lake Street school kindergarteners consistently come into school having had a preschool experience, Northeast and Skinner Road have lower percentages, while Maple Street has experienced significantly low percentages of the same. In fact, in the most recent year reported, only 29.3% of Maple Street School kindergartners had a preschool experience.

Kindergarten Students Who Attended
Preschool, Nursery School, or Headstart



	Center	Lake	Maple	Northeast	Skinner
■ 2004-05	85.2	90.7	73.2	66.7	80.7
■ 2005-06	100	94.6	87.3	78.2	78.2
2006-07	65.6	100	42.9	85.5	86.4
■ 2007-08	85.5	88.6	47.3	70.6	80.6
2008-09	95.9	100	29.3	91.3	84.2

We must understand further the landscape of early education opportunities in Vernon to better direct our resources to improving the preschool experience for ALL Vernon children – building equity between the elementary schools.

Of issue, however, in furthering our understanding of this information lie two important questions: 1) What is the definition of "preschool experience" and 2) What about the condition of "quality?"

a. What is Preschool?

The CT SDE defines preschool experience simply as "preschool, nursery school, or Head Start." While the latter is a known program nationally, the other two categories are not defined. This leaves parents to interpret for themselves what they feel is a preschool experience. On the kindergarten registration forms of the past they were simply asked, "Did your child have a preschool experience." The range of experiences could have been anywhere from "Mom & Me" sessions at a playgroup or library, on up to, and including, a full day, full year program offered at some Vernon centers.

The Vernon School Readiness Council recently developed a kindergarten registration form with questions aimed at getting better information about children's preschool experience so as to make better decisions on how to assure that all Vernon children had equal opportunity. In the 2010-11 school year, of the 258 registered kindergarteners, 175 parents answered the questions "Where did your child attend preschool?" and "How long did they attend?" The results showed that of the respondents the number of kindergartners with a preschool experience of two years or more was 97, while 70 children attended preschool for one year, and 8 attended for six months or less. The experience of the other 83 children is not known

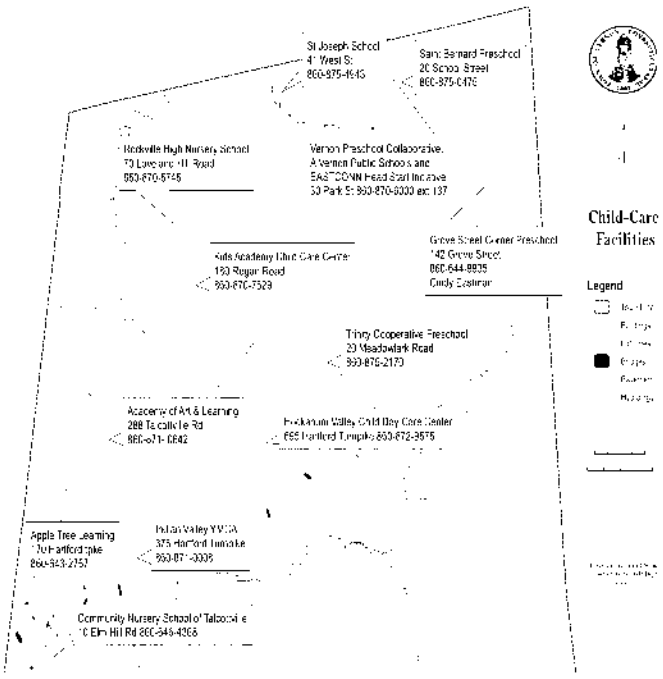
b. Where are they Going?

The CT Department of Public Health lists 11 community-based childcare programs in Vernon* as being licensed for childcare, with spaces for 592 preschool children. The Vernon Public School's Preschool Collaborative, (which includes Head Start) is based in each of the five public elementary schools and offers an additional 130 spaces for preschoolers, for a total of 722 licensed or school-based preschool spaces in Vernon. While it is important to note that other care opportunities exist, such as licensed Family Child Care Providers, Kith and Kin, and Infant/Toddler Care, this Plan addresses the center-based and school-based preschool programs/spaces only.

* **NOTE:** Some parents do enroll their child(ren) in programs out of town that may be close in proximity to their place of employment or family members who may be needed for transportation. This Plan does not include information from or about these other places.

c. What about Quality?

Of the **11** licensed programs, **2** are currently accredited by the National Association for the Education of Young Children (NAEYC) and the Vernon Public School's Preschool Collaborative meets Head Start Performance Standards. These three programs serve a total of **298** children. The remaining eight programs, serving a total of **424** children, are not currently credentialed by either NAEYC or Head Start. They may meet any number of quality criteria but their levels of quality are not formally identified.



Obtaining NAEYC accreditation, considered to be the "gold standard" for high quality early childhood programs nationwide, is an expensive and time-consuming process. Even more critically, maintaining NAEYC standards once accreditation is obtained requires extensive resources and a strong collective commitment on the part of everyone involved. Head Start standards are similarly challenging. According to one local provider, the costs associated with credentialing far exceed the initial application and processing fees. Some estimates are that quality standards can add upwards of 30-40% additional operating costs. Primary of these expenses is increased staff credentials and on-going professional development training. Local providers agree that these costs are variable and difficult to assess given the existing resources. Smaller private centers are ineligible for most state and philanthropic grants, while larger centers and school-sponsored programs may have additional resources such as facilities management, office supplies, and grant funding. As the standards for quality continually increase, necessarily so, costs increase as well.

> Most CT early childhood programs are undercapitalized and parents cannot afford to pay the actual cost of quality services. Programs are already subjected to a bewildering array of regulatory, grant, and other performance requirements that are both costly and time-consuming. These, along with general economic conditions, make reaching and maintaining high quality standard, currently being recognized, a difficult challenge.

2. Impact on Children – Why Quality Preschool Matters

Numerous and extensive studies have documented the lifelong positive impacts of quality preschool education. Children who have had a quality preschool experience generally meet the following criteria:

- Better prepared for kindergarten and elementary school
- More developed social skills
- Better school attendance
- Better test scores, and down the road are
- More likely to graduate from high school, be employed
- Less likely to need public assistance or be incarcerated

Essential components of quality early childhood programs have been well defined. In Connecticut, the School Readiness Initiative is based on the quality accreditation standards of NAEYC, which form the basis for the CT State Department of Education's 10 Quality Components for school readiness programs (see sidebar). Head Start standards reflect similar components.

There are other tools and practices which can offer guidance and pathways to quality besides NAEYC accreditation. Programs may meet some or many quality standards without holding a credential if they are aware of and committed to quality components. However, all quality programs share common standards and characteristics. The impact of quality programs in Connecticut has been documented as well. Dr. Alice Torres' comprehensive 2008 study of school readiness policy and practices in one CT community noted that;

> *District leaders reported that the quality of the preschool program that a child attends impacts their success in kindergarten. They defined quality early childhood programs as those using established curriculum and assessment standards and maintaining program accreditation.*

As part of the initial assessment of the effectiveness of the CT School Readiness Initiative for preschool children in 2000, Dr. Walter Gilliam, Director of the Yale Child Study Center, noted the following:

> *Classrooms in programs accredited by the National Association for the Education of Young Children (NAEYC) significantly outscored their non-accredited counterparts on virtually every measure of program quality assessed.*

Closing preparation gaps and increasing student achievement begins by strengthening early learning. And over the past five years, the Vernon Board of Education in collaboration with the Vernon School Readiness Collaborative (VSRC) has worked vigorously and actively to keep early childhood education a front burner issue.

- In 2005 the Supervisor of Early Childhood/Special Programs position was created in order to dedicate time towards working with community partners to better prepare children for school success.
- In December 2007 the VSRC commissioned a report on the status of young children in Vernon so as to better address the needs of young children and their families. This report served (1) as a baseline to measure the community's progress toward the overall goal of child well-being for all children ages birth to eight years and (2) as a spark to generate interest in new initiatives designed to improve conditions for Vernon's youngest.
- In January 2008, in an effort to coordinate community practices related to kindergarten transition, the Vernon Public Schools (VPS) Early Childhood Team initiated the first of many conversations with town providers. This effort became more focused on providing professional development to teaching staff and led to the establishment of the professional development subcommittee of the Council, the "Vernon Early Childhood Community of Practice (VECCoP) inclusive of community programs as well as public school preschool and kindergarten staff. This group's early work focused on transition to kindergarten practices, but over time has evolved into a monthly professional development opportunity that addresses group-generated topics such as curriculum standards and assessment, dual language learners, and fine motor development, to name just a few. This ongoing collaboration has proved highly valuable to all involved and the group continues to be committed to aligning practices and building partnerships.

At the present time, the following programs are represented:

Academy of Art and Learning
Apple Tree Learning
Grove Street Preschool
Hockanum Valley Child Day Care Center
Indian Valley YMCA
ECHN Vernon Family Resource Center
Vernon School Readiness Council
Vernon Preschool Collaborative (Public School preschool/Head Start Collaborative)
Vernon Public School Kindergarten Program

- In September of 2009, the VPS Preschool Program partnered with the EASTCONN Vernon Head Start Program to provide high quality early childhood programming for three and four year old children in their home schools. In addition to almost tripling the number of students served (from approx. 60 to 150), this partnership, known as the Vernon Preschool Collaborative, has proven to have many significant benefits,

including shared resources, expanded high-quality professional development, improved transitions for students, and stronger school-family-community connections. Now located within each one of the five elementary schools, the Vernon Preschool Collaborative is enjoying its second year of implementation and continues to seek ways to improve and expand, as we continue to serve Vernon preschoolers and their families. It is believed that this will help increase the percentage of kindergartens district-wide who report on the 2011-12 registration forms that they had a preschool experience.

Additional efforts to increase the availability of high quality preschool to Vernon children have been in place for several years. The Vernon School Readiness Council has spearheaded many of these efforts, including the *Ready, Set School Fair*; publication of a program directory; *Dessert & Discovery* – in partnership with the ECHN Vernon Family Resource Center, a workshop series for both center-based and family childcare providers; and outreach and networking opportunities to the community.

In order to move the high quality early childhood agenda forward, two critical issues must be addressed. First, those involved must come to an agreement about what defines a program as being high quality, and secondly, how do we work collaboratively to help each program meet this definition. Can we identify and create pathways and resources to help programs meet these standards?

At the present time, the following two systems are recognized nationally as being indicative of meeting the definition of high quality: 1) Accreditation by the National Association for the Education of Young Children, and 2) Head Start Performance Standards. It is intended that the *Vernon School Readiness Council's Vernon Early Childhood Community of Practice*, in addition to implementing these national systems, take the following actions:

1. **Develop community based-quality standards (e.g. Vernon Early Childhood Quality Indicators) that all preschool programs could work towards.**
   a) Expand VECCoP Membership to include all preschool providers in Vernon.
   b) Examine existing quality standards.
   c) Assess current standards and practices at the centers in Vernon.
   d) Adopt quality indicators.
   e) Share with the community to raise awareness of quality standards.

2. **Provide coaching and other supports to programs while they work to attain and maintain these standards.**
   a) Create Coaching job descriptions, qualifications.
   b) Establish volunteer participation guidelines for providers.
   c) Create a benefit program and assessment procedure for centers needing access to financial support.
   d) Create Resource binders for participating programs/centers

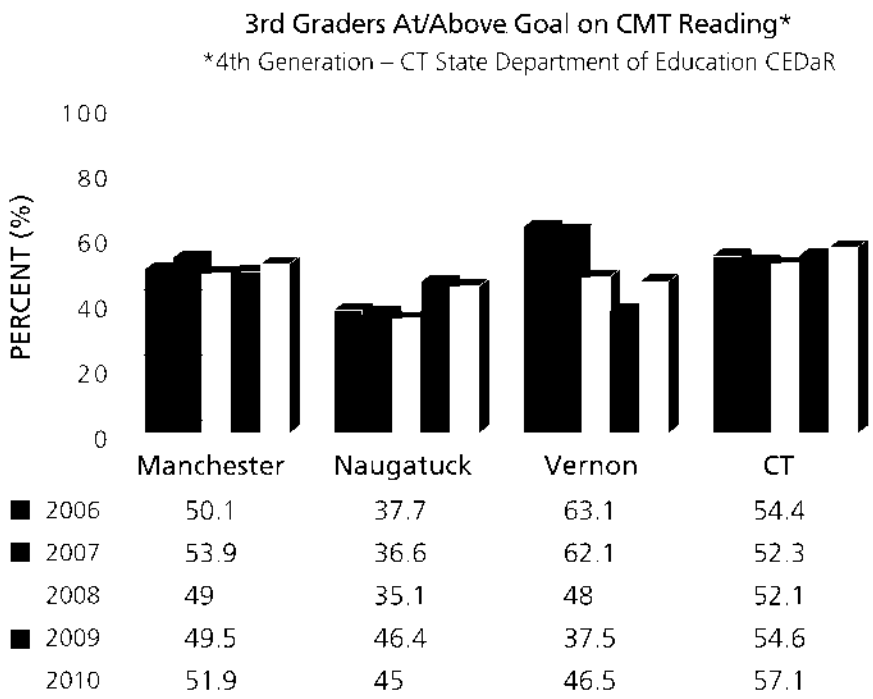
- **How much did we do?**
  # of preschool programs that participate in the development of agreed upon quality standards for Vernon.
  # of preschool programs that implement the standards.
- **How well did we do it?**
  % of preschool programs that increase quality standards based on coaching and other supports provided.
- **Is anyone better off?**
  % of preschool programs that meet high quality criteria of as defined by the Vernon Early Childhood Quality Indicators.
  % of kindergarteners who attend a quality preschool as defined by Vernon Early Childhood Quality Standards.

IV. THIRD GRADE CMT READING

"Deficiencies in early achievement, particularly reading, can often predict later academic failure, and correlate with incarceration and welfare dependency as young adults." *(Connecticut Appropriations Committee – Part 1, Quality of Life (Population) Result for Early Childhood Care and Education).*

Headline Indicator: CMT Reading

BASELINE DATA



	Manchester	Naugatuck	Vernon	CT
2006	50.1	37.7	63.1	54.4
2007	53.9	36.6	62.1	52.3
2008	49	35.1	48	52.1
2009	49.5	46.4	37.5	54.6
2010	51.9	45	46.5	57.1

Source: State Department of Education

1. Current Conditions

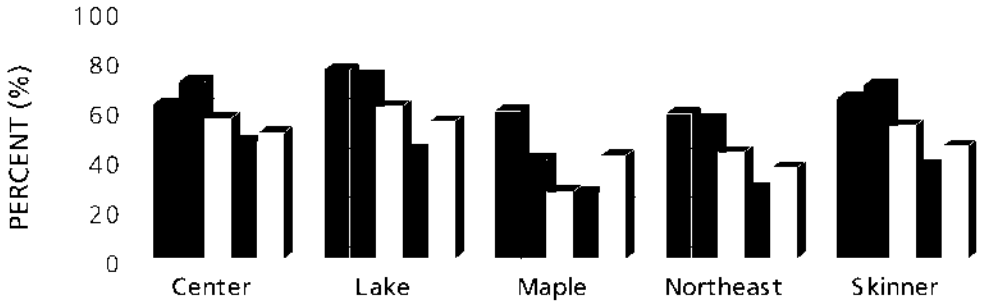
A key indicator of success in school is reading on grade level by the end of grade 3. Slightly more than half of all grade 3 students in the state of Connecticut are reading at or above grade level. Vernon lags behind the state average with just under half of its students reading on grade level by the end of grade 3, while it has outperformed some of the communities in its District Reference Group (DRG). There are also notable differences when looking at the results by each of the five elementary schools in Vernon as the following graph depicts.

Secondary Indicator: CMT's

BASELINE DATA

3rd Graders At/Above Goal on CMT Reading
by School and Year*

*4th Generation – CT State Department of Education CEDaR



	Center	Lake	Maple	Northeast	Skinner
2006	62.3	76.1	59.6	58.5	64.7
2007	71.4	73.7	40	56.1	69.8
2008	56.6	61.4	27	42.9	53.7
2009	47.3	43.6	26.4	28.3	37.5
2010	50.8	55.3	41.5	36.6	45.3

Source: State Department of Education

a. What is involved in reading success?

A guaranteed viable curriculum is at the core of every reading program. A public school district develops a written curriculum based on national and state standards which includes a purposefully designed set of knowledge and skills which we expect all students to achieve. Once the curriculum is determined, then the search for tools with which the curriculum is implemented begins. This includes the implementation of a core reading series as well as additional support materials that enable all learners to access the curriculum.

b. How do we know if they are successful?

Once we know what we want students to know and be able to do, it is important to assess our students using common assessments. This enables the teachers to determine exactly what each child can do and where there are gaps. Assessment results are used to inform instruction. For those students who are able to perform the work, they are moved to the next level of work. For those who might need more time and/or assistance, there might be remedial work within the class or in addition to the class. In between the common assessments given grade-wide, there are many short assessments that provide the teacher with direction on what learning a child needs on a day-to-day basis.

c. What are some of the challenges?

Reading is a complex task made more complex by the differences between each child. Instruction does not look the same for each child; each child's learning style (auditory, visual, kinesthetic) needs to be addressed for the child to learn. Both the quality and the differentiation of instruction are pivotal to student achievement. Teachers can improve their practice through professional development and collaboration with other teachers.

2. Impact on Children

Grade 3 is a very exciting time for children in our educational system. They have spent at least three years learning to read by working discretely and holistically on the five components of reading: vocabulary, phonics, phonemic awareness, fluency, and comprehension. If there are deficiencies in any of those five areas it makes it difficult for a child to understand or even to decode what s/he is reading. The result? All learning will suffer. The research shows that children must be reading on grade level at the end of grade 3 in order to succeed in school. It is only a very small percentage of children who cannot read on grade level by the end of grade 3 who will ever "catch up" with their peers in reading. Therefore **early intervention is our key to success.**

We know that reading aloud to children early and often is critical to vocabulary development and an overall understanding of how words and pictures tell stories. There are children who have many books in their homes and have been read to since birth, and there are others for whom this is not the case.

a. Instruction

Two years ago, the Vernon Public Schools invested in a core reading series to be implemented district-wide in kindergarten through grade 5. Teachers have been using the series with fidelity for two years utilizing not only the core program but exploring and utilizing the ancillary support materials that come with the series. Teachers have provided students with reading materials on each student's individual reading level and have created classroom libraries in which students may choose books on their reading level as well.

b. Assessment

At the beginning of each school year, every student is assessed to determine each child's reading level as well as his or her proficiency in vocabulary, phonics, phonemic awareness, fluency, and comprehension. Teachers then are able to plan lessons for individual children or for small groups of children to address those needs. Each elementary school has an intervention block in addition to the regular reading block during which all students are grouped across the grade level in order that we may address specific gaps and at the same time push our students who are already on grade level to the next level. These groups are re-formed every six to eight weeks in order to continually address gaps and move our students to higher achievement in reading.

c. Review & Revise

The Vernon Public Schools has recently adopted a five-year curriculum review and revision cycle. The reading and language arts curriculum is now in the revision stage. The recently released national Common Core State Standards (CCSS) have been adopted by the state of Connecticut and Vernon is using the CCSS as the framework for revision to our curriculum. A complete revision of the curriculum will provide each teacher with a common set of expectations for all children across each grade level. Common assessments (in addition to the universal screening assessments) will be developed that will allow the district to not only pinpoint the level of achievement of each child on the standards but will inform our instruction and our future curriculum revision. This provides a high level of accountability within the district as well as a mechanism for accountability to the public on the accomplishments of the district.

Children entering kindergarten in the Vernon Public Schools bring a variety of background and preparation with them. There is a wide disparity in the socio-economic status of the families in Vernon (an average poverty rate of 46% in our elementary schools) and that appears to influence the experiences each child has prior to entering school. In addition to a wide range of vocabulary acquisition, there is a wide range of contextual experiences for each child. While we live near farmland, many of our children have never seen a cow. We are relatively near the ocean and some of our children do not have the experience of a day at the beach. Some children do not have home libraries or visit our public library with regularity. In addition, the preschool experiences that our children have are varied in quality.

1. **Provide opportunities for preschool children to be exposed to and interact with text and to contextually increase their vocabulary acquisition and background knowledge**

   a) Ensure that every child has access to a high quality preschool experience.
   b) Ensure that all children have access to text – put books into the hands and homes of children.
   c) Provide varied opportunities for children to engage in experiences which expand their background knowledge and vocabulary.

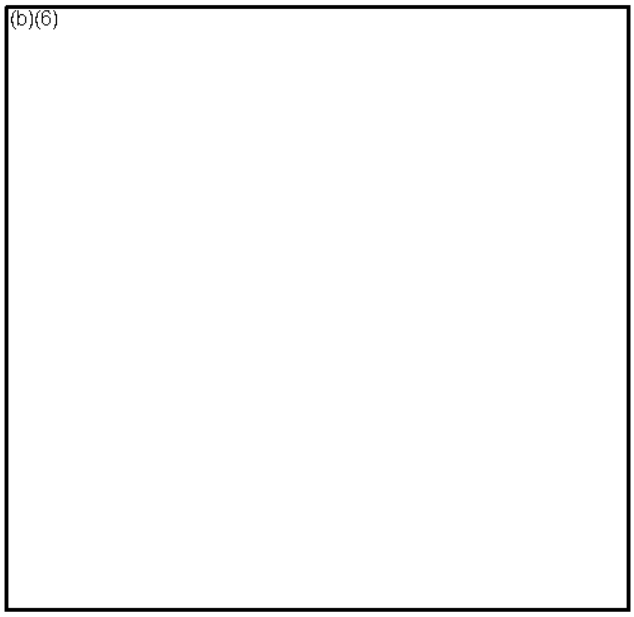
2. **Provide a guaranteed viable curriculum, delivered through high quality instruction and ensured through a variety of assessments, to which every student has access and multiple opportunities to achieve.**

   a) Develop and Implement a reading and language arts curriculum based on national and state standards.
   b) Provide opportunities for teachers to develop and expand their instructional practices.
   c) Differentiate instruction for each learner to ensure that every student has access to the curriculum.
   d) Develop and implement common assessments that measure student achievement of the curriculum and report the results.

- **How much did we do?**
  # of varied preschool offerings that ensures access to high quality preschool for every child.
  # of preschool providers that regularly reviews and implements pre-literacy skills.
  # of books in the hands of every child at regular intervals from birth to age 5.
  # of varied opportunities for young children to expand their world and build their vocabulary and background knowledge.
  # of complete reading curriculum in the hands of every teacher.
  # of common assessments.

- **How well did we do it?**
  % of books delivered to children birth to five that are read.
  % of preschool children with varied opportunities for outside learning.
  % of local reading/language arts curriculum implemented with fidelity.
  % of kindergarten students at low risk in letter naming fluency, letter sound fluency, and phoneme segmentation on fall universal screening assessments.
  % of kindergarten students reading at least at the state goal (Level 4 = Level C in Vernon) at the end of kindergarten.
  % of students reading at/above goal at each grade level.

- **Is anyone better off?**
  % of children who are assessed ready to learn at kindergarten entry.
  85%-90% of all children will read at least the state goal at the end of kindergarten.
  100% of children will read on grade level by the end of grade 3.


(b)(6)

I. JUVENILE RISK – Families with Service Needs (FWSN) & Youthful Offenders

All children need to be in safe homes, schools and communities, and must *feel* safe in order to thrive. As the *Community Status Report on Young Children in Vernon* states, there is a direct tendency and "likelihood of engaging in juvenile delinquency, adult criminality, and violent behavior, when children are impacted by childhood abuse and neglect". It is well documented that the trauma of child abuse and neglect can result in children and youth feeling an inability to manage emotions, behaviors (aggressive, destructive and self-harming), and feelings of isolation and loneliness. Collectively, professionals from Rockville Juvenile Court-Probation, Rockville High School, Vernon Police and Department of Children and Families confirm that Vernon youth involved in the court system mirror this description. As a result, Vernon Community Network believes there is strong evidence suggesting that the following data around juvenile delinquent behavior in Vernon can be linked to the child abuse and neglect data previously described in the *Children* section of this plan. The table below outlines the court charges for Vernon youth by age, offense and year.

Headline Indicator: # Vernon Juveniles Referred To the Juvenile Court System

BASELINE DATA

Age	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
8 yrs	2	0	0	1	0	3
9 yrs	3	0	0	1	0	4
10 yrs	0	1	0	1	1	3
11 yrs	5	1	4	1	1	12
12 yrs	6	6	7	5	3	27
13 yrs	13	16	16	19	10	74
14 yrs	18	14	22	25	11	90
15 yrs	37	27	28	24	35	151
16 yrs	19	12	12	8	16	67
17 yrs	9	10	4	2	3	28
COUNTS	66 Delinquency 27 FWSN 24 YIC (16&17)	37 Delinquency 34 FWSN 19 YIC (16&17)	61 Delinquency 22 FWSN 13 YIC (16&17)	53 Delinquency 23 FWSN 10 YIC (16&17)	63 Delinquency 11 FWSN 4 YIC (16&17)	

*** NOTE:** The table displays the number of juveniles referred to the Juvenile Court, and while there is not a duplicate count of youth, one youth can incur more than one charge against them.
* Calculation – Annual average of children 13-17 according to Census 2000 (1,626) and 2010 Vernon Public Schools enrollment data (1,354) compared to the annual average number of referrals to juvenile court (84). **NOTE:** Some 18 year olds are included in the 12/2010 school population figures.

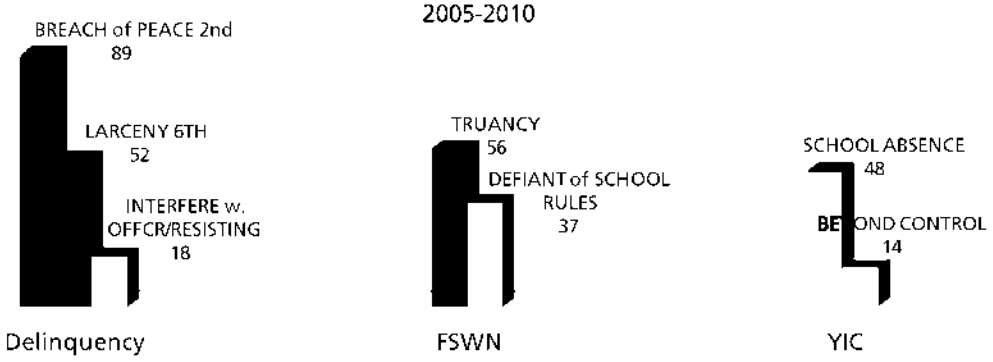
DELINQUENCY *(Criminal charges)*: e.g., Breach of peace, larceny, criminal mischief

STATUS OFFENSES (Non-criminal juvenile offenses) e.g., Runaways, beyond control of parents, engaged in indecent/ immoral conduct, habitually truant, or exhibit defiance of school rules. Historically more than half of these youth have ended up with a delinquency petition.

- **FWSN** *(Families with Service Needs)*, ages 8-16.
- **YIC** *(Youth in Crisis)*, age 17.

The following graph displays the top juvenile offenses in Vernon, by category, over the last five years. In Vernon, the majority of delinquent and status offense behaviors occur between the ages of 13-17 at a rate of 5.6% for this age group. Annually, this totals 84 youth referred to juvenile court.

Number of Vernon Juveniles Referred to Juvenile Court System
by Category & Offense
2005-2010



1. Current Conditions

Between 2007-09, there were two significant changes to laws that impacted juvenile offenders. One change (2007) was that Status Offender (e.g. FWSN/YIC) youths could not be adjudicated delinquent because of a violation of a court order or be detained unless the youth commits a delinquent act. In other words, detention is not an option. The second change (2009) defined 16 year olds as 'juvenile', thus, less likely to be charged as adults, depending on the nature and severity of the offense.

Locally experts say that there are good, yet challenging, aspects of the new laws. A positive aspect is that a troubled youth will now have a greater chance to change their behavior and avoid a less-forgiving adult criminal justice system. The challenge is that while the new law allows law-enforcement and the Court's practice of referring at-risk youth to support services, there are no legal consequences if the juvenile does not comply. This change reflects the emerging understanding that when a youth skips school, runs away or acts out of control – there is a reason. These youth need interventions and services to help them self-manage, as well as programs that work with all family members to address and change the child's behavior over time.

2. The Impact on Youth

The chart below displays the effects of childhood trauma and the related criminal activity, which may result over time.

EFFECTS OF CHILDHOOD TRAUMA*

Physical Abuse	>	Fighting with Peers	>	Assault
Parent-child separation	—>	Substance Abuse	—>	Drug possession
Witness to violence	—>	Anxiety	—>	Accessory to homicide
Parental substance abuse	—>	Gang Activity	—>	Fraud
Sexual molestation	—>	Sexualized Behavior	—>	Prostitution

**Adapted from Dr. Denise Johnston, "Effects of Parental Incarceration", in Gabel and Johnston, p .81*

To localize this impact, the following story of "Tiffany" (name has been changed) represents one seen repeatedly in Rockville Juvenile Court System.

Age 8

Concerns of domestic violence, substance abuse and sexual exploitation by a relative.

DCF involvement begins.

Age 12

Tiffany's behavior escalates *(sexual promescuity, truancy, gang involvement, drug/alcohol use)* complicated by mother's inability to adequately parent.

DCF re-involved with community-based services in place.

Age 13

Chronic truancy from school.

Juvenile Court involvement begins.

Within 2 weeks she returns to court after being charged with Assault 3rd and Disorderly Conduct after a physical altercation with her mother.

DCF and the Court decide to send her to live with relatives and receive in-home services.

Age 14

Returned to mother's care. 3 months later, she is back in court for truancy.

Later that year, she is charged with 2 counts Breach of Peace and Disorderly Conduct occuring in the home.

Mother did not seek medical or psychiatric care, so Tiffany is once again removed from home and placed with relatives.

Currently Tiffany is living in a structured environment with relatives. She receives counseling, support from DCF, and is now attending school consistently, with no current court involvement.

The changes in law described in section I. A 1 above brought to the forefront a recognition locally that in many instances the same children that DCF identifies and cares for are the same youth that juvenile justice system works with and counsels. This presented an opportunity for action. The various partners already involved in helping these youth and families looked at sharing/combining resources by reinstating the Vernon Juvenile Review Board. Through this vehicle, various members of the Vernon Community Network --- Town of Vernon Youth Service Bureau, Vernon Police Department and Vernon Public Schools, Department of Children and Families, Rockville Juvenile Court and KIDSAFE CT --- come together to better coordinate interventions that are less punitive and more healing and restorative in nature.

This Board is responsible for diverting youth involved with both minor delinquent and FWSN status offenses from the juvenile justice system. Cases are referred by a variety of youth-serving and educational entities. The Board reviews these cases and makes recommendations that prevent youth from falling through the cracks, with an effort placed on working with the youth and their family to determine WHY the behavior is occurring instead of focusing on the behavior alone.

The Leadership Workgroup and content area experts agree that a coordinated community response to prevention and early intervention is tantamount to success in reducing the number of Vernon youth involved in status offending and delinquent behaviors. It is imperative that parents, service organizations, educators and communities come together when tackling the issue of juveniles at risk. The following strategies outline an approach that will be effective in producing positive outcomes for Vernon youth, helping them to grow up healthy, caring, productive, and connected to their community.

Research and best practice tell us that using a strength-based approach to develop the assets of children and youth in order to produce behaviors that are more positive, lead to success – in their school, family and community. Specifically, the Search Institute has designed and broadly field-tested the 40 Developmental Assets. This is a framework for positive youth development, grounded in extensive research, resiliency, and prevention.

In addition to implementing the strategies outlined in the Child Abuse and Neglect section of this plan (pg 18), we propose the following to target status offending and delinquent juveniles as well as those adults who help them.

1. **Design a positive youth development system focused on preventing criminal and unsafe behaviors.**
   a) Continue to strengthen the capacity of the Juvenile Review Board.
   b) Conduct adult volunteer recruitment and training around mentoring and peer-support for youth and families.
   c) Create neighborhood-based safe places with adult supervision, with a centralized location – for accessibility.
   d) Maintain and expand the summer youth employment program of the Vernon Youth Services Bureau.
   e) Create Youth Emergency Services or similar community-based respite programs.
   f) Expand hours of the Vernon Public Schools Expulsion Center.

2. **Encourage child and youth-serving organizations to promote *Developmental Assets*** (The Search Institute.)
   a) Provide professional development opportunities on the *Developmental Assets* for those who work with Vernon youth.
   b) Provide parents, civic and faith organizations, and other caring adults training in the *Developmental Assets*.

- **How much did we do?**
  # of parents/professionals who register for Developmental Assets training sessions.
- **How well did we do it?**
  % of parents/professionals satisfied with Developmental Assets training sessions.
- **Is anyone better off?**
  % of those trained who incorporate *Asset* development in their work.
  % of parents/professionals reporting a decrease in high-risk behaviors of youth they work with.

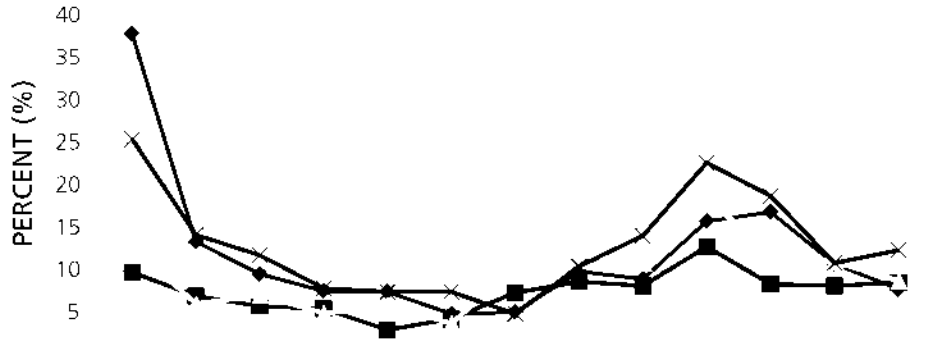
II. SCHOOL ATTENDANCE

Solid, quality education is critical to productivity and economic stability in adult years. We know that in order to learn, regular school attendance is key to educational attainment and success. The graph below depicts a rise and fall in attendance trends throughout the grade levels. What stands out in this data is the evidence that there are significant swings in attendance during transitional years, which are Kindergarten, 6th grade, and 9th grade years. High school students identified in the 9th grade experience the greatest amount of absences, risking the loss of credit and preventing graduation. Conversely, students in the twelfth grade have the least amount of absences likely due to the perceived goal and incentives associated with graduation.

Headline Indicator: School Attendance

BASELINE DATA

Students Attending Less Than 90% of Scheduled Days
By Grade and School Year*



	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
2006-07	37.9	13.4	9.6	7.6	7.5	4.9	5.1	9.9	9	15.8	16.9	10.8	7.8
2007-08	9.8	7	5.8	5.5	3	4.3	7.4	8.7	8.2	12.8	8.4	8.2	8.6
2008-09	12.8	6.1	7.1	5	5.8	3.8	10.3	11.2	10.9	18.7	11.7	11.1	8.8
2009-10	25.5	14.2	11.8	7.9	7.5	7.5	4.9	10.5	14.1	22.7	18.8	10.9	12.4

* Calculation 182 scheduled days x 90% = 164 days, or conversely, 18 or more absences.

1. Current Conditions

Regular school attendance is essential for students to achieve the greatest benefit from the educational process. While the data reflects specific grade levels during which attendance is less than beneficial (K, 6th, 9th), a breakdown of Select Student Characteristics of this population further enhance our understanding of secondary factors that may contribute to school attendance. According to Connecticut Consortium on School Attendance for the Town of Vernon, these characteristics include gender, race, special education, English language learners (ELL) and Free Reduced Lunch Program (FLRP).

Consistently, the top two student characteristics of those attending less than 90% of scheduled days were students 1) Receiving free and reduced lunch (FLRP) and 2) Of a minority race, primarily Black or Hispanic.

Elementary Schools *
Consistently there were nearly 3/4s of the students in this attendance category were receiving FRLP. Slightly less than 50 % were minority students and close to 1/6th of them were identified as Special Education students. While not a large difference, there were slightly more boys than girls year to year in this category.

Middle School *
More than 50% of VCMS students in this attendance category from year to year were receiving FRLP. Nearly 40% of these students were minority students and close 1/6 of them were identified as Special Education students. There are an even percentage of boys and girls in this category.

High School *
Differing from Elementary and Middle School, RHS had a large range from 1/4 to 1/2 of students in this attendance category receiving FRLP. Slightly over 1/3 of these students were minority students and approximately 1/4 of them were identified as Special Education students. Consistently, almost 60% of those attending in this category are female.

*Note: In 2009-10 student characteristics previously titled Free and Reduced Lunch was reported as Low Income. Of interest, the percentage of students with that characteristic in that year was significantly less across all school levels from previous years, indicative of a definition change.

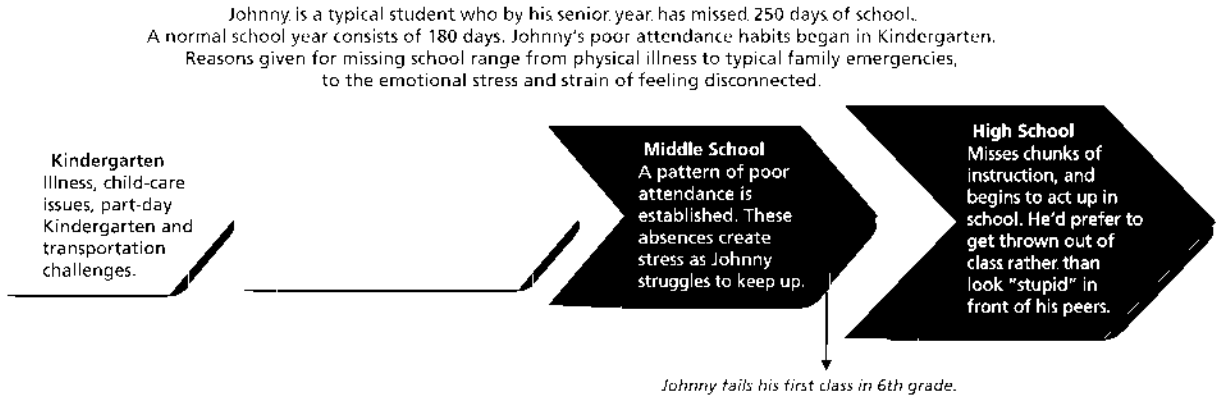
Its patterns begin in the early grades, and when added up through high school years, the frequency of these occurrences results in a disruption both in the classroom environment and in the student's educational attainment.

The story does not stop here; also not explicit in the data is the issue of Transition. Successful educational transitions are a *process*, not an event, making them all the more critical.

- Improper clothing for inclement weather – leading to illness, contributing to absenteeism
- Lack of structure at home – Unenforced bedtimes lead to fatigue for the child, resulting in poor grades, high absenteeism and potentially school retention
- Family vacations during scheduled school days – causing students to potentially fall behind in classroom assignments
- Lack of urgency for education; a sense of apathy on the part of parents and students
- Families that are over-extended in extra-curricular activities
- Cases of generational school failure
- Teen pregnancy

2. Impact on Students

Clearly, the issue of school attendance impacts educational attainment. In some cases, this may culminate in high school withdrawal or "dropping-out." With this in mind, the following story portrays the cumulative impact of poor attendance.



Poor attendance that began as early as Kindergarten has set Johnny up for continued struggles and failure throughout his school career.

Underneath the facts and figures lie a recurring theme identified by local educators as "Where do I fit in?" This has been echoed by professionals in service organizations and the faith community as a prevailing lack of purpose felt by many local youth, described as a student's "disconnect" to school and community. They lack a sense of person, place and purpose.

1. TRANSITION PRACTICES

The transition to school should build on students' prior learning and develop strong links between parents and school. Children's perceptions of themselves as learners and as someone who belongs at school are often formed early in their schooling. Vernon Public Schools has a system of transitions that move students from grade level to grade level. Within each grade level transition, there are various activities designed to include key groups most important to children transitions: educators, school personnel, community providers, parents and students.

a. Kindergarten/Elementary School

For a very young child, the school environment differs from what they are used to at home, or in an early care setting. Vernon school staff and parents want children's entry into the public school system to be a positive, welcoming experience. The Vernon Public Schools, in collaboration with the Vernon School Readiness Council, developed a plan to facilitate a smooth transition from home or preschool to the world of kindergarten. Some key practices that help this process are as follows and are broken down by target group:

- **Transition to Kindergarten *Informational Night***. All families who have children entering kindergarten are invited to an overview of kindergarten registration and curriculum.
- **Kindergarten Registration Campaign**. Held in the spring to encourage timely registration.
- **School-Specific Kindergarten Orientation**.Each spring, elementary school principals invite families to visit their schools for an orientation to kindergarten.
- Many schools offer an informal **meet the kindergarten teacher** event prior to school opening.
- The **Vernon Early Childhood Community of Practice** is a group of school and community based preschool teachers and administrators who meet regularly to discuss classroom practices, share information, align curriculum around best practices, and provide joint professional development opportunities for teachers and administrators.

- The **Vernon School Readiness Council** meets to share data gathered on preschool children and families, initiate referrals as needed, pass on assessment profiles to kindergarten teachers, and make parents aware of resources to support smoother, better-informed kindergarten transitions practices.

b. Middle School

The next major transition occurs when moving from elementary grades into middle school. Students concerns often include worry over schedule, finding their way around, fitting-in, and at times, personal safety. Similarly, educators understand the challenges of a more rigorous curriculum and grading with multiple teachers, less free time, reduced parent involvement and more peer pressure. Transition practices into Vernon Middle School are implemented in the second semester of a 5th grade student's academic year.

In **mid-winter (February/March)** prior to entering middle school, elementary teachers make class recommendations to 6th grade teachers regarding a student's level of instruction. Teachers and counselors meet face to face to discuss individual student progress, and academic, social, and home concerns.

In **spring (May)**, each elementary school visits the middle school for a large group presentation, and a small-group tour of the school that includes a visit to a class in session and lunch. There is also an Open House/Information Night for parents and their 5th grade student.

In **late summer**, during the week before school starts, students, with parent supervision, are welcome to visit the school building.

The first week of school, students tour the building and spend time adjusting to their new environment (practicing opening lockers, changing classes, going through procedures and expectations, etc.).

School counselors/social workers/psychologists lead small groups for those students identified as needing support with transitioning or other issues with school adjustment during the first marking period.

c. High School

Students entering high school look forward to having more freedom and independence while making new and more friends. However, they are also intimidated by upperclassmen, finding their way around, exams and getting lost in a larger, unfamiliar school. As young adolescents make the transition into high school, many experience a decline in grades and attendance. (Barone, Aguirre-Deandreis, & Trickett, 1991).

In **January/February**, counselors go to the middle school to discuss the high school. The High school also hosts a grade 8-orientation evening for parents and students. All eighth grade students come to the high school for a tour, one block class, and a lunch period.

Students also transition with the help of a student run (Link Crew) orientation day,. a few days before school starts. Students identified as being at-risk are given additional tours, led by the school social worker. Additional tours or meetings are available to parents,. if requested.

2. SCHOOL-FAMILY-COMMUNITY PARTNERSHIP PROJECT

Vernon Public Schools made application in August 2010 to participate in the Connecticut State Department of Education's School-Family-Community Partnership (SFCP). This joint venture works to increase family and community involvement with the schools in order to build awareness of the positive impact these relationships have on student learning.. Maple Street School is the first participant in the project, with a building-specific action team that developed a plan focusing on facilitating family and community involvement in the areas of literacy and positive behavior. The intention is for all other schools in the district to follow suit in developing a school-specific action plan.

3. ATTENDANCE GRANTS

2009-2010 – Grants supported a modified school day and instruction for some students, use of NovaNet online learning for credit recovery, and Scientific Research-Based professional development.

2010-2011 – Grants support the following activities: an intense summer transition program for some eighth grade students and parents on developing a ten-year educational plan; increased information to parents on helping their child achieve academic goals; professional development for teachers on helping students achieve academic goals; and collaboration with the Juvenile Review Board and court services on students' academic programs.

4. INSTRUCTIONAL ROUNDS

The Vernon Public School Network (VPSN) connects the *individual* school community to the larger *whole* school community of Vernon by forming a network of professional educators that look at the teaching and learning of all our students. This new model to Vernon has helped to turn isolated schools throughout the town into a cohesive community, designed to push the practice of educators forward toward better-designed tasks that result in higher student achievement.

While Attendance data spans the entire student body K-12, we are keenly aware that the culminating effect on a smaller sub-set of students requires attention. While the Johnny's Story is hypothetical, we see it come to life when examining the Vernon high school graduation and dropout rates.

GRADUATION and DROP OUT RATES

Connecticut State Department of Education

The number of high school students who receive a standard diploma within four years/students who were first-time freshmen four years ago.

Formula: total dropouts, grades 9-12 / total October 1 enrollment, grades 9-12

The denominator of the annual dropout rate does not include those students entering and transferring out of school after the October 1 date. However, the dropout period spans the summer prior to a school year plus the school year; e.g., July 1, 2003, through June 30, 2006.

Formula: total dropouts for the class over four-year period / grade 9 October 1 enrollment for the class.

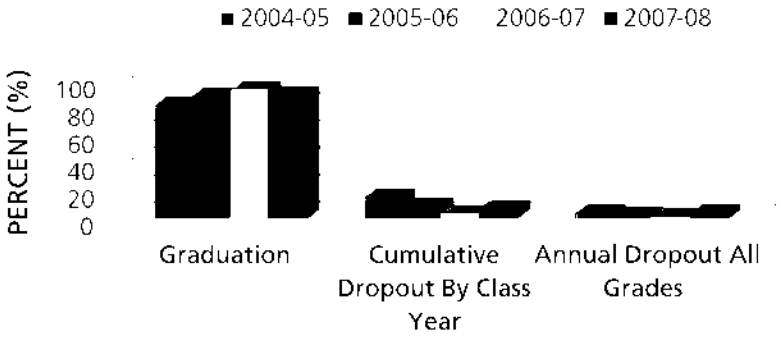
The cumulative dropout rate is a class rate that reflects the proportion of students within a high school class who dropped out of school across four consecutive years.

As we learned from the *"Johnny"* story, the impact of chronic absenteeism can result in eventual dropping out of high school. As the graph below displays, the majority of Vernon students who enter Rockville High School as freshman in their first year *do* go on to graduate with their class in the traditional 4-year program. However, while in 2005-2007, the cumulative and annual dropout rates declined, in 2008 the annual dropout rate more than doubled (1.7% up to 3.7%) and the cumulative dropout rate increased more than one quarter. (4.1% to 6.8%).

Secondary Indicator: High School Drop-out Data

BASELINE DATA

Graduation and Dropout Rates For Rockville High School Students*



* **NOTE:** Prior to 2009, graduation rates were estimated based on annual dropout rates. Beginning in 2009, a more accurate tracking system that follows a student from initial entrance into 9th grade through to graduation will be reflected in the data. Connecticut and 49 other states signed an agreement with the National Governors' Association to this effect.

To help us better understand the data reported on the State Department of Education (SDE) Connecticut Education Data and Research (CEDaR) website, and the impact on Vernon children, we calculated that between 2005 and 2008, there was a total of 5,044 students who attended Rockville High School; which equals 1,261 enrolled annually – freshman through senior. During that same period, 141 students dropped out of high school, which equals 35 students per year.

1. Current Conditions

There are many students, for various reasons, who do not graduate on time or, at all. According to *America's Promise Alliance* website and echoed by our local educators and school counseling staff, some of these reasons include family situations, boredom or lack of motivation, behavior management challenges, or becoming worn down by repeated academic failure.

• 1 student in America drops out every 26 seconds; or 1.23 million/year.

• About half of African American and Hispanic youth fail to graduate on time.

www.americaspromise.org

In Vernon, a two-fold approach is currently used. One approach focuses on how to prevent high school dropout while working to increase graduation rates, the second offers opportunities to further their education through Vernon Regional Adult Basic Education (VRABE).

1. PREVENTION

In October 2009, Connecticut's Dropout Prevention Summit provided a public forum that presented a multi-year, cross-sector strategic framework to:

- Improve K-12 educational outcomes for all Connecticut students.
- Address the complex causes of middle and high school academic failure.
- Reduce dropout rates among Connecticut's at-risk young people.
- Expand access to career pathways leading to post-secondary training options, including technical training that leads to good jobs with good pay.

Twenty-three districts with lower-than-average graduation rates were invited. *Vernon was one of these identified districts* which received a one-year $ (b)(4) planning grant in order to establish a dropout prevention committee to study the America's Promise *"Attendance, Achievement, Attainment"* framework. Also known as The 3 A's, the framework's three priorities are critical to student success as soon as they begin their educational careers and are heavily influenced by parental action/beliefs:

Attendance Every Day - Ensure children go to school regularly
Achievement Every Year - Monitor and help children make satisfactory progress each year
Attainment Over Time - Set high expectations for children and plan for attaining their long-term goals

2. ADULT/CONTINUED EDUCATION

According to the State of Connecticut, the present allowable age to withdraw from school with permission is 16 years of age. Effective July 2011, the law will change to 17-years of age. In Vernon, a high school student may withdraw for social, educational, or family reasons. However, prior to a student's withdrawal:

- Students meet with a representative of the high school who will discuss alternative plans.
- School counselors provide information concerning education opportunities available in the community.
- Prior to entering the Vernon Adult Education program, the student is required to participate in the orientation process which provides the students with program options such as Credit Diploma (CDP), National External Diploma Program (NEDP), or General Educational Development (GED).

The GED is a state-awarded diploma and does not always carry the same weight as the other two programs which result in an actual high school diploma. A student who pursues their GED is considered a *drop out* at the local level. CDP participants are considered a *transfer*. As of 2009-2010, there were 39 dropouts of which 17 chose to enter adult education. Fourteen of those students attended the Credit Diploma Program. The majority of those students were juniors or seniors.

Adult Basic Education Classes (ABE):

This classroom-based pre-GED course is designed for the student who needs additional skills prior to entrance into GED preparatory classes. Students work individually with the classroom teacher on math and basic literacy skills. Instructional levels range from beginning literacy to pre-GED readiness.

GED Preparation Classes:

This classroom-based course prepares students to pass the State of Connecticut administered General Educational Development (GED) Exam. Writing, Math, Science, Social Studies, and Reading are covered in the curriculum. The course is designed to offer students age 17 or older an alternative route to earn a CT State High School Diploma

National External Diploma Program (NEDP):

This program provides an alternative for adults who have gained skills through life experiences and demonstrated competence in a certain area. The NEDP is a portfolio assessment program that offers no classroom instruction.

Of note, an effective Teen Parent Program at Rockville High School, which provided childcare for teen parents during the school day, that allowed them to continue their education, was cut due to budget constraints. The loss of this program forced some teen parents to make the difficult choice between childcare and completing their education.

Education is critical to future success, which requires schools, families and communities to be working in tandem. In fact, we know that students with involved parents (regardless of family income or background) are more likely to: Attend school regularly, adapt well to school, earn higher grades and test scores, have better social skills and behavior, and graduate and go on to postsecondary education.

Successful partnerships are needed in order to address the core issues surrounding poor school attendance and high school dropouts as described in this plan. These core issues include: the ebb and flow of parent involvement throughout a child's education, disenfranchised and disconnected youth, and disparities that exist from school to school, including professional development and family dynamics. If these root causes are addressed, then parents, schools and the community should witness an overall improvement in school attendance and graduation rates.

1. **Expand *School-Family-Community Partnership Project*** into all of the elementary schools, Vernon Center Middle School and Rockville High School.

2. **Implement the *Attendance, Achievement, Attainment* framework** targeting parents engaged as partners.

   a) Create an action plan that specifies steps to fully implement the 3 A's.
   b) Expand the capacity of the Youth Services Bureau (YSB) Counselors in the Vernon school system.
   c) Explore reinstituting *Teen-Parent Program* at Rockville High School.

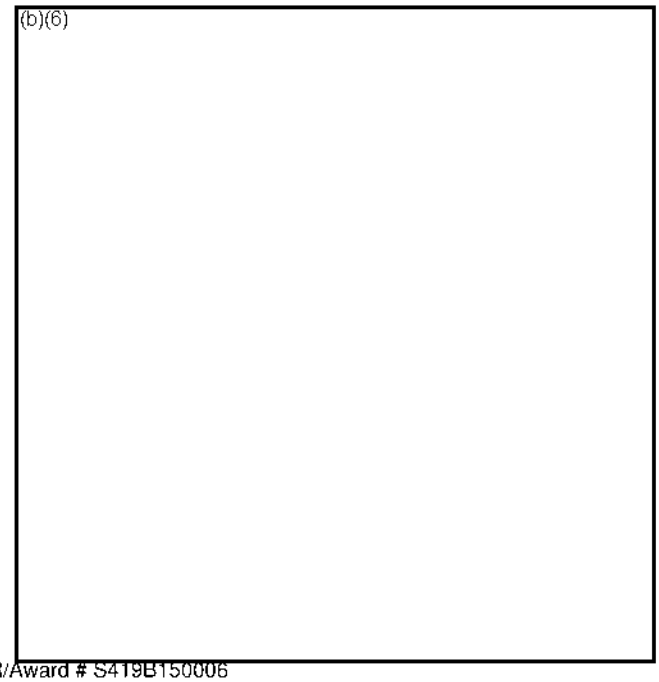
3. **Encourage child and youth-serving organizations to promote *Developmental Assets*** (The Search Institute).

   a) Provide professional development opportunities on the Developmental Assets for those who work with Vernon youth.
   b) Provide parents, civic and faith organizations, and other caring adults training in the *Developmental Assets*.

Data Development Agenda (DDA):

- **Recognize Social Capital and connect youth to community.**
  Develop and conduct a survey of youth on community connectedness relative to social capital to establish a baseline.

- How much did we do?
- How well did we do it?
- Is anyone better off?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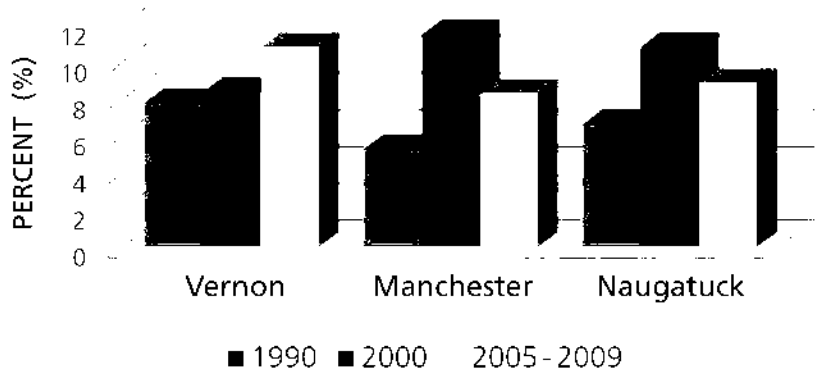
I. POVERTY

Where we live, work, study, and play are critically important for the overall health of a community, and its individual residents, especially for children. Growing up in neighborhoods and communities that are stable, safe, and nurturing establishes a foundation for healthy development. But for too many of our children, their well-being and feelings of connectedness and purpose become compromised growing up in a community that suffers from economic and social disadvantage. Understanding the prevalence of poverty in Vernon is of central importance to all of our children being safe, healthy and productive.

Headline Indicator: % of Vernon Children under 18 Living in Poverty

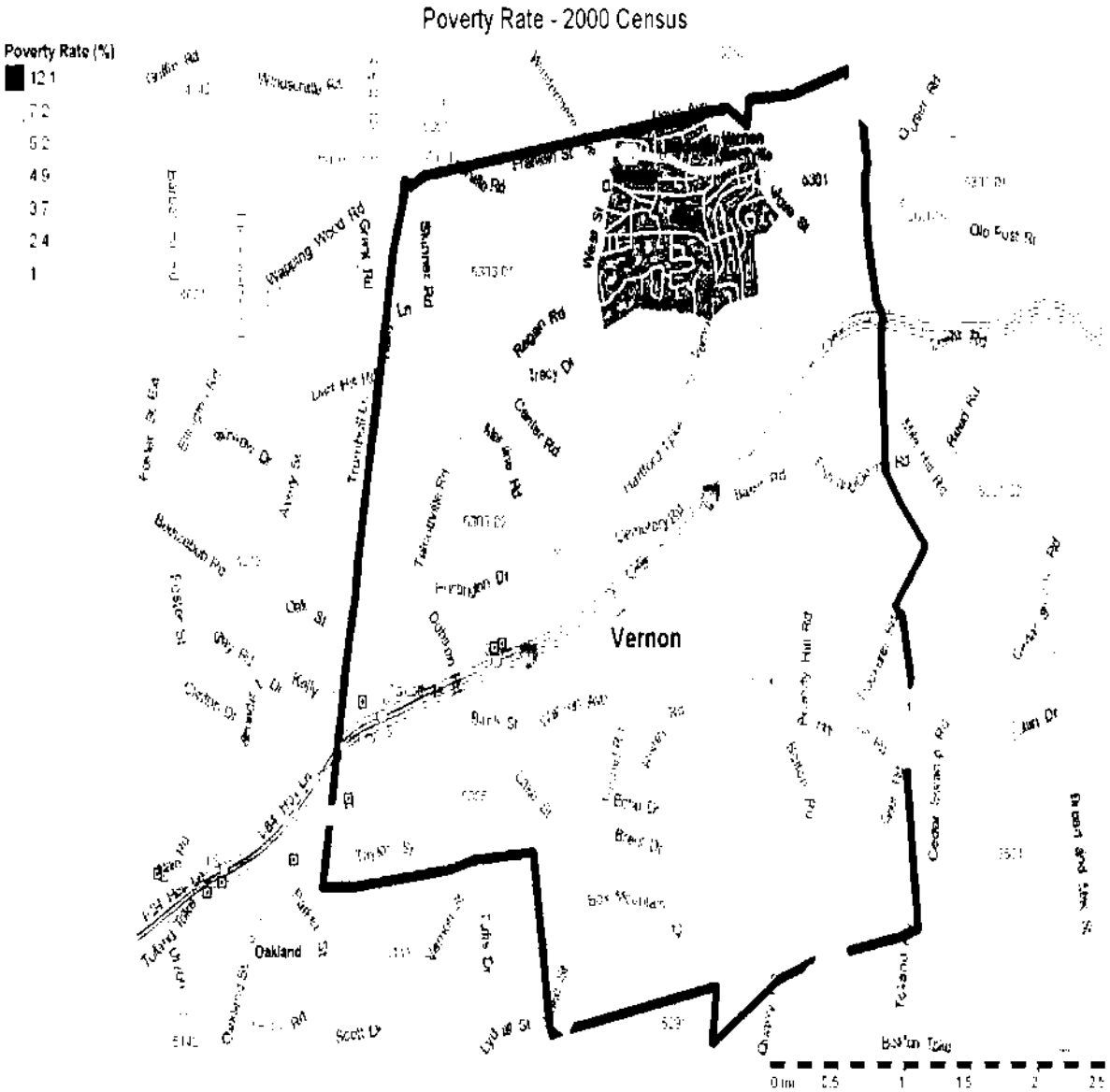
BASELINE DATA *(Census)*



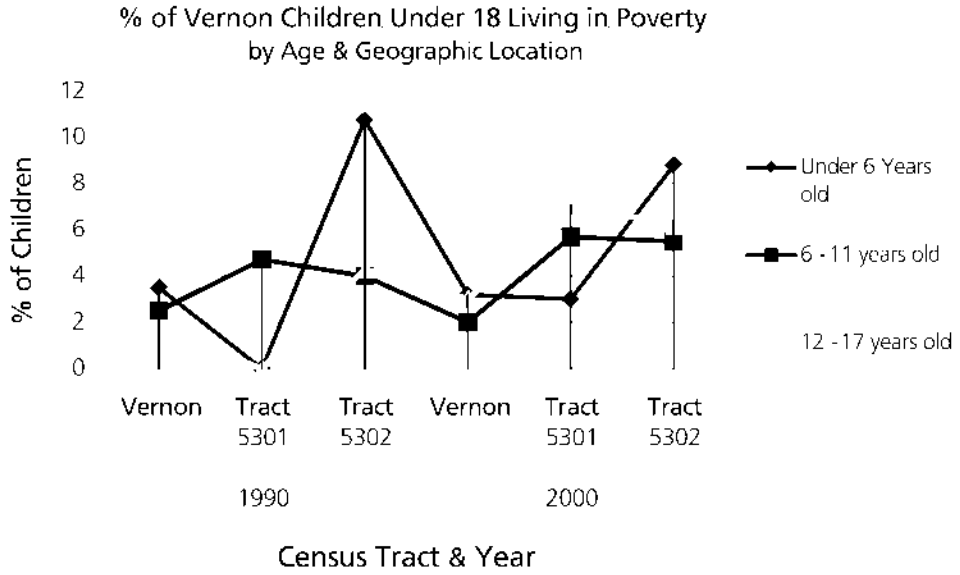
According to United States Census Bureau/American Community Survey reports for 1990, 2000, and 2005-2009, (5-Year Estimates) Vernon experienced a concerning upward trend in the percent of children under the age of 18 who live in poverty. As with other indicators of well-being, a comparison was done with a community similar in size and make-up to Vernon, as well as a neighboring community twice its size in population. Between 1990 and 2000, the percentage of all Vernon children under 18 living in poverty increased slightly. Between 2005 and 2009, the percentage increased dramatically, while surrounding towns decreased during this same time.

(b)(6)

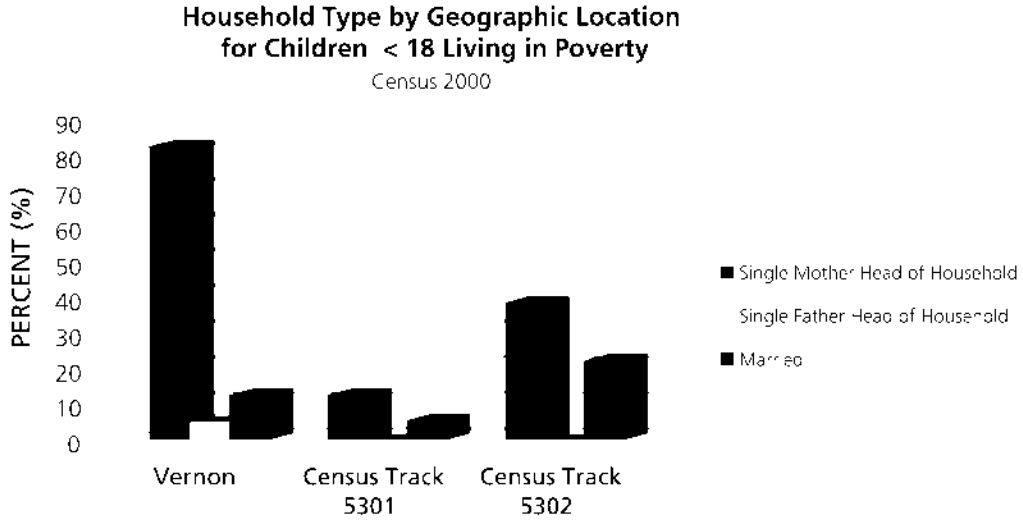
As of 2009 estimates, there are approximately 534 children between the ages of birth to 17 living in poverty in Vernon. The majority of them reside in the Rockville section of town (Census tracts 5301 and 5302) as shown on the following map, which reflects the percent of people in those areas of Town living in poverty.



The following graphs depict the 1990 and 2000 Census poverty data by age and census tract. *(This data is only available every ten years.)* During that decade, Vernon's total population decreased by 2,000 and approximately 600 of these were between the ages of birth to 17. Consistent over time however, is that this age group represents roughly 22% of the whole Vernon population. In the same period, the percentage of children under 18 living in poverty who resided in Census tract 5301 increased dramatically. Also noted is that children under 18 living in poverty in Census tract 5302 remained higher than any other location in town. In both 1990 and 2000, most children living in poverty were those under 6 years of age.



To further understand where these children live, we examined household type, as defined by the U.S. Census Bureau (see below graph). In Vernon, the majority of children under 18 living in poverty live in *single mother head of households*. In each of the two census tracts in Rockville, many also live with married parents.



1. Current Conditions

We know that poverty exists in varying degrees worldwide, within our country, state and local community. We also recognize that there is a higher concentration of poverty in Rockville. While there is no specific data to explain why this is so, there appears to be a connection between:

- Documented changing demographics
- Affordable housing
- Increased enrollment in the state HUSKY insurance program
- Public transportation

Vernon Social Services Department confirms that the most pronounced rates of poverty are in the Rockville section of town. Its residents are the primary consumers of services. Vernon families who live in affordable housing have varying degrees of poverty ranging from low income to working poor and from existing at the federal poverty level to below. These rental properties vary in costs and condition, with the poorest families able to afford units in the poorest physical condition.

Since 1998, the State of CT has offered a full health insurance package (HUSKY) for children up to age 19, regardless of family income. Families pay based on a formula, with two different levels of coverage, commonly known as HUSKY A and HUSKY B. In 1998, Vernon had 1,211 children enrolled in HUSKY A. This number has steadily increased over the years, in part due to outreach efforts. In November 2007, 1,759 children in Vernon were enrolled in HUSKY A. In October 2000, 50 Vernon children were enrolled in HUSKY B while in November 2007 there were 189 enrolled in HUSKY B.

However having HUSKY insurance is not enough to insure adequate healthcare. The number of providers who accept HUSKY has steadily decreased over the years due to the low reimbursement rates. Grant funded services for this population have been implemented but long waiting lists are common.

Areas of Vernon also offer the convenience and affordability of public transportation. This ease of access also allows for families in even poorer communities to improve their quality of life by relocating from urban areas to Vernon.

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2. Impact Of Poverty

Simply stated, poverty is the lack of the most fundamental needs such as adequate food, clothing, and shelter. When unmet, children and families suffer. They suffer not only because they lack basic needs, but this impacts their ability to meet higher level needs such as education and work, or to strengthen their social and spiritual connections. If you are tired, cold, and hungry it is difficult to do much else. **The LWG understands that the eradication of poverty is not the scope of this plan, instead, it is our purpose to focus on the "culture of poverty" that serves as a root cause for the challenge that impact Vernon's children and families.**

When adequate resources are not available to our families and individuals, the consequences build. *Connecticut's Plan for Reducing Childhood Poverty* (October 2009) highlights several of these for children raised in poverty. These consequences can be seen in the arenas of physical development, academic achievement and emotional /social development. Children living in poverty are:

- **More likely to have health problems**:. This includes low birth weight, stunted growth, asthma,. obesity, and poor cognitive development.
- **Often underprepared for the rigors of education**: They are 1.3 times more likely to have developmental delays, learning disabilities, and often score lower on standardized tests. By the time these children begin formal schooling,. children in low-income families already lag significantly behind their more affluent peers.
- **At greater risk for experiencing emotional and behavioral problems**: The fatigue of poverty is visible in the emotional challenges of depression and anxiety as well as in self-defeating, destructive behaviors. Children living in poverty may show difficulties with aspects of social competence including self-regulation and impulsivity. These children are also at risk for substance abuse in the form of self-medication.

two to five times

From statewide report

Bolstering the case that family income effects children, are the findings that with increases in family income, children's cognitive-academic skills and social-emotional competence improve. However, the greatest impact on the mental health of children (even as young as infants) is the mental health of the parents.

Local experts say the greatest and most common situation they face is that parents suffering from mental health problems often do not have the physical or emotional resources to meet their children's needs. Many times this leads to mental health problems for the children:

- Parents with mental health problems often experience chronic stress from their psychiatric symptoms, leaving their level of function unpredictable and their work performance unstable. This jeopardizes employment and financial stability.
- Families living in poverty often live in homes with numerous family members, multiple families or strangers, usually in a confined single living space. Children's mental health issues can go unnoticed in such often-chaotic environments.
- Living in low-income neighborhoods carries additional risks such as increased exposure to community substance abuse and violence

While Vernon is a community rich in support services, healthcare providers, and quality public and private education, the current system of response for families and young children is fragmented. Access to services for Vernon children are limited by their families' knowledge and ability to advocate for themselves. In response, the community of providers formed the Vernon Community Network in an effort to better coordinate and connect existing services to families.

While we will not be able to completely eliminate poverty in our community, we can work towards reducing the impacts of poverty on children and families in Vernon.

1. Develop a coordinated system of need based identification and service delivery designed to reduce the impact of poverty.

a) Determine existing points of intake (e.g. local agencies, schools, hospitals, faith communities, etc.) and inventory existing intake procedures and forms.

b) Inventory available physical facilities in town and those accessible from the Town of Vernon that may serve as a "one-stop" location for service needs and delivery.

c) Research Geographical Information System (GIS) for creation of a virtual "one-stop" location to be available at each partner organization.

d) Create a uniform intake procedure and corresponding documentation.

e) Utilize multi-media venues such as email, internet, and local cable access.

f) Track cases and follow up.

2. Develop a comprehensive mentoring system to provide enhanced case management and social connectedness for children and families.

a) Inventory existing children's mentoring programs.

b) Identify gaps in mentoring programs and create new resources.

DATA DEVELOPMENT AGENDA

Social Capital

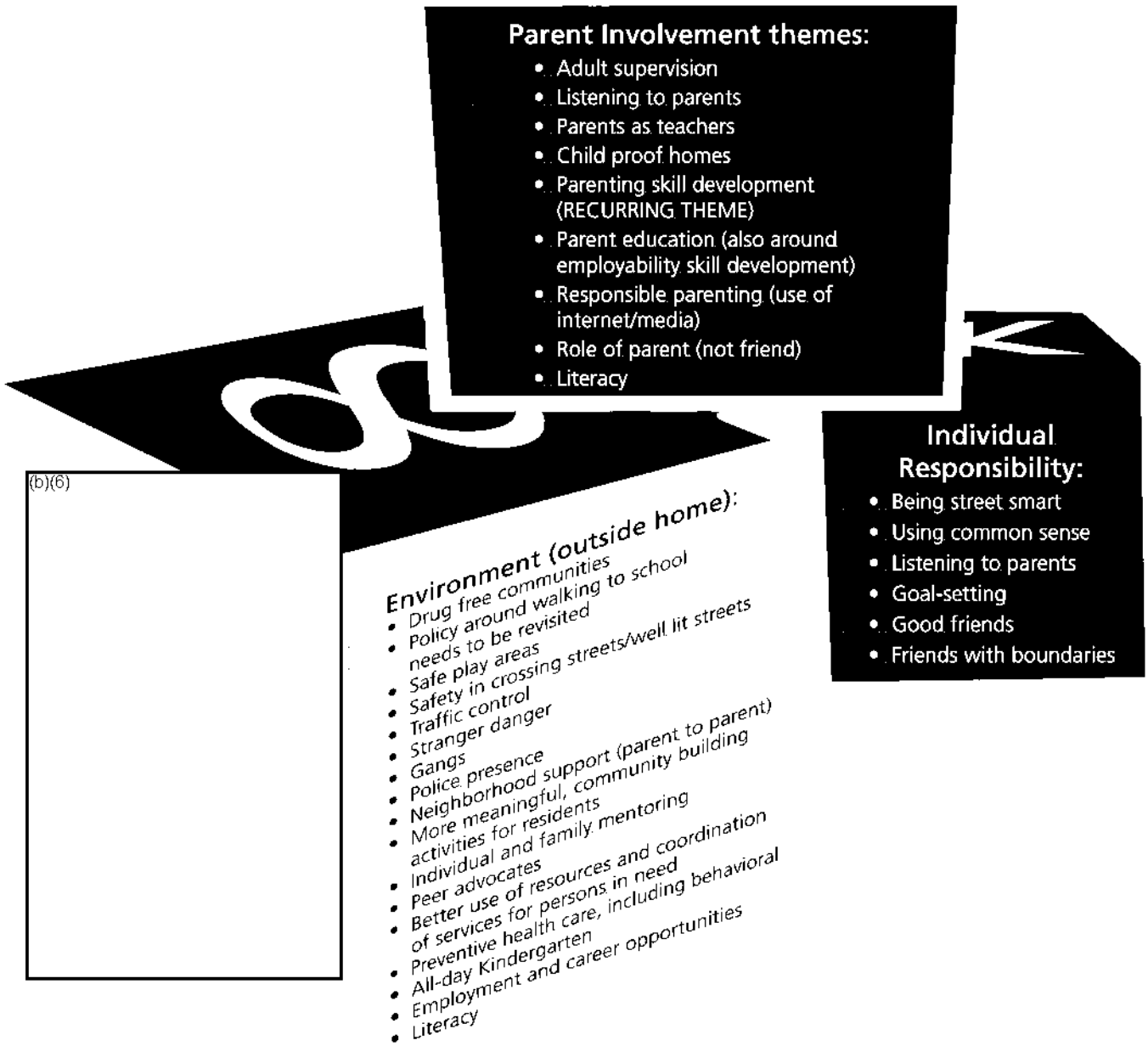
L. J. Hanifan's 1916 article regarding local support for rural schools is one of the first occurrences of the term "social capital", in reference to social cohesion and personal investment in the community. In defining the concept, Hanifan contrasts social capital with material goods by defining it as:

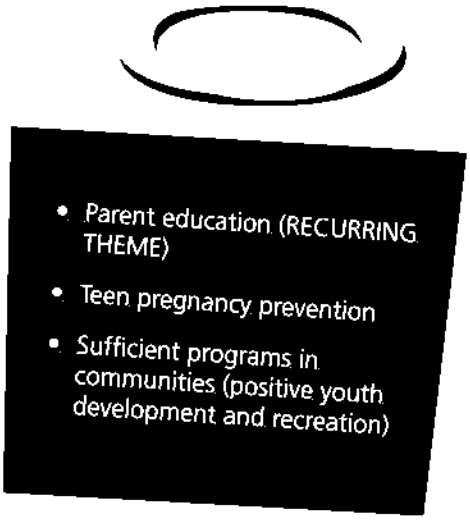
"I do not refer to real estate, or to personal property or to cold cash, but rather to that in life which tends to make these tangible substances count for most in the daily lives of people, namely, goodwill, fellowship, mutual sympathy and social intercourse among a group of individuals and families who make up a social unit... If he may come into contact with his neighbor, and they with other neighbors, there will be an accumulation of social capital, which may immediately satisfy his social needs and which may bear a social potentiality sufficient to the substantial improvement of living conditions in the whole community. The community as a whole will benefit by the cooperation of all its parts, while the individual will find in his associations the advantages of the help, the sympathy, and the fellowship of his neighbors (pp. 130-131)."

The LWG is concerned about the lack of connection that both youth and adults expressed verbally and behaviorally in town and particularly in the schools. LWG believes that this is one resultant factor of living in poverty. Since this data does not yet exist for Vernon, a baseline will be developed by conducting a town-wide random sampling survey in 2011.

- How much did we do?
- How well did we do it?
- Is anyone better off?

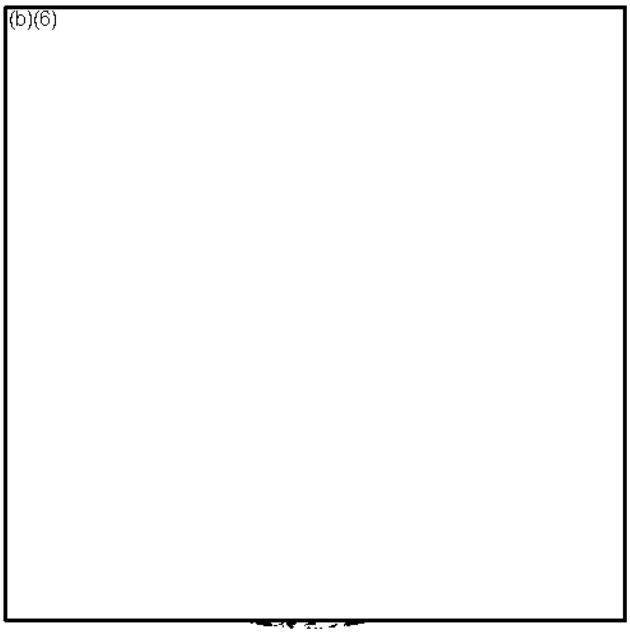
At the June 19, 2009 Leadership Work Group (LWG) meeting the members broke into small groups based on the Strategic Area of Focus (Safe, Healthy, and Productive) and were joined by content area experts to round out these teams. The work of the meeting was to analyze the report of compiled responses gathered from the focus groups and interviews conducted over the past several months.
The committees were asked to review the raw data, discuss and share reactions, and identify the top three or more themes that emerged from this analysis.
The results are as follows:





At the April 17, 2009 Vernon Community Network meeting, the top 3 issues that were agreed upon by consensus as most challenging/lacking for the Vernon community and providers were:

1) Coordinated system of communication:
   both external (local 2-1-1) and inter-agency
2) Coordinated system of administrative
   functions: Funding, Marketing,
   Volunteers, Facilities
3) Enhanced service delivery system:
   parent engagement, family support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There is no one entity or individual that can successfully and meaningfully implement all of the proposed strategies and actions described in this Plan. The following Strategy & Partner Matrixes were created in order to provide an at-a-glance of probable and potential partners, displayed by *Indicator* and *Plan Section* (Children, Youth, Community). Not every partner will be active in every strategy and action, and some partners may move in and out of the process based on relevance to the work of implementation and accountability as defined by various performance measures. In many cases Memorandums of Understanding (MOU's) will be developed so that all partners are clear on who is responsible for what, the resources that can be brought/ redeployed, and assurances to create and account for performance measures of success.

This Plan is a baseline from which to begin to take action. This action must be measurable in both quantitative and qualitative ways. Individual programs will have measures, and some measures will be congruent with multiple partners, as well as across-systems. To this end the development of performance measures will be integral to holding partners and the community accountable for improving the outcomes for Vernon children and youth. Three main guiding questions will be used: "How much did we do?" "How well did we do it?" and most importantly, "Is anyone better off?" While some sections of this Plan already have suggested measures, others are in need of development. It is critical that all impacted partners be involved in the creation of such measures as they will be sharing in the accountability for the attainment of those measures and the on-going refinement of strategies and actions as they relate to making an impact on various indicators of child well-being as defined by on-going data collection.

STRATEGIES & ACTIONS → / PARTNERS ↓	Addit onal data collect or and analys s o non-age- quate pierat al care and low birth weight as troy relato to rare ard etnrictly, age of rcther, and mothers ove of education.	Exp ore opportun ties for expanding Home v sitation services n Vernon.	Resea rch Child F sc lige- port to assess opportunity for replication locally.	Assess the poss bility of ex- pand ng Nurtur ng Families outreach efforts.	Create a multi-pronged approach to ra s ng awareness of the importance of adequate prenatal care.	Wcrk w th Rockville High Schco Health teachers to discuss curricu ar expan- s on.	Cor nect with local pharma- c es for planned disp ay of nformation materials.	Expand scope and eligibility for comm ar ly baby show ers to nclude all nfants ovels	Endorse use of ex sting me- dia such as o gan zations weeks tes and com munity newspapers.	dent fy and train peer/acult mentors to serve as neigh borhood resources.	nclude prenatal care booths and vendors n Vernon Holist c Fair
Mayor									X		
Town Council									X		
Youth Services Bureau	X	X			X				X	X	X
Vernon School Readiness	X	X	X		X		X	X			
Soc al Services	X	X			X			X	X	X	
Parks & Recreation											
Senior Center											
Police Department											
Board of Education		X				X			X		
Superintendent						X			X		
School Principals	X	X				X					
Supervisor of Early Childhood/ Special Programs	X	X									
Director of Pupil Personnel Services		X									
Special Education Coordinator											
School Support Staff											
Teachers		X									
Guidance Counselors											
ELL Coordinator											
Speech Pathologists											
Soc al Workers		X									
School Read ness											
School Nurses		X				X					
Vernon Community Networks K DSAFE CT	X	X	X		X X				X X	X	
Juvenile Court/Justice		X									
Hockanum Valley Community Council					X				X		
Cornerstone Foundation									X		
Foodshare									X		
Manchester Child Guidance Clinic		X			X						

Genesis/Community Health Resources		X		X						
Faith Based Organizations		X					X	X	X	
Head Start/Early Head Start	X	X					X	X		
Rockville Public Library										
Childcare Centers		X								
Family Childcare Providers		X								
Local Businesses ECTN		X	X	X		X X	X	X		
Rockville General Hospital	X	X		X						
Manchester Memorial Hospital	X	X		X						
Family Development Center	X	X	X	X			X			
Family Resource Center-Maple Street School	X									
Behavioral Health Services		X								
Maternity Care	X	X		X		X	X			
OB-GYN/Pediatricians	X	X		X		X	X			
Girl Scouts/Boy Scouts		X								
Parents/PTO's		X							X	
North Central District Health Dept. EASTCONN	X	X								
Vernon Regional Adult Based Education										
Capitol Region Education Council		X								
Infoline 2-1-1	X	X		X						
WIC	X	X		X				X		
State Dept of Education	X									
State Dept of Children & Families	X	X								
HUSKY	X	X		X				X		
State Dept of Mental Health & Addiction Services	X	X								
State Dept of Public Health										
CT Birth to Three	X	X		X				X		
Search Institute Philanthropic Organizations										
Civic Organizations									X	
Public Access Television										
Organizational websites										
Printed Press										

PARTNERS / STRATEGIES & ACTIONS	Develop a coordinated system of response for identified families	Establish Child Advocacy Team-create a collaborative approach to aid & assist families with complex service needs	Assess opportunity to redeploy existing resources and seek new funding	Capture historical responses of Vernon Community Network in order to plan a coordinated response	Reduce barriers to participation to existing parent education programs	Implement mentoring programs based on the Parent-Aide model	Expand Mentoring Families Network's screening & services in order to identify all families who present with risk factors	Increase the capacity of the Vernon Community Network and its members to better meet the needs of children & families	Conduct asset-mapping of Vernon Community Network individual, group & community members	Host a Vernon Community Network agency fair	State targeted linkages by connecting community needs to the appropriate Veteran Community Network provider or organization	Create a coordinated calendar of training and technical assistance opportunities throughout the community
Mayor			X								X	
Town Council												
Youth Services Bureau		X	X								X	
Vernon School Readiness												
Social Services		X										
Parks & Recreation												
Senior Center												
Police Department		X										
Board of Education												
Superintendent			X									
School Principals												
Supervisor of Early Childhood/ Special Programs												
Director of Pupil Personnel Services												
Special Education Coordinator		X										
School Support Staff												
Teachers												
Guidance Counselors												
ELL Coordinator												
Speech Pathologists												
Social Workers		X										
School Readiness												
School Nurses												
Vernon Community Network	X	X					X	X	X		X	X
KIDSAFE CT	X	X	X	X		X						
Juvenile Court/Justice	X											
Hockanum Valley Community Council		X										
Cornerstone Foundation												
Foodshare												
Manchester Child Guidance Clinic												

Genesis/Community Health Resources													
Faith Based Organizations													
Head Start/Early Head Start													
Rockville Public Library													
Childcare Centers													
Family Childcare providers													
Local Businesses													
ECHN						X							
Rockville General Hospital		X											
Manchester Memorial Hospital		X											
Family Development Center						X		X					
Family Resource Center-Maple Street School						X							
Behavioral Health Services													
Maternity Care													
OB-GYN/Pediatricians													
Girl Scouts/Boy Scouts													
Parent Teacher Organizations													
North Central District Health Dept.													
EASTCONN													
Vernon Regional Adult Based Education													
Capitol Region Education Council													
Infoline 211													
WIC													
State Dept of Education													
State Dept of Children & Families	X	X											
HUSKY													
State Dept of Mental Health & Addiction Services													
State Dept of Public Health													
CT Birth to Three													
Search Institute													
Philanthropic Organizations													
Civic Organizations													
Public Access Television													
Organizational websites													
Printed Press													

PARTNERS / STRATEGIES & ACTIONS	Develop community based-quality standards (e.g. Vernon Early Childhood Quality Indicators) that all preschool programs could work towards. Key indicators might include:	Expand YEC CAP Membership to include all preschool providers in Vernon	Examine existing quality standards	Assess current standards and practices at the centers in Vernon	Boost quality ratings	Share with the community to raise awareness of quality standards	Provide coaching and other supports to programs while they work to attain and maintain these standards	Create Coaching job descriptions/ qualifications	Establish volunteer participation guidelines for providers	Create a benefit program and assessment procedure for centers needing access to financial support	Create Resource Centers for participating programs/ centers
Mayor	X						X				
Town Council	X						X				
Youth Services Bureau	X					X					
Vernon School Readiness	X	X	X			X	X	X			X
Social Services	X					X	X				
Parks & Recreation							X				
Senior Center											
Police Department							X				
Board of Education	X					X	X				
Superintendent	X						X				
School Principals	X						X				
Supervisor of Early Childhood/ Special Programs	X	X	X	X			X	X			
Director of Pupil Personnel Services	X						X				
Special Education Coordinator	X						X				
School Support Staff	X						X				
Teachers	X	X					X	X			
Guidance Counselors											
FII Coordinator	X						X				
Speech Pathologists	X						X				
Social Workers							X				
School Readiness	X	X		X			X				
School Nurses	X						X				
Vernon Community Network	X			X		X	X				X
KIDSAFE CT	X					X					
Juvenile Court/Justice											
Hockanum Valley Community Council											
Cornerstone Foundation											
Foodshare	X					X	X				
Manchester Child Guidance Clinic	X										

Genesis/Community Health Resources											
Faith Based Organizations	X						X				
Head Start/Early Head Start	X	X	X				X				
Rockville Public Library	X	X	X				X				
Childcare Centers	X	X	X				X				
Family Childcare providers	X	X	X				X				
Local Businesses			X				X				
ECHN											
Rockville General Hospital											
Manchester Memorial Hospital											
Family Development Center	X	X	X				X				
Family Resource Center-Maple Street School	X	X	X				X				X
Behavioral Health Services			X								
Maternity Care											
OB-GYN/Pediatricians	X		X				X				
Girl Scouts/Boy Scouts											
Parents/PTO's	X					X	X				
North Central District Health Dept.	X										
EASTCONN	X						X				
Vernon Regional Adult Based Education	X						X				
Capitol Region Education Council	X						X				
Infoline 211	X						X				
WIC	X										
State Dept of Education	X	X					X				
State Dept of Children & Families	X										
HUSKY											
State Dept of Mental Health & Addiction Services											
State Dept of Public Health	X						X				
CT Birth to Three	X	X	X				X				
Search Institute											
Philanthropic Organizations	X						X				
Civic Organizations	X						X				
Public Access Television	X					X	X				
Organizational websites	X					X	X				
Printed Press	X					X	X				

STRATEGIES & ACTIONS → / ↓ PARTNERS	Provide opportunities for preschool children to be exposed to and interact with text and to contextually increase their vocabulary acquisition and background knowledge.	Ensure that every child has access to a high quality preschool experience.	Ensure that all children have access to text – put books into the hands and homes of children.	Provide varied opportunities for children to engage in experiences which expand their background knowledge and vocabulary.	Provide a guaranteed viable curriculum, delivered through high quality instruction and ensured through a variety of assessments, to which every student has access and multiple opportunities to achieve.	Develop and implement a reading and language arts curriculum based on national and state standards.	Provide opportunities for teachers to develop and expand their instructional practices.	Differentiate instruction for each learner to ensure that every student has access to the curriculum.	Develop and implement common assessments that measure student achievement of the curriculum and report the results.
Mayor									
Town Council									
Youth Services Bureau									
Social Services									
Parks & Recreation									
Senior Center									
Police Department									
North Central District Health Dept.									
Board of Education									
Superintendent									
School Principals									
Supervisor of Early Childhood/ Special Programs									
Special education coordinators									
School support staff									
Teachers									
Enrichment teachers									
E... coordinator									
Speech pathologists									
School Readiness									
School nurses									
Vernon Community Network									
KidSafe CT									
Juvenile Court									
Hockanum Valley Community Council									
Manchester Child Guidance Clinic									

Community Health Resources												
Faith Based Organizations												
Head Start/Early Head Start												
Rockville Public Library												
Childcare centers												
Family Childcare providers												
Local businesses												
ECHN												
Rockville General Hospital												
Manchester Memorial Hospita												
Family Development Center												
Family Resource Center - Maple Street												
Behavioral Health Services												
Maternity Care												
OB-GYN/Pediatricians												
Girl Scouts/Boy Scouts												
Parents/PTO's												
EASTCONN												
Infoline 211												
WIC												
State Dept of Education												
State Dept of Children & Families												
HUSKY												
State Dept of Mental Health & Addiction Services												
CT Birth to Three												
Search Institute												
Philanthropic Organizations												
Public Access Television												
Organizational websites												
Printed Press												

PARTNERS / STRATEGIES & ACTIONS	Design positive youth development system focused on preventing criminal & unsafe behaviors	Continue to strengthen capacity of Juvenile Review Board	Conduct adult volunteer recruitment & training for mentoring and peer-support for youth & families	Create neighborhood-based safe places with adult supervision, with a centralized location for accessibility	Maintain & expand the summer youth employment program (YYSB)	Create youth emergency services or similar community-based respite programs	Expand hours of Vernon Public Schools Expulsion Center	Encourage child & youth-serving organizations to promote Developmental Assets (Search Institute)	Provide professional development opportunities on Developmental Assets for those who work with Vernon youth	Provide parents, civic, faith organizations and caring adults training in Developmental Assets
Mayor				X	X					
Town Council										
Youth Services Bureau	X	X	X	X	X	X	X	X	X	X
Vernon School Readiness										
Social Services			X							
Parks & Recreation					X			X		
Senior Center										
Police Department	X	X	X					X		
Board of Education			X	X	X		X	X		
Superintendent							X			
School Principals							X	X		
Supervisor of Early Childhood/Special Programs										
Director of Pupil Personnel Services								X		
Special Education Coordinator							X			
School Support Staff										
Teachers								X		
Guidance Counselors	X									
ELL Coordinator										
Speech Pathologists										
Social Workers								X		
School Readiness								X		
School Nurses										
Vernon Community Network			X	X		X		X		
KIDSAFE CT	X			X		X		X	X	X
Juvenile Court/Justice	X	X	X	X		X		X		
Hockanum Valley Community Council				X						
Cornerstone Foundation				X						
Foodshare										
Manchester Child Guidance Clinic										

Genesis/Community Health Resources										
Faith Based Organizations			X	X		X		X		X
Head Start/Early Head Start										
Rockville Public Library				X						
Childcare Centers								X		
Family Childcare providers								X		
Local Businesses										
ECHN				X						
Rockville General Hospital										
Manchester Memorial Hospital										
Family Development Center								X		
Family Resource Center-Maple Street School								X		
Behavioral Health Services	X									
Maternity Care										
OB-GYN/Pediatricians										
Girl Scouts/Boy Scouts				X				X		
Parents/PTO's			X	X				X		X
North Central District Health Dept.										
FASTCONN										
Vernon Regional Adult Based Education										
Capitol Region Education Council										
Infoline 211										
WIC										
State Dept of Education										
State Dept of Children & Families	X		X							
HUSKY										
State Dept of Mental Health & Addiction Services										
State Dept of Public Health										
CT Birth to Three										
Search Institute	X							X	X	X
Philanthropic Organizations									X	X
Civic Organizations			X						X	X
Public Access Television										
Organizational websites										
Printed Press										

PARTNERS / STRATEGIES & ACTIONS	Expand School-Family-Community Partnership Project into all Vernon schools	Implement Attendance Achievement Attainment Partnership targeted on parents engaged as partners	Create an action plan that specifies steps to fully implement the 3 As	Expand role of Youth Service Bureau Counselors in the Vernon school system	Expore reinstituting Teen Parent Program at Rockville High School	Encourage city & youth-serving organizations to promote Developmental Assets	Provide professional development opportunities for those working with Vernon youth	Provide parents, civic and faith organizations, and other caring adults training in the Developmental Assets
Mayor				X				
Town Council				X				
Youth Services Bureau	X	X		X			X	X
Vernon School Readiness	X	X						
Social Services								
Parks & Recreation								
Senior Center								
Police Department								
Board of Education	X	X	X	X	X	X	X	
Superintendent	X	X	X	X	X	X	X	
School Principals	X	X	X	X	X	X	X	
Supervisor of Early Childhood/Special Programs	X	X				X	X	
Director of Pupil Personnel Services	X	X				X	X	
Special Education Coordinator	X	X				X	X	
School Support Staff	X	X			X	X	X	
Teachers	X	X			X	X	X	
Guidance Counselors	X	X			X	X	X	
FII Coordinator								
Speech Pathologists					X			
Social Workers	X	X				X	X	
School Readiness	X	X				X	X	
School Nurses	X	X			X	X	X	
Vernon Community Network						X	X	X
KIDSAFE CT						X	X	X
Juvenile Court/Justice						X	X	
Hockanum Valley Community Council						X		
Cornerstone Foundation								
Foodshare								
Manchester Child Guidance Clinic						X		

Genesis/Community Health Resources									
Faith Based Organizations						X			X
Head Start/Early Head Start						X			
Rockville Public Library						X			
Childcare Centers									
Family Childcare providers									
Local Businesses									
ECHN									
Rockville General Hospital									
Manchester Memorial Hospital									
Family Development Center									
Family Resource Center-Main Street School	X		X			X			
Behavioral Health Services									
Maternity Care									
OB-GYN/Pediatricians									
Girl Scouts/Boy Scouts						X			
Parents/PTO's						X			X
North Central District Health Dept.									
EASTCONN									
Vernon Regional Adult Based Education									
Capitol Region Education Council									
Infoline 211									
WIC									
State Dept of Education									
State Dept of Children & Families									
HUSKY									
State Dept of Mental Health & Addiction Services									
State Dept of Public Health									
CT Birth to Three									
Search Institute						X	X		X
Philanthropic Organizations				X					X
Civic Organizations				X					X
Public Access Television									
Organizational websites									
Printed Press									

PARTNERS / STRATEGIES & ACTIONS	Develop a coordinated system of need-based identification & service delivery	Determine existing gaps in intake, inventory existing intake procedures and forms	Inventory available physical facilities in town and those accessible from Vernon that may serve as a "one-stop" location for service needs & delivery	Research Geographical Information System for creation of a virtual "one-stop" location to be available at each partner organization	Create a uniform intake procedure and the corresponding documentation	Utilize multi-media venues such as email, internet, and local cable access	Track cases and follow up	Develop a comprehensive mentoring system to provide enhanced case management and social connectedness for children & families	Inventory existing children's mentoring programs	Identify gaps in mentoring programs and create new resources
Mayor		X	X	X						
Town Council										
Youth Services Bureau	X	X	X	X		X		X	X	X
Vernon School Readiness	X								X	X
Social Services	X	X	X			X		X		
Parks & Recreation										
Senior Center	X	X	X							
Police Department	X	X	X							
Board of Education	X	X	X						X	
Superintendent										
School Principals										
Supervisor of Early Childhood/Special Programs										
Director of Pupil Personnel Services										
Special Education Coordinator										
School Support Staff										
Teachers										
Guidance Counselors										
ELL Coordinator										
Speech Pathologists										
Social Workers										
School Readiness										
School Nurses										
Vernon Community Network	X	X	X	X	X	X	X	X	X	X
KIDSAFE CT	X	X			X				X	X
Juvenile Court/Justice	X	X								
Hockanum Valley Community Council	X	X	X		X			X		
Cornerstone Foundation	X	X	X		X					
Foodshare	X	X			X					
Manchester Child Guidance Clinic									X	
Genesis/Community Health Resources										

Faith Based Organizations	X	X	X	X				X		
Head Start/Early Head Start	X	X							X	
Rockville Public Library			X	X						
Childcare Centers										
Family Childcare providers									X	
Local Businesses										
ECHN	X	X	X	X						
Rockville General Hospital			X							
Manchester Memorial Hospital										
Family Development Center										
Family Resource Center-Maple Street School			X							
Behavioral Health Services										
Maternity Care										
OB-GYN/Pediatricians										
Girl Scouts/Boy Scouts										
Parents/PTO's	X	X						X		
North Central District Health Dept.										
EASTCONN										
Vernon Regional Adult Based Education			X	X						
Capitol Region Education Council										
Infoline 211				X						
WIC		X		X						
State Dept of Education									X	
State Dept of Children & Families		X		X						
HUSKY									X	
State Dept of Mental Health & Addiction Services		X								
State Dept of Public Health										
CT Birth to Three				X					X	
Search Institute										
Philanthropic Organizations		X		X				X		
Civic Organizations		X		X				X		
Public Access Television				X						
Organizational websites				X						
Printed Press				X						

Historically funders from state, federal and philanthropic entities have distributed funding based on variables associated with a deficit-based approach – those groups, organizations, communities that were the worst off received funding. Most applicants for such funding were given a set figure and set parameters of a program and were required, in turn, to submit proposals that did not take much thought or ingenuity – rather it was a somewhat rote exercise.

Today the utilization of a results-based accountability model provides for communities, organizations and programs the opportunity to identify their own areas of need and interest in order to improve outcomes for their residents and program participants. This approach is driven by local data, which leads to a clearer understanding of root cause for a specific local problem. This then leads to creation of strategies and actions that will make an impact on the true causal factors – it moves away from random good ideas for solutions that often have little effect. Finally, brought full cycle the updated data is collected, analyzed and strategies refined or marked "complete."

With this the VCN and the LWG began to craft a Financial Plan that aligns with each indicator, its strategies and actions, divided into population segment. This Financial Plan provides for a Baseline amount of money that may at times be currently coming into the community, and others are estimates of what will be needed to bring a strategy to fruition over the next several years.

Used in this Financial Plan development was a Fiscal Scan (see Appendix) that listed most all current sources of revenue for existing programs and services in Vernon. While the figures are from the 2008 year, they were reviewed by members for accuracy and current status.

As noted some of the strategies and actions have dollar amounts filled in, with additional comments for on-going work. While some actions may require new monies, many can be attained by no- or low-cost efforts such as a redeployment of resources, e.g. staff responsibilities changed to align with the needed steps for implementation.

PRENATAL CARE	Base Investment	FY 2012-13	FY 2013-14	FY 2014-15	Additional Detail
STRATEGY 1: Additional data collection and analysis on non-adequate prenatal care and low birth weight as they relate to race and ethnicity, age of mother, and mothers level of education.	(b)(4)				Data Specialist:15 hours/wk x $(b)/hr x 52 weeks, plus FICA
STRATEGY 2: Explore opportunities for expanding home visitation services in Vernon.					
Research *Child First* (Bridgeport) to assess opportunity for replication locally.					Current project staff for School Readiness Council
Assess the possibility of expanding Nurturing Families outreach efforts.					YSB Director meets with ECHN Family Development Center Director; (See Child Abuse & Neglect strategies)
STRATEGY 3: Create a multi-pronged approach to raising awareness on the importance of adequate prenatal care.					
Meet with Rockville High School Health teachers to discuss curriculum expansion.					School Readiness co-chairs meet with Vernon Schools Superintendent
Connect with local pharmacies for planned display of informational materials.					Current project staff for School Readiness Council
Expand scope and eligibility for community baby showers to include all income levels.					Current project staff for School Readiness Council
Enhance use of existing media such as organizational websites and community newspapers.					Current project staff for School Readiness Council
Identify and train peer/adult mentors to serve as neighborhood resources.					School/community partnership position assists with this action step
Include prenatal care booths and vendors in Vernon Holistic Fair.					Cost to vendors for booth space/ Health fair is biennial

CHILD ABUSE & NEGLECT	Base Investment	FY 2012-13	FY 2013-14	FY 2014-15	Additional Detail
STRATEGY 1: Develop a coordinated system of response for identified families.					
Establish a Child Advocacy Team (CAT), to create a collaborative approach to aid and assist families with complex service needs.	(b)(4)				Coordinator/case management position : 10hrs/week x $[redacted]/hr x 50wks + FICA + Admin
• Assess opportunity to redeploy existing resources					Implementation Coordinator is responsible to convene meetings
• Seek new funding					
Capture historical (situational) responses of Vernon Community Network to date to map future responses.					
Reduce barriers to participation in existing parent education programs.					Implementation Coordinator is responsible to convene meetings, organize data collection and create outreach plan
Implement mentoring programs, based on the *Parent-Aide* model, a system for long-term commitment to families who exhibit the risk factors connected with child abuse and neglect.					Implementation Coordinator coordinates with faith community & KIDSAFE CT to develop mentor training
Expand Nurturing Families Network screening and services in order to identify all families who present with risk factors for abuse and neglect and connect them with services.					ECHN current grant funded program provides this service for first-time parents deemed at-risk
STRATEGY 2: Increase the capacity of the Vernon Community Network and its members to better meet the needs of children and families.					
Conduct Asset Mapping of Vernon Community Network individual, group and community members.					
• Host a Vernon Community Network Agency Fair increasing awareness of existing services and resources					VCN Executive Committee organizes agency fair
• Make targeted linkages by connecting community needs to the appropriate Vernon Community Network provider or organization.					Youth Services Director works with town IT department to create web based service map. YSB staff updates web map as needed
Create a coordinated calendar of training and technical assistance opportunities throughout the community.					
• Program Performance and Accountability					

PRESCHOOL EXPERIENCE	Base Investment	FY 2012-13	FY 2013-14	FY 2014-15	Additional Detail
STRATEGY 1: Develop community based-quality standards (e.g. Vernon Early Childhood Quality Indicators) that all preschool programs could work towards.					
Expand VECCoP Membership to include all preschool providers in Vernon.					
Examine existing quality standards.					
Assess current standards and practices at the centers in Vernon.					
Adopt quality indicators.					
Share with the community to raise awareness of quality standards.					
STRATEGY 2: Provide coaching and other supports to programs while they work to attain and maintain these standards.					
Create Coaching job descriptions, qualifications.					
Establish volunteer participation guidelines for providers.					
Create a benefit program and assessment procedure for centers needing access to financial support.					
Create Resource binders for participating programs/ centers.					
3RD GRADE CMT READING	**Base Investment**	**FY 2012-13**	**FY 2013-14**	**FY 2014-15**	**Additional Detail**
STRATEGY 1: Provide opportunities for preschool children to be exposed to and interact with text and to contextually increase their vocabulary acquisition and background knowledge.					
Ensure that every child has access to a high quality preschool experience.					School Readiness Council includes within it's ongoing work
Ensure that all children have access to text – put books into the hands and homes of children.					School/community partnership staff
Provide varied opportunities for children to engage in experiences which expand their background knowledge and vocabulary.					
STRATEGY 2: Provide a guaranteed viable curriculum, delivered through high quality instruction and ensured through a variety of assessments, to which every student has access and multiple opportunities to achieve.					
Develop and Implement a reading and language arts curriculum based on national and state standards.					Vernon Public Schools curriculum specialist takes lead role
Provide opportunities for teachers to develop and expand their instructional practices					Vernon Public Schools takes lead role
Differentiate instruction for each learner to ensure that every student has access to the curriculum.					Vernon Public Schools takes lead role
Develop and implement common assessments that measure student achievement of the curriculum and report the results.					Vernon Public Schools takes lead role

JUVENILE RISK	Base Investment	FY 2012-13	FY 2013-14	FY 2014-15	Additional Detail
STRATEGY 1: Design a positive youth development system focused on preventing criminal and unsafe behaviors.	(b)(4)				
Continue to strengthen the capacity of the Juvenile Review Board.					Cost for case management services
Conduct adult volunteer recruitment and training around mentoring and peer-support for youth and families.					Implementation Coordinator coordinates with faith community and KIDSAFE CT & cost for training and supervision
Create neighborhood-based safe places with adult supervision, with a centralized location for accessibility.					Implementation Coordinator coordinates convenes meetings to facilitate this action step
Maintain and expand the summer youth employment program of the Vernon Youth Services Bureau.					$(b)(4) per student in employment costs & skills training costs
Create Youth Emergency Services or similar community-based respite programs.					Implementation Coordinator researches funding options
Expand hours of the Vernon Public Schools Expulsion Center.					Consult with VPS superintendent
STRATEGY 2: Encourage child and youth-serving organizations to promote Developmental Assets (Search Institute.)					
Provide professional development opportunities on the *Developmental Assets* for those who work with Vernon youth.					Search Institute provides initial training and year 3 refresh
Provide parents, civic and faith organizations, and other caring adults training in the Developmental Assets.					Search Institute provides initial training and year 3 refresh

SCHOOL ATTENDANCE	Base Investment	FY 2012-13	FY 2013-14	FY 2014-15	Additional Detail
STRATEGY 1: Expand *School-Family-Community Partnership* Project into all of the Elementary schools, Vernon Center Middle School and Rockville High School.	(b)(4)				Current staff funded for 10 hours/week
STRATEGY 2: Implement the *Attendance, Achievement, Attainment* framework targeted on parents engaged as partners.					School/community partnership staff
Create an action plan that specifies steps to fully implement the 3 A's.					School/community partnership staff
Expand the role of the Youth Services Bureau (YSB) Counselors in the Vernon school system.					
Explore reinstituting Teen-Parent Program at Rockville High School.					
STRATEGY 3: Encourage child and youth-serving organizations to promote Developmental Assets (Search Institute).					
Provide professional development opportunities on the Developmental Assets for those who work with Vernon youth.					Search Institute contracted to provide initial and refresh training
Provide parents, civic and faith organizations, and other caring adults training in the Developmental Assets.					Search Institute contracted to provide initial and refresh training
DATA DEVELOPMENT: Recognize *Social Capital* and connect youth to community. • Develop and conduct a survey of youth on community connectedness relative to *Social Capital* to establish a baseline.					VCN mails survey to Vernon residents on random basis. Contract with UConn staff and interns to tabulate survey results

POVERTY	Base Investment FY 2012-13	FY 2013-14	FY 2014-15	Additional Detail
STRATEGY 1: Develop a coordinated system of need based identification and service delivery designed to reduce the impact of poverty.	(b)(4)			
Determine existing points of intake (e.g. local agencies, schools, hospitals, faith communities, etc.) and inventory existing intake procedures and forms.				
Inventory available physical facilities in town and those accessible from the Town of Vernon, that may serve as a "one-stop" location for service needs and delivery.				
Research Geographical Information System (GIS) for creation of a virtual "one-stop" location to be available at each partner organization.				Town funded GIS coordinator position
Create a uniform intake procedure and corresponding documentation.				Implementation Coordinator
Utilize multi-media venues such as email, internet, and local cable access.				Implementation Coordinator
Track cases and follow up.				
STRATEGY 2: Develop a comprehensive mentoring system to provide enhanced case management and social connectedness for children and families.				
Inventory existing children's mentoring programs.				Implementation Coordinator
Identify gaps in mentoring programs and create new resources.				Implementation Coordinator
DATA DEVELOPMENT: Social Capital • Baseline will be developed by conducting a town-wide random sampling survey in 2011.				Contract with UConn to implement survey

Critical to the improvement of outcomes for Vernon children and youth is the implementation of, and accountability for this baseline Plan. It was developed by a variety of key stakeholders, with input from the community-at-large by using an inclusive community decision-making process. That same level of representation and shared leadership is important to successful strategy implementation and overall impact on the Headline and Secondary Indicators – our measures of success. The Vernon Community Network (VCN) serves as the local governance partnership for this effort. It is comprised of a variety of local and state government, private sector, not-for-profit organizations, and community members.

The VCN will: 1) serve as the catalyst and focal point for all of the membership to work together to implement strategies and actions; 2) provide for on-going data collection and analysis; 3) serve as a forum for community conversations on issues relevant to the Plan; 4) serve as the overseer for accountability to the greater community.

The Vernon Community Network (VCN) is operated via the Bylaws using the "Roberts Rules of Order.". The Executive Committee is comprised of a President, Vice President, Treasurer, Secretary, At-Large, Membership, and Past President positions. These are elected by the whole membership.

The Executive Committee functions as the community planning oversight committee. As depicted in the following chart, communication by all parties involved in the Plan implementation is dynamic and founded on two-way communication lines. The Executive Committee sets implementation steps and further planning into motion.

The Vernon Youth Services Bureau supervises the **Project Implementation Coordinator (PIC) and Data Specialist** positions. The PIC holds the responsibility to direct the VCN committee work and receive feedback on that work. The Coordinator provides support to each of the three committees – *Safe, Healthy, Productive* – and in turn the committees report their respective work to the VCN General Membership. .

The General Membership provides feedback to the committees and the Executive Committee. The VCN Executive Committee reports progress on the Plan implementation to the **Town Council, Board of Education and Community Partners**. This administrative and operational structure is intended to be fluid thereby offering the greatest opportunity for feedback and support of all implementation and future planning.

VCN General Membership
Children Committee
Youth Committee
Community Committee
Project Staff
Youth Services Bureau
Supervises Project Staff

FARNAM ASSOCIATES

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TO: **Vernon Early School Readiness Executive Committee**
From: **Jim Farnam, Farnam Associates**
Date: **November 10, 2010**
Re: **Update on Fiscal Scan Results To Date**

The Vernon School Readiness Executive Committee enlisted our firm (formerly I was with Holt, Wexler & Farnam, LLP which has been restructured) to assemble and analyze financial information on programs and policies affecting young children (birth to age 8) in the Town of Vernon to provide a financial context to existing efforts in early childhood and identify funding opportunities in support of blueprint development. .

The Committee asked us to include in the scan where available funding for services to children age 9-17 as well so the Vernon Community Network can have the complete picture for both early childhood services and services for older children and youth. When we looked back at the data, many of the funding sources we had collected related to all children and we had broken out the services for ages 0-8 so we could proceed to include the services to children ages 9-17 without too much additional work.

This memorandum summarizes data collected to date for the Fiscal Scan for Vernon. We have based our analysis on the State Fiscal Year 2008-2009 because that was the last complete fiscal year for which data was available when we commenced our research. While the SFY2009-2010 has since finished, much of the final state spending data for that year are still not available.

We have identified to date a total of $(b)(6) invested in services for children in Vernon across the domains of your plan – Healthy, Productive, and Safe (see **table below**). $(b)(4) is attributed to the 0-8 age group and $(b)(4) to the 9-17 age group. We prorated funding data for specific programs to pull out the portion that was going to benefit families of children of each age group based on reasonable estimates of the populations benefitted. Note

- A large portion of these funds support K-12 education (we did not include the $(b)(4) in State funds that was received for the School Construction Program). .
- In health, the Medicaid line item (Husky) is under health but also funds behavioral health which is not possible to break out from the total.
- Most of these funds are dedicated to ongoing programs so are not for the most part available to address newly identified needs. Some reallocation may be appropriate based on a review of the effectiveness and reach of the program. .

Summary of Funding Identified by Plan Domain, Fiscal Year 2008-2009

Values

Row Labels	Sum of Total, Ages 0-8	Sum of Total, Ages 9-17	Sum of Total, Ages 0-18
Healthy	$ (b)(4)	$(b)(4)	$(b)(4)
Productive	$	$	$
Safe	$	$	$
Grand Total	**$**	**$**	**$**

NOTE: Main difference from September total of $(b)(4) is the addition of $(b)(4) in local spending on education and several programs of KIDSAFE and the ECHN Family Development Center

These figures are for Federal, State, and Philanthropic funds and include town funds for education and a small amount for youth services and family support.

Please forward to us any information about other private funders we may not have come across in our research that are active in supporting Vernon services for children and we will add them to this list (send to jf@farnamllc.com:)

We will continue to work with the Committees to understand, interpret and enhance the analysis we are preparing to make sure it informs your planning work to the fullest degree possible. Thank you.

Estimated Funding for Childhood Services in Vernon, Fiscal Year 2008-2009

Domain, Source and Program	Sum of Total, Ages 0-8	Sum of Total, Ages 9-17	Sum of Total, Ages 0-18
Healthy	$ (b)(4)	$ (b)(4)	$ (b)(4)
Health			
Federal			
DSS			
HUSKY- Medicaid			
State			
DDS			
Birth to Three			
SDE			
Child Nutrition State Matching Grant			
Healthy Foods Grant			
National School Lunch			
Nonpublic Health Services			
School Breakfast Program			
Special Milk Program For Children			
State School Breakfast			
Summer Food Service Prog - Admin			
Summer Food Serv. Prog - Operation			
Behavioral Health			
State			
DCF			
Care Coordination			
Emergency Mobile Psychiatric Serv			
Enhanced Care Coordination			
Intensive Home Based Serv: FFT			
Intensive Home Based Serv: IICAPS			
Intensive Home Based Serv: MDFT			
Int. Home Based Serv: MDFT FSATS			
Intensive Home Based Services: MST			
Outpatient Psych Clinic for Children			
Residential Subs Abuse Treatment			
Emrg Mob Psych/Care Coord Startup			
Productive	$	$	$
Education			
Federal			
HHS-Head Start			
Head Start			
Early Head Start			
Philanthropic			
George A. & Grace L. Long Foundation			

Domain, Source and Program	Sum of Total, Ages 0-8	Sum of Total, Ages 9-17	Sum of Total, Ages 0-18
Hockanum Valley CommCouncil	(b)(4)	(b)(4)	(b)(4)
Hartford Foundation for Public Giving			
Hockanum Valley CommCouncil			
Graustein Memorial Fund			
Collaborative Support			
State			
SDE			
Education Equalization			
IDEA- Part B- Section 619			
IDEA-Part B- Section 611			
Open Choice Progr-Receiving Dist.			
School Readiness			
Spec Ed-Ag Placemnts & Excess Cost			
Spec Ed-Ag. Placemnts & Excess Cost			
Title I Improving Basic Programs			
Title II- D- Enhanc. Educ. Thru Tech.			
Title II Part D Technology			
Title II-Part A Teachers			
Title IV - Safe & Drug Free Schools			
Title V-Innovative Educ. Strategies			
Transport Of School Children-Public			
Transportation-Nonpublic			
Young Adult Learner			
Young Parents Program			
Youth Service Bureau			
Youth Service Bureau-Enhancement			
DSS			
Care4Kids			
Child Development Centers			
Town			
Town of Vernon			
Local Contribution to Education			
Safe	$	$	$
Family Support			
Philanthropic			
George A. & Grace L. Long Foundation			
Exchange Club Center for the Prevention of Child Abuse, Rockville			
Hartford Foundation for Public Giving			
Exchange Club Center for the Prevention of Child Abuse, Rockville			

Domain, Source and Program	Sum of Total, Ages 0-8	Sum of Total, Ages 9-17	Sum of Total, Ages 0-18
Macy's Foundation	(b)(4)	(b)(4)	(b)(4)
Exchange Club Center for the Prevention of Child Abuse, Rockville			
Service Clubs			
Kidsafe - Parent and Youth Support			
State	$	$	
DCF			
Child Protective Services			
Community Life Skills			
Family Support Team			
FAST			
Foster care			
Foster Care Clinic			
Integrated Family Violence			
Intensive Family Preservation			
Intensive Safety Planning			
Multidisciplinary Team			
Parent Aide			
Parent Aide/Conference			
Parent Education Assess Service			
Positive Youth Development			
Purchased Services			
Reconnecting Families Program			
Respite Care Services			
Sexual Abuse Evaluation			
Short Term Assessment & Respite			
Temporary Child Care			
SDE			
ASTE-Vocational Agriculture			
Carl Perkins Career & Tech. Educ. Act			
Family Resource Center			
DSS			
Food Stamps			
Temporary Family Assistance(TANF)			
DPH			
WIC			
Children's Trust Fund			
Nurturing Families Network			
Town	$	$	
Town of Vernon			
Parent Education and Support			
Grand Total	$	$	

Intensive Home Based Serv: FFT	Functional Family Therapy
Intensive Home Based Serv: IICAPS	Intensive In-Home Child and Adolescent Psychiatric Services
Intensive Home Based Serv: MDFT	Multi-disciplinary Family Therapy
Int. Home Based Serv: MDFT FSATS	Multi disciplinary Family Therapy - Family Substance Abuse Treatment Services
Intensive Home Based Services: MST	Multi-systemic Therapy
Emrg Mob Psych/Care Coord Startup	Emergency Mobile Psychiatric Response teams and Care Coordination teams (part of CT Children's Behavioral Health Partnership)
WIC	Nutrition supplement for Women, Infants, and Children

FOCUS GROUP & INTERVIEWS

RATIONALE and APPROACH

At the core of a community planning and decision-making process is an inclusiveness of key stakeholders in each stage of the work. This creates a sense of ownership of the resultant comprehensive plan, as well as legitimacy to the work. Built into the Vernon Community Network approach is a *continual community feedback loop* to support this framework.

Phase I of such a system includes both qualitative and quantitative data collection and analysis. This in turn is further developed by examining the "stories" that lie behind the data, initiated by conducting a force field analysis of the raw data.

In line with this approach, the Vernon Community Network Leadership Work Group conducted 10 focus groups in the Vernon community, getting input from nearly 60 residents. The questions posed to each group were:

1. From your perspective what makes a child: Safe? Healthy? Productive?
2. What does Vernon have to offer families with children birth-17?
3. What are the major unmet needs of families with children in our community?
4. From your perspective what services would benefit families with children?
5. Who else should we ask to participate in a Focus Group?

Additionally it is recognized that there are individuals in the community who hold positions of leadership who were interviewed asking the following set of questions:

1. What services and programs are you aware of or have used that benefit families with children in Vernon?
2. What are your recommendations for what should be done to improve services for families with children in one or more of the following areas: Education, K-12, Health, and Child Development, Family Support, Early Childhood, Other?
3. What are the major unmet needs of families with children in Vernon that this plan must address? (Refer to Result Statement)
4. What services would address those needs?
5. What are your thoughts regarding how to fund and support these services? (Include low- and no-cost ideas such as shared resources or redeployment of existing allocations)?
6. What role do you see yourself/your organization playing in achieving our end result?
7. Who else should we interview?

LETTERS OF SUPPORT

Government Agency/Organization
Governor's Office
General Assembly
▪ Joint Committee on Appropriations
▪ Education Committee
▪ Human Services Committee
▪ Committee on Children
▪ Commission on Children
Government Agencies, Quasi-State Agencies and Advisory Councils
▪ Office of Early Childhood
▪ State Department of Education
▪ Office of Policy and Management
▪ Head Start Collaboration Office
▪ Connecticut Health and Educational Facilities Authority
▪ State Education Resource Center
▪ Child Poverty and Prevention Council
▪ Connecticut Early Childhood Cabinet/State Advisory Council
Philanthropy
▪ Graustein Foundation
▪ United Way of Connecticut
Business
▪ Connecticut Business and Industry Association
Advocacy Organizations
▪ Connecticut Voices for Children
▪ Connecticut Parent Advocacy
▪ Connecticut Parent Power
▪ Connecticut Association for Human Services
▪ Connecticut Early Childhood Alliance
▪ Connecticut Family Resource Center Alliance
Other Organizations and Associations
▪ Connecticut Association for Education of Young Children
▪ Connecticut Association of Public School Superintendents
▪ Connecticut Council of Administrators of Special Education
▪ Connecticut Head Start Association
▪ Advanced Behavioral Health, Inc.
▪ Teach For America Connecticut
▪ Connecticut Children's Investment Partnership
▪ Training, Education and Manpower, Inc.

Connecticut QRIS Standards, Criteria and Indicators

Standard: Health & Safety **Criterion:** Safety of the Physical Environment

Rationale/Link with Child Outcomes: Prevention of injury in a safe environment ensures that all children will be healthy and able to benefit from learning experiences. Maintaining a safe environment includes appropriate supervision of children and capacity to identify and respond to possible risk conditions and emergency situations. Particular attention to injury prevention may be needed for children with disabilities or special health care needs as well as for other children who may be especially susceptible to injury, including infants and toddlers.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/ National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	All staff complete approved training* on CT DPH statutes and regulations and are able to identify potential hazards (indoor and outdoor) and proactively report hazards to be rectified. All staff know and follow safety regulations and emergency plans, including those specific for children with disabilities.	The program uses a nationally recognized health and safety checklist# developed for use in early childhood programs (indoor and outdoor). The program's improvement plan# incorporates goals and actions based on results of checklist review and in conjunction with the program's approved health consultant, to improve health and safety policies and practices. The program has a written plan# for a range of emergency situations.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Standard: Health & Safety **Criterion:** Health Practices

Rationale/Link with Child Outcomes: Using procedures that prevent transmission of disease and promote physical and social-emotional health ensures that children will be healthy and able to attend and benefit from learning experiences. Particular attention to disease prevention and health promotion may be required for children with disabilities or special health care needs as well as for other children who may be especially vulnerable, including infants and toddlers.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/ National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Risk assessment screening for communicable diseases# is conducted for all staff annually. All staff complete approved training* in Standard Precautions. To ensure that all children are able to fully participate, including those with disabilities and special health care needs, there is one staff member certified* to administer medications available on the premises at all times. The program's approved health consultant* provides written recommendations for improvement, based on observation and records review, with special attention to the care of infants and toddlers and children with disabilities and special health	The program documents compliance with and implements corrections according to the recommendations of the consultant (or consultants). The program's approved health care consultant monitors compliance with recommendations.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/ National Standards
		care needs. Each classroom has a first aid kit with contents specified by DPH.*		

Standard: Health & Safety **Criterion:** Nutrition and Physical Activity

Rationale/Link with Child Outcomes: Nutritious food and opportunities for physical exercise in the early childhood setting, and provision of information on nutrition and physical activity to families, promote child health and development so that children will be able to benefit from learning experiences. Understanding the food preferences of individual children and families from different backgrounds enables programs and providers to provide nutritious meals during care while reinforcing healthy practices in families. Particular attention to provisions for physical exercise may be required for children with disabilities or special health care needs as well as for infants and toddlers.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Program provides staff and families with written information# on established guidelines on nutritious meals and/or snacks and on physical activity. When provided by the program, program staff follow instructions for offering appropriate meals for children with special dietary needs. Program provides a comfortable place for breastfeeding and coordinates feedings with the infant's mother. Full-day (8 or more hours) programs offer toddlers and preschoolers at least 60 minutes of indoor and outdoor physical activity daily; part-day programs offer toddlers and preschoolers at least an equivalent pro-rated number of minutes of indoor and outdoor physical activity daily.	All program staff complete approved training* on health, nutrition, and physical activity for the prevention against obesity and other health issues i.e. diabetes etc. Families are offered opportunities to participate in training on health, nutrition, and physical activity. When food is provided by the program, program requests information from families on cultural and individual preferences and ensures that food served to children reflects the cultural diversity of enrolled families.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Connecticut QRIS Standards, Criteria and Indicators

Standard: Learning Environment **Criterion:** Environmental Supports for Development & Learning

Indicator Description: Arrangement of Learning Space

Rationale/Link with Child Outcomes: Spaces with materials designed to promote learning and development goals, including those for children with disabilities, provide children with opportunities for self-directed exploration. Children from diverse backgrounds are encouraged to use learning spaces when these areas provide materials and support experiences that are familiar to them. Assessment of the learning environment using a standardized observational measure of environmental quality gives programs and providers a comprehensive and rigorous approach to identifying specific areas and strategies for improvement.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Program conducts a self-assessment using an approved observational tool# to assess its learning environment and uses the results to set goals and actions in the program's improvement plan.#	Program is assessed by an external observer* using an approved observational tool# to assess its learning environment and uses the results to set goals and actions in the program's improvement plan.#	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Notes: * = system infrastructure; # = template and/or example in toolkit

Standard: Learning Environment **Criterion:** Caregiver- teacher/child interactions and relationships

Rationale/Link with Child Outcomes: Research indicates that children's social-emotional development is promoted by nurturing relationships with caring adults, that social-emotional development is correlated with learning, and that intentional practices are needed to support development across all domains and to facilitate learning. Programs and providers that develop individual relationships with children by being responsive, attentive, consistent, comforting, supportive, and culturally sensitive, and use intentional strategies to communicate effectively and build relationships with each child, based on knowledge of individual child interests and needs, support social-emotional and language development as well as reinforce engagement in learning experiences. Assessment of adult-child interactions and relationships using a standardized observational measure of environmental quality gives programs and providers a comprehensive and rigorous approach to identifying specific areas and strategies for improvement.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Program conducts a self-assessment using an approved observational tool# to assess teacher-child interactions and uses the results to set goals and actions in the program's improvement plan.# Policies for staff assignments and children's schedules maximize the consistency and continuity of teacher-child relationships and peer group composition.	Program is assessed by an external observer* using an approved observational tool# to assess teacher-child interactions and relationships and uses the results to set goals and actions in the program's improvement plan.#	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Connecticut QRIS Standards, Criteria and Indicators

Standard: Learning Environment **Criterion:** Learning goals and experiences

Indicator Description: Planning Intentional Learning for Children

Rationale/Link with Child Outcomes: Research indicates that learning outcomes are facilitated when experiences are planned and intentionally aligned with learning goals. The following elements are critical in planning intentional learning: high expectations for all children, a learning-oriented environment, engaging activities, and thoughtful questioning and feedback. Learning experiences should be intentionally planned to address the knowledge and skills defined in state early learning and development standards and should be responsive to the needs of specific groups of children and individuals, including infants and toddlers, children with special needs or disabilities, children from culturally or linguistically diverse backgrounds, children of color, children from immigrant families, children in foster care, and children from low-income families. The implementation of specific tools and resources should be done in an intentional, responsive, and reflective manner.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Classroom staff complete approved training* on the Early Learning and Development Standards# and selected curriculum, materials and tools.# The Early Learning and Development Standards# are used in planning classroom experiences. Planned experiences reflect the diversity of the children and families served.#	Classroom staff complete approved training* on differentiating learning experiences to meet individual child learning goals. Program implements learning experiences (curriculum) aligned with the Early Learning and Development Standards. Plans describe the learning experiences and goals, specify adults' role in supporting learning, reflect the needs and interests of individual children, and indicate how families will be involved.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Connecticut QRIS Standards, Criteria and Indicators

Standard: Learning Environment **Criterion:** Child observation & assessment

Indicator Description: 1-Conducting Observation and Assessment

Rationale/Link with Child Outcomes: Information on children's progress assists programs and providers as they structure their environments and experiences to support individual development and learning. Working with families and other organizations serving enrolled children ensures that programs and providers better understand children's needs and can reinforce and supplement experiences in other settings to maximize development and learning. Observation and assessment methods should allow programs and providers to understand individual developmental progress and needs for all children, including infants and toddlers, children with special needs or disabilities, children from culturally or linguistically diverse backgrounds, children of color, children from immigrant families, children in foster care, and children from low-income families.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/ National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Program conducts and documents observations# related to the Early Learning and Development Standards of all children on a regular basis. Observations are conducted during typical classroom experiences. Program collects family observations/ reports# on individual children's interests, preferences, and developmental progress. If any concerns about a child's development are identified, the program refers families to the Help Me Grow system or conducts a basic developmental screening using an approved tool.#	Program conducts and documents periodic assessment of all children's progress in development and learning, using an approved formative assessment tool.# With parental permission, program gathers information on child's development from other programs serving the child.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Standard: Learning Environment **Criterion:** Child observation & assessment

Indicator Description: 2-Using Observation and Assessment Information

Rationale/Link with Child Outcomes: Information on children's progress in the care setting assists programs and providers as they structure their environments and experiences to support and foster individual development and learning. Observation and assessment methods should allow programs and providers to understand individual children's developmental progress and needs for all children, including infants and toddlers, children with special needs or disabilities, children from culturally or linguistically diverse backgrounds, children of color, children from immigrant families, children in foster care, and children from low-income families. Working with families and other organizations serving enrolled children ensures that programs and providers better understand children's needs and can reinforce and supplement experiences in other settings to maximize development and learning.

Setting/ Program	Licensing Requirements	Good Practice	Better Practice	Best Practice/National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Information from observations is used in classroom-wide planning for learning experiences.# NOTE: Indicators in the Family Engagement and Support Standard refer to program sharing of individual child observation and assessment information with families.	Information from observation and assessment, along with other information from related service providers when appropriate, is used to individualize curriculum, teaching strategies, and classroom support.#	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Standard: Family Engagement & Support **Criterion:** Reciprocal Communication

Rationale: As their first teachers and most effective advocates, families are the strongest influence on their children's development and learning. Programs and providers that establish partnerships with families through knowledge of and responsiveness to their diverse strengths and needs are the most effective in supporting children's development and learning. Effective programs and providers engage in mutual, two-way respectful communication with families that reflects their cultural and linguistic preferences and recognizes the roles of families and of programs and providers in supporting individual children's development and learning.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/ National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Program provides opportunities for families to share information about their children's specific interests, needs, and development and about their own interests, talents, preferences, and goals for their children.# Program regularly shares information with families about their children's experiences, development, and learning in the program.#	Program staff meet with families as requested to share information on their children's experiences, development, and learning in the program, particularly when the child has special needs or the parent or staff has special concern related to any domain of development. Provides opportunities at mutually convenient times at least twice a year for families and staff to share information on their children's experiences, development, and learning in the program. Program shares written information with families on child's developmental progress# at least twice a year. Program uses a variety of resources* to provide written materials in languages and	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/ National Standards
			communication styles/preferences meaningful to the families enrolled. Provides opportunities at mutually convenient times at least twice a year for families and staff to share information on their children's experiences, development, and learning in the program.	

Standard: Family Engagement & Support **Criterion:** Connecting families with community resources and services

Rationale: Early learning and development programs and providers are a critical resource for families that can have a strong and lasting impact on children's development and learning. Programs and providers have relationships with families that provide opportunities to share information with and link families to community resources. To do this effectively, programs and providers must be knowledgeable of and have connections to community resources and services that are responsive to the needs and circumstances of all children and families, especially high-need children and families.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/ National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Staff have knowledge of community resources, agencies, and services and of state and federal benefits, and shares this information with families.	The program participates in a community or state organization, group, or network* that facilitates access of families to services and programs as needed.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Standard: Family Engagement & Support **Criterion:** Family involvement and leadership

Rationale: Families' active involvement is critical in supporting their children's development and learning and in enhancing and extending the impact of early care and education programs and providers. Programs and providers that are effective in strengthening family involvement create a welcoming and inviting environment that offers opportunities for all families to become involved in a variety of ways that are responsive to and respectful of the diversity of family backgrounds, interests, skills, talents, preferences, and availability.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Programs offer opportunities for parents to participate in their child's classroom and program activities. Programs share information with families on how to reinforce at home specific skills identified in the Early Learning and Development Standards.#	Programs use a nationally recognized tool to self-assess their policies and practices regarding family involvement and engagement, particularly for families from diverse backgrounds, and uses the results to set goals and actions in the program's improvement plan.# Programs offer family involvement activities, events, or experiences# at least twice a year, tailored to the specific needs and interests of the families served.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Standard: Workforce Qualifications & Professional Development **Criterion:** Education & Credentials – Teaching Staff

Indicator Description: Education and Credential Requirements for Teaching Staff

Rationale: Research indicates that children in early care and education settings with adults who have demonstrated knowledge and skills through formal education and credentials in child development and early education have better learning experiences and outcomes. The greater the level of knowledge and skills, the more positive the children's experiences and outcomes. These knowledge and skills include understanding child development and strategies to promote development and learning for all children, including infants and toddlers, children with special needs or disabilities, children from culturally or linguistically diverse backgrounds, children of color, children from immigrant families, children in foster care, and children from low-income families.

See chart on following page for indicators.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	The program's Head Teacher who does not have a CDA or degree in early childhood education has credits in the following areas:* • Introduction to Early Care & Education, • Child Growth & Development, • Family Engagement & Support, and • Working with Children from Diverse Backgrounds and Children with Special Needs. All teaching staff in the program are entered in the CT Workforce Registry.	Each group of children in the center- or school-based setting has at least one teacher who meets the requirements of Level 2*.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations. Programs with state or federal funding are required to meet the educational qualifications specified in the relevant regulations and/or policies.

Connecticut QRIS Standards, Criteria and Indicators

Standard: Workforce Qualifications & Professional Development **Criterion:** Professional development

Indicator Description: Continuing Education and Training

Rationale: Research indicates that children in early care and education settings with adults who have demonstrated knowledge and skills in child development and early education have better learning experiences and outcomes. Ongoing professional development opportunities for program staff and providers ensure that their knowledge and skills are reinforced and up-to-date, particularly those related to supporting the development and learning of high-risk children. Using approved trainers and aligning training content with identified improvement goals maximizes the benefits of professional development.

Setting/ Program	Licensing Requirements	Good Practice	Better Practice	Best Practice/National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	For each member of the staff: • Minimum of 10 hours per year of competency-based training aligned with CKCs* • Minimum of 35% or more of all annual hours by state approved trainers* • Annual training topics to include supporting young children including infants and toddlers and children and families who are culturally, linguistically and ability diverse. • Membership in a national or state early childhood professional organization	For each member of the staff: • Minimum of 15 hours per year of competency-based training aligned with CKCs* • Minimum of 50% or more of all annual hours by state approved trainers* • Aligned to program professional development plan and performance review process#	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Notes: * = system infrastructure; # = template and/or example in toolkit

Connecticut QRIS Standards, Criteria and Indicators

Standard: Workforce Qualifications & Professional Development **Criterion:** Education & Credentials – Program Administrators

Indicator Description: Education and Credential Requirements for Program Administrators

Rationale: Consistency of high quality care has been demonstrated to be related to children's development and learning. Program administrators and family child care providers are responsible for ensuring that children in their care have consistently high quality experiences. This requires knowledge and skills related to child development and to management of a business organization and identity as an early care and education professional.

Setting/ Program	Licensing Requirements	Good Practice	Better Practice	Best Practice/National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	The Program Administrator shall have: • six credits in Administrative and Leadership^ and • six credits in early childhood education and • completed training on emergency preparedness.* (^credits must meet Connecticut Director Credential competencies.) The Program Administrator is familiar with IDEA requirements and procedures.	The Program Administrator shall hold: • an Associate's degree or higher and • a current CT Director's Credential at the Initial Level or higher.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Standard: Leadership & Management **Criterion:** Financial & legal management

Indicator Description: Sound financial management

Rationale: Consistency of high quality care has been demonstrated to be related to children's development and learning. Program administrators and family child care providers are responsible for ensuring that children experience consistently high quality early education experiences. This includes managing finances so that the setting is financially stable and has the resources to provide high quality care.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/ National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Program has a budget with itemized income and expenditures.#	Program reconciles its budget by comparing income and expenditures quarterly. Program conducts legal and financial risk assessment# annually.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Connecticut QRIS Standards, Criteria and Indicators

Standard: Leadership & Management **Criterion:** Recordkeeping

Indicator Description: Recordkeeping system

Rationale: Consistency of high quality care has been demonstrated to be related to children's development and learning. Program administrators and family child care providers are responsible for ensuring that children experience consistently high quality early education experiences. Accurate, up-to-date, and complete records support compliance with licensing requirements and therefore continued operation, as well as access to information on children and families needed for curriculum planning, child observation and assessment, and response to family interests and needs.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/National Standards
Center-based programs.	Level 1 requires compliance with Dept of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Program implements a system# for ensuring confidentiality, maintenance, and updating of all required records.	Program implements an annual review# of all required records.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Standard: Leadership & Management **Criterion:** Staffing & staff management

Indicator Description: 1- Staff Performance Reviews

Rationale: Research indicates that children in early care and education settings with adults who have demonstrated knowledge and skills in child development and early education have better learning experiences and outcomes. Consistency of high quality care also has been demonstrated to be related to children's development and learning. Providing all adults working with children with information about their responsibilities and expectations, and with feedback on their performance regarding those responsibilities and expectations, is one strategy for ensuring high quality, consistent experiences. These responsibilities and expectations include those related to responding appropriately to the specific needs and circumstances of all enrolled children, including infants and toddlers, children with special needs or disabilities, children from culturally or linguistically diverse backgrounds, children of color, children from immigrant families, children in foster care, and children from low-income families.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Program conducts annual performance reviews# for all staff based on job descriptions# and information provided during orientation and in updates on program expectations for staff. Performance reviews are used to develop professional development plans.# Program ensures that all staff are enrolled in the CT Early Childhood Professional Registry.	Annual performance reviews of job-related performance goals are conducted for all staff and include staff self-assessment.#	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Connecticut QRIS Standards, Criteria and Indicators

Standard: Leadership & Management **Criterion:** Staffing & staff management

Indicator Description: **2** -Access to resource staff and consultants to meet the needs of children and families

Rationale: Children in early care and education settings may have conditions or experiences that affect their development and learning, but are beyond the knowledge and skills of staff and providers to address. In order to provide the most effective learning environment, programs and providers need access to specialized knowledge and skills from other professionals, particularly in appropriately responding to the needs and circumstances of high-risk children. Also, early care and education programs and providers have information and insights regarding the children in their care that can inform and guide the work of other professionals with those children, increasing opportunities to support and promote their development and learning.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/ National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Program provides opportunities for staff to participate in and/or provide input to child-related meetings with resource staff or consultants, as requested by the child's family.	Program ensures that there are annual observations and consultations with one or more approved consultants* related to the program's improvement plan.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Connecticut QRIS Standards, Criteria and Indicators

Standard: Leadership & Management **Criterion:** Self-assessment and improvement

Indicator Description: System for self-assessment and improvement

Rationale: Consistency of high quality care has been demonstrated to be related to children's development and learning. Early care and education programs and providers that routinely assess key elements of quality using standardized instruments, use multiple sources of input and information, and develop and implement action plans for quality improvement are likely to provide higher quality and more consistent experiences for the children they serve. In order to support the development and learning of all children, self-assessments should include attention to how well the program or provider is responding to the needs and circumstances of all children, including infants and toddlers, children with special needs or disabilities, children from culturally or linguistically diverse backgrounds, children of color, children from immigrant families, children in foster care, and children from low-income families.

Setting/ Program	Level 1 Licensing Requirements	Level 2 Good Practice	Level 3 Better Practice	Level 4 Best Practice/ National Standards
Center-based programs.	Level 1 requires compliance with Dept. of Public Health regulations. Monitoring of Level 1 programs is performed by DPH.	Program conducts an annual self-assessment using an approved instrument or process*# that comprehensively examines operations, policies, handbooks or manuals, procedures, and practices and uses the results to set goals and actions in the program's improvement plan.#	Program's annual self-assessment includes input from staff, families, and other stakeholders.# Program regularly monitors progress on its improvement plan and adjusts actions steps as necessary.	Programs at this level are Head Start approved or meet NAEYC Accreditation. Monitoring of Level 4 programs is conducted by national organizations.

Substitute House Bill No. 5530

Public Act No. 14-178

AN ACT CONCERNING THE DEPARTMENT OF PUBLIC HEALTH'S RECOMMENDATIONS REGARDING BULK WATER HAULERS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (NEW) (*Effective from passage*) (a) On and after October 1, 2014, no person shall act as a bulk water hauler unless such person has obtained a license issued by the Department of Public Health in accordance with this section. For purposes of this section: (1) "Bulk water hauling" means transporting water to a water company or a consumer of a water company, in bulk by any means, where such water is to be used for public drinking water supply purposes; (2) "bulk" means two hundred fifty gallons of water or more; (3) "consumer" has the same meaning as in section 25-32a of the general statutes; (4) "water company" has the same meaning as in section 25-32a of the general statutes; and (5) "commissioner" means the Commissioner of Public Health or the commissioner's designee.

(b) Each person seeking licensure as a bulk water hauler shall make application on a form prescribed by the department, pay an application fee of one hundred dollars and present evidence satisfactory to the commissioner that the applicant has the qualifications necessary to engage in bulk water hauling.

(c) The commissioner shall establish (1) the qualifications to obtain a license as a bulk water hauler, and (2) requirements designed to ensure that any water transported by a bulk water hauler is fit for human use and consumption.

(d) Licenses shall be renewed once every two years in accordance with the provisions of section 19a-88 of the general statutes. The fee for renewal shall be one hundred dollars.

No license shall be issued under this section to any applicant who has been the subject of professional disciplinary action relating to the hauling of bulk water in this or any other state or jurisdiction.

(e) Any water transported by bulk water hauling shall meet the requirements of section 25-32 of the general statutes and regulations adopted thereunder. No bulk water hauler shall deliver water to a consumer of a water company without first notifying the water company of such delivery. Bulk water hauling to a water company or a consumer of a water company shall be permitted only as a temporary measure to alleviate a water supply shortage.

(f) The commissioner may periodically inspect any equipment or material used in connection with bulk water hauling, may investigate any water supply from which a bulk water hauler obtains water in accordance with section 25-34 of the general statutes and may issue any order necessary to protect the public health. Any order issued under this subsection shall not be stayed upon any appeal by a licensee under section 25-34 or 25-36 of the general statutes.

(g) The commissioner may adopt regulations, in accordance with the provisions of chapter 54 of the general statutes, to implement the provisions of this section.

(h) The commissioner may take any disciplinary action set forth in section 19a-17 of the general statutes against a bulk water hauler for any of the following reasons: (1) Fraud or deceit in obtaining or renewing a license to act as a bulk water hauler; (2) fraud or deceit in rendering services under the license; (3) negligent, incompetent or wrongful conduct in rendering services under the license; or (4) violation of any provision of this section or regulations adopted under this section. The commissioner may take action pursuant to said section 19a-17 after providing notice and an opportunity for a hearing on any contemplated action under said section 19a-17.

(i) Any person who violates any provision of this section shall, for each offense, be guilty of a class C misdemeanor.

Approved June 11, 2014

Senate Bill No. 424

Special Act No. 14-22

AN ACT CONCERNING ACCESS TO PRESCHOOL PROGRAMS FOR CHILDREN IN THE CARE AND CUSTODY OF THE DEPARTMENT OF CHILDREN AND FAMILIES.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (*Effective July 1, 2014*) (a) For purposes of this section:

(1) "Preschool-aged child" means any child age three to five, inclusive, who is placed in out-of-home care by the Commissioner of Children and Families pursuant to an order of commitment under section 46b-129 of the general statutes and who is not enrolled in a preschool program or kindergarten at the time of such placement; and

(2) "Eligible preschool program" means (A) a school readiness program, as defined in section 10-16p of the general statutes, (B) a preschool program offered by a local or regional board of education or regional educational service center, (C) a preschool program accredited by the National Association for the Education of Young Children, (D) a Head Start program, or (E) any preschool program that the commissioner deems suitable to meet the needs of the child.

(b) Not later than January 1, 2015, the Commissioner of Children and Families, in consultation with the Office of Early Childhood, shall (1) adopt policies and procedures that maximize the enrollment of eligible preschool-aged children in eligible preschool programs, and (2) submit such policies and procedures to the joint standing committees of the General Assembly having cognizance of matters relating to children, human services, education and appropriations, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 2. (*Effective from passage*) Not later than January 1, 2015, the Commissioner of Children and Families, in consultation with the Office of Early Childhood, shall submit a report, in accordance with the provisions of section 11-4a of the general statutes, to the

joint standing committees of the General Assembly having cognizance of matters relating to children, human services, education and appropriations concerning (1) the number of eligible preschool-aged children, as defined in section 1 of this act, who are enrolled in an eligible preschool program, as defined in section 1 of this act, at the time that such children are placed in out-of-home care by the Commissioner of Children and Families pursuant to an order of commitment under section 46b-129 of the general statutes, (2) the number of eligible preschool-aged children who are not enrolled in an eligible preschool program at the time of such placement, (3) the number of children age birth to three, inclusive, who are placed in out-of-home care by the Commissioner of Children and Families pursuant to an order of commitment under section 46b-129 of the general statutes, (4) the number of eligible preschool-aged children who require special education and related services and the number and percentage of such children who enrolled in a preschool program, (5) an analysis of the availability of spaces in eligible preschool programs in relation to the geographic placement of eligible preschool-aged children described in subdivision (2) of this subsection, (6) an analysis of the availability of spaces in eligible preschool programs in relation to the nature of such eligible preschool program and the cost of such eligible preschool program to the Department of Children and Families, (7) an analysis of eligible preschool programs and transportation options that will minimize costs to the department, including eligible preschool programs that provide transportation or whose geographic proximity to a child's placement is such that the provision of transportation by a foster parent or caregiver is considered within the reasonable expectations of the duties of such foster parent or caregiver, and (8) a plan to provide priority access to eligible preschool-aged children described in subdivision (2) of this subsection at state and federally-funded preschool programs.

Approved June 13, 2014

Office of Early Childhood (OEC)

Title of Position: *Family Engagement/Community Outreach Specialist*

Overview of Role:

The Family Engagement/Community Outreach Specialist will apply expertise and experience in the area of effective family engagement and early childhood program improvement to provide training, technical assistance, and coaching focused on building the capacity of early childhood communities to connect to the schools and state initiatives. The position will effectively assist school readiness liaisons in their efforts to connect to hard-to-reach families. The position will report to the Manager of the Quality Rating and Improvement System.

Duties and Responsibilities

- Provide training and coaching that builds capacity for implementing family engagement best practice models with fidelity that promotes quality improvement of early childhood programs throughout the state.
- Assist communities in assessing current family engagement practices and to build on practices that have demonstrated success; while supporting modification and/or revision of those that need improvement.
- Support and lead the work of the school readiness liaisons in developing a comprehensive family engagement plan that is based on best practice models and is ready for implementation.
- Support each community early childhood collaboration with the schools in the effort to raise awareness of the importance of early childhood programs and services among school leaders, teachers and parents.
- Develop effective communication mechanisms or systems to facilitate coherent and effective communication between the early childhood community and the schools, families and the community at large.
- Engage in reflective practices to continually monitor the levels of family and community engagement as such initiatives are implemented.

Office of Early Childhood (OEC)

- Integrate family engagement best practices into community early childhood plans and link such practices to the schools plans.
- Convene four meetings a year with all participating communities focused on best practices in family engagement, which address strategies tailored to the local needs of the community.
- Support and guide seamless birth to eight continuums at the local level to assist families transitioning to the local school system.
- Lead efforts in collection of data that indicates outcomes for family/community engagement efforts.
- Lead community coordination efforts related to social service activities and programs including referral information for families.
- Develop and revise the OEC family engagement policy rubric and provides technical assistance when applicable.
- Assure that there is on-going methodology in each community to listen to parents routinely as customer. Assess need, priorities, policy direction based on annul parental input.
- Assure that parents serve on all policy bodies pertinent to young children, across health, safety and learning, with the skills to serve substantively.
- Align OEC policies across various funding streams that relate to family engagement and leadership to maximize resources, access points, and depth engagement.
- Assure participation of fathers in preschool programs and education.
- Link family education and engagement to home visiting, after school, and other support and family strengthening services.
- Assure bi-lingual information and access points for all families in each community, as needed.
- Link communities to the Parent Trust Act for opportunity to build parent leaders locally in early care and education.

- Develop fact sheets for parents with customer friendly information in how to choose quality preschool programs, early language development, the role of attachment in child cognition and social emotional growth.
- Assure that family engagement is part of the OEC data provided to the children's report card and a key metric for improved child outcomes.
- Assist communities to link and assure optimal parent leadership and engagement to transition to school, chronic absence, early literacy, and safe school culture.

Office of Early Childhood (OEC)

Title of Position: Preschool Development Grant Accountability and Reporting Coordinator

Overview of Role:

The Accountability, Monitoring and Reporting Coordinator will apply expertise and experience in the area of effective program and grants management related to the Preschool Development Grant. The position will coordinate, monitor and supervise program development, data collection and reporting. The position will provide technical support to the systematic gathering and documentation of evidence from Subgrantees and their early learning providers in order to improve program quality through learning as well as to address accountability requirement. The position will report to the Manager of the Quality Rating and Improvement System.

Duties and Responsibilities

- Coordinate, monitor, and supervise data collection efforts of all funded programs.
- Coordinate, develop and complete all federal reports under the above mentioned grant.
- Coordinate professional development activities for the Subgrantees and their early learning providers.
- Convene and hold regular Continuous Quality Improvement (CQI) Team composed of the school readiness liaisons from each of the participating communities.
- Develop and make policy and practice recommendations that will align research with practice and improve collective understanding of high quality preschool programs.
- Provide capacity building support to the communities and identify further training needs and opportunities for program improvement that may be disseminated statewide.
- Support data analysis at the community and state levels to assist in reporting, decision making, accountability, and lessons learned.
- Coordinate with school readiness liaisons and community program/research teams in developing best practices and sharing lessons learned and experiences between Subgrantees.

- Collect and analyze all data from Subgrantees that will lead to identification of strengths and improvement strategies.
- Utilize community based and participative monitoring and evaluation approaches.
- Apply procedures and knowledge of accountability standards and accreditation systems to the improvement of program quality and for optimal monitoring of grant programs.
- Design and prepare assessment, accountability, achievement and demographic reports in order to disseminate information to stakeholders and meet state and federal requirements.
- Interprets and implements legislative requirements to assure compliance with all local, state and federal laws.
- Instructs and provides assistance to county, district and school personnel on how to perform the tasks related to assessment and accountability of the grant funded programs.
- Develop and implement staff training regarding assessment and accountability data collection and procedures.

Subgrantees – Letters of Support

The following communities have agreed to participate as Subgrantees and have submitted letters of support:

- Bridgeport
- Derby
- East Haven
- Griswold
- Groton
- Hamden
- Hebron
- Killingly
- Manchester
- Naugatuck
- Seymour
- Torrington
- Vernon
- Wolcott

General Policy 14-10 Appendix
Roles and Responsibilities in the Administration, Coordination and Evaluation of the School Readiness Program

The designated person(s) responsible for coordination, program evaluation and administration and who acts as liaison between the local or regional School Readiness Council and the Connecticut Office of Early Childhood shall:

Maintain ongoing communication between the Connecticut Office of Early Childhood, the local or regional School Readiness Council, the Mayor (or designee) the Superintendent (or designee) and the sub-grantees.

- Staff the School Readiness Council and be responsible for:
  - Meeting minutes
  - Creating meeting agenda
  - Completing reports - unmet needs, utilization, fiscal, school readiness monthly reports, annual Quality Enhancement report and Connecticut School Readiness Preschool Program Evaluation System (C.S.R.P.P.E.S.)
  - Maintaining Council membership
  - Communicating legislative requirements of the School Readiness grant
  - Providing resources to and guiding, reviewing and updating policy and procedure development with the Council
- Oversee the School Readiness and Quality Enhancement grant application processes using the Connecticut Office of Early Childhood template and following local bidding processes:
  - Author the Community School Readiness and Quality Enhancement grants
  - Coordinate the development of the Letters of Agreement
  - Organize the grant application review of proposals and submit program allocation recommendations to the School Readiness Council for approval
  - Manage the delivery of the award letter to the city for the local acceptance and approval process
  - Provide Technical Assistance to individual programs applying for School Readiness funds
  - Work with the local fiscal agent to insure the proper expenditure of School Readiness funds
  - Develop contracts with School Readiness sub-grantees
- Provide outreach to the community to assist families in the enrollment process for School Readiness and other early care opportunities.
- Meet regularly with providers to provide a forum to:
  - Share information and best practices
  - Review and clarify policies and regulations
  - 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 that can provide such assistance

- Conduct regular site visits* to monitor compliance with all of the School Readiness grant regulations and develop action plans when appropriate. The areas to be regularly monitored include:
    - Fiscal and policy compliance
    - Staff qualifications
    - Attendance
    - Parent fees
    - Curriculum and assessment
    - Accreditation and approval timelines
    - Licensing
    - Professional development
    - Program adherence to all School Readiness Components: health, family literacy, nutrition, etc.

*The School Readiness Liaison is ultimately responsible for monitoring the individual sub-grantees. While monitoring activities may be subcontracted out, those indicators related to the areas of Curriculum and Assessment must be assessed by someone with early childhood expertise and experience.

- Collaborate with local school systems and early care and education programs to develop and implement the local transition to kindergarten plan.
- Manage, maintain and archive records.
- Attend scheduled liaison meetings to exchange information with Connecticut Office of Early Childhood and respond to Connecticut Office of Early Childhood requests for information
- Support the development and ongoing implementation of the community's early childhood plan.
- Represent the School Readiness Council in the community and across the state.

Developed collaboratively by the Connecticut Office of Early Childhood and School Readiness Council Liaisons

5/2011

CONNECTICUT SCHOOL READINESS

Statement of Assurances

PROJECT TITLE **School Readiness Program**

THE APPLICANT: _____ HEREBY ASSURES THAT:

(Insert Agency Name)

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant agency;

D. The project will be operated in compliance with all applicable state and federal laws and in compliance with the regulations and other policies and administrative directives of the Connecticut State Board of Education, the CSDE and the OEC;

E. Grant funds shall not be used to supplant funds normally budgeted by the agency;

F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded throughout the entire grant period;

G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the OEC, including information relating to the project records and access thereto as the OEC may find necessary;

H. The CSDE and OEC reserve the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records, and materials resulting from this project and this grant;

I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state and/or federal funding;

J. The applicant will protect and save harmless the State Board of Education and OEC from financial loss and expense, including fees and legal fees and costs, if any, arising out of any breach of the duties, in whole or in part, described in the application for this grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the C.G.S., and the applicant shall return to the State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by audit;

L. **Required Language (Non-discrimination)**

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

i. "Commission" means the Commission on Human Rights and Opportunities;

ii. "Contract" and "contract" include any extension or modification of the Contract or contract;

iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;

iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;

v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;

vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;

vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;

viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability

prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

(c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

(d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

(e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

(f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order

entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

OTHER ASSURANCES

M. The grant award is subject to approval of the Connecticut Office of Early Childhood and the availability of state and/or federal funds;

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the CGS concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated thereunder are hereby incorporated by reference;

O. Grant funds should not be committed until an official grant award letter is received;

P. The grantee agrees to other attestations and special assurances, particular to the requirements of CGS Sections 10-16o through 10-16r for grantees or state agencies that require grantee or subgrantee participation or compliance;

Q. The signature of the chief elected officials on the Statement of Assurances Signature Page indicates the intent to comply with the provisions referenced in each section. Assurances not agreed to by the chief elected official of the town must be identified on a separate sheet with a rationale for the disagreement; and

R. The Grantee/applicant acknowledges that funds supporting this contract may be provided by various Federal agencies, including but not limited to the United States Department of Health and Human Services through a number of grants, block grants, and grants-in aid, including, but not limited to the Social Services Block Grant ("SSBG"), Child Care and Development Block Grant (CCDBG) and/or the Temporary Assistance for Needy Families Block Grant (TANF). Each federal block grant has a federal Catalog of Federal Domestic Assistance CFDA) number, which provides relevant information about federal requirements specific to each block grant. The CFDA numbers are as follows: SSBG - 93.667, CCDBG - 93575 and TANF - 93.558. The Grantee (or Applicant) agrees that it shall communicate the above language to all sub-contractors that perform services as delineated in a subcontract agreement. The Grantee (or Applicant) agrees that it shall also maintain and require all sub-contractors to maintain any necessary data and documentation required for auditing of any of the grant funds.

S. The Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability with the assurances.

T. The Office of Early Childhood reserves the right to de-fund subgrantees of the School Readiness Council based on the subgrantee's inability to comply with School Readiness General Policies.

U. The Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with these assurances.

PRIORITY SCHOOL READINESS

STATEMENT OF ASSURANCES SIGNATURE PAGE

We, the undersigned authorized officials, do hereby certify that these assurances shall be fully implemented.

Signature of Chief Elected Official: _____

Name: (please type) _____

Title: (please type) _____

Date: _____

Signature of Superintendent: _____

Name: (please type) _____

Title: (please type) _____

Date: _____

To Be Signed if the Fiscal Agent is other then the Municipality or the School District:

Signature of Fiscal Agent: _____

Name: (please type) _____

Title: (please type) _____

Date: _____

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ENGAGE PARENTS AS PARTNERS AND LEADERS
A GUIDE FOR EARLY CHILDHOOD PROVIDERS...

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"The most honest moments I've had with parents have been in the hallway outside the classroom after they've dropped off their child, that's when they open up and tell me what's really going on, not when they are on the other side of the desk in my office."

Head Start Family Service Provider

Dear Early Childhood Provider,

We appreciate and applaud how much you dedicate every day to your work with children and families. We applaud your efforts and celebrate your accomplishments.

The CT Early Childhood Education Cabinet's Family Involvement/Home Visiting workgroup in partnership with the Hartford Area Child Care Collaborative, interviewed early childhood providers like you to learn your hopes and needs to partner with parents for the best child outcomes.

As Connecticut moves forward with great momentum under the leadership of the new Office of Early Childhood, it is exciting to bring forth and highlight your successes and needs. Many providers shared extensively their goals for children and for the field, and articulated the tools desired for family partnerships. Take a moment and read through the findings and the research on parent engagement. This is surely a positive trend in family engagement that the early childhood providers and parents make real.

This is one step forward to make the parent engagement successful, recognizing your commitment to the family as well as the many responsibilities you have as strong early childhood providers. Enjoy!

Thank you.

(b)(6)

Elaine Zimmerman
Chair, Family Involvement/Home Visitation Workgroup
CT Early Childhood Education Cabinet

(b)(6)

Elena Trueworthy
Director
Hartford Area Child Care Collaborative

CT EARLY CHILDHOOD EDUCATION CABINET

WWW.CTEARLYCHILDHOOD.ORG

The Early Childhood Education Cabinet was reformed in January 2010 and designated by Governor M. Jodi Rell to be the State Advisory Council specified in the Head Start Act of 2007. The purpose of the Early Childhood Education Cabinet is to develop a high-quality, comprehensive system of early childhood education among the wide array of early childhood programs in the state (including Head Start, child care and School Readiness). The Early Childhood Education Cabinet plays a key role in advancing the integration of services for young children and families.

The Cabinet works within these priority areas through intensive workgroup activity: Quality Data Systems, Early Learning Standards, Family Involvement/Home Visitation, Professional Development/Workforce, Health Promotions, Public/Private Partnerships, and QRIS

Family Involvement and Home Visitation Workgroup

The Cabinet's Family Involvement and Home Visitation Workgroup seeks to systemically embed family engagement and parent leadership in the early childhood system. Strategies have included working with professionals on how to maximize parents as partners and central assets for improved child outcomes in health, safety and learning. Professionals include early care providers, health care providers, school teachers and community leaders. Additionally, the Workgroup has prepared a continuum of family engagement and leadership opportunities for parents and other caregivers, created a fatherhood audit for agencies to see how they might maximize father engagement, and developed a home visitation system for new families.

HARTFORD AREA CHILD CARE COLLABORATIVE

WWW.HACCC.INFO

(860) 241-0411

The Hartford Area Child Care Collaborative works in partnership with a diverse group of cross-sector providers, agencies, state departments, institutions of higher education, students, parents, home visiting programs, and others to ensure children and families have access to high quality early learning experiences. Created in 1987, the Collaborative seeks to continually assess the early childhood needs, gaps and barriers, and works in partnership to find and implement solutions to give the children and families, and the staff who work with them, the quality of programming and support they all deserve.

The Hartford Area Child Care Collaborative is an initiative of the Hartford Foundation for Public Giving and a United Way of Central and Northeastern CT partner agency.

SPECIAL THANKS TO THE MANY INDIVIDUALS
AND ORGANIZATIONS THAT CONTRIBUTED TO THIS WORK:

CENTER FOR THE STUDY OF SOCIAL POLICY

CONNECTICUT COMMISSION ON CHILDREN

HEAD START

HARTFORD FOUNDATION FOR PUBLIC GIVING
BRIGHTER FUTURES INITIATIVE

NORWALK COMMUNITY COLLEGE

NORWALK EARLY CHILDHOOD COUNCIL

TORRINGTON EARLY CHILDHOOD COLLABORATIVE

TORRINGTON CHILD CARE CENTER

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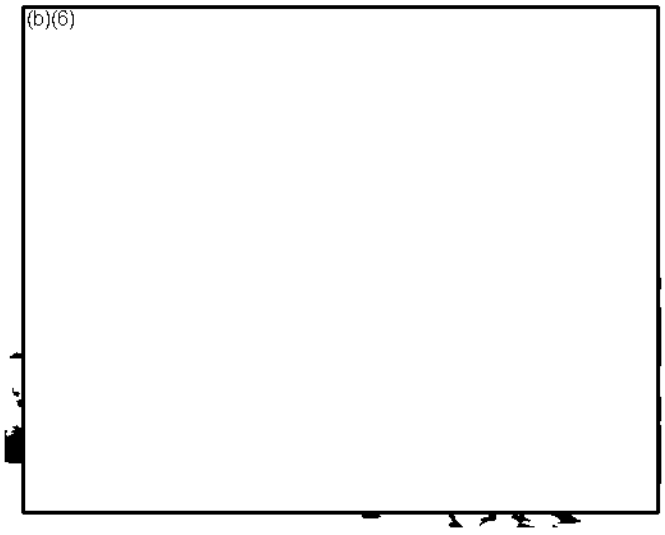

— INTRODUCTION —

In August of 2013, the Governor's Early Childhood Education Cabinet sponsored five focus groups of Early Childhood providers through the Family Engagement and Home Visitation Workgroup. The Hartford Area Child Care Collaborative was asked to coordinate these efforts with the Workgroup. The purpose of these provider focus groups was to:

1) gauge their attitudes towards and experiences with parent engagement and leadership in their current roles as early childhood providers

2) hear and gather qualitative data from the early childhood community

3) create informational materials to support the provider's perspective as it relates to parent engagement and leadership

Focus groups do not give us a complete understanding of all the perspectives from the field, but they do enable identification of trends and common themes. The findings from the focus groups give us a fresh understanding of current thinking within the field, and provide critical information to policy makers on the needs and interests of the early childhood community.

Why ask early childhood providers about parent engagement and leadership?

Early childhood providers such as child care directors, teachers and support staff, home visitors, and parent educators are a few of the many providers that come in contact with parents on a regular basis during the early years of a child's life. These providers play a very important role not only with providing high-quality early learning experiences for children, but also in engaging and strengthening the knowledge, skills, and abilities of the parents. Equally important, the parents of the children help strengthen the quality of the services provided to their children, and they can help support and advocate for the needs of the early childhood field. This reciprocal relationship creates a blanket of support that promotes strong children, families, and communities and better outcomes.

Parent engagement and leadership is a critical component of a high-quality early childhood program. It is a critical piece of the Head Start philosophy and is mandated through the Head Start Performance Standards, has been incorporated into models such as Abecedarian, outlined in Developmentally Appropriate Practice (DAP), and built into the National Association for the Education of Young Children (NAEYC) standards for programs serving young children.

Two sets of focus groups occurred over the past year. Seven forums were held with parents. Five focus groups were held with providers and directors in early childhood. The findings below reveal a strong opportunity for connection and partnership between families and the early childhood field for children, family and community strengthening.

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PR/

WHAT PARENTS WANT

Parents were asked what kind of support they needed to help with their efforts on behalf of early childhood care. Seven Forums were held in the fall of 2012 to collect parent input on Connecticut's early childhood system. Led by the Cabinet's Family Engagement and Home Visitation Workgroup, in partnership with many agencies and foundations, parents throughout the state expressed concern about and interest in:

- The cost and availability of quality care.
- The need for respect, activities that embrace and an understanding of the diverse racial and cultural makeup of the families in CT.
- A shortage of information on what makes quality early care and education.
- A need for hubsites and information on what is available for parents in a community and region for children, ranging from leisure, to ways to meet parents to learning what helps a child succeed in school.
- Bilingual programs are in short supply, but necessary.
- Shortage of transportation hinders both choice and access of programs.
- Social Emotional factors are hard to discuss. Parents want to feel safe to discuss behavioral challenges and difficulties at home or at the early care program.
- Parents as Partners. Parents want to learn what they need to know to help their child in every way.

These findings reflect a strong opportunity for early childhood leaders and parents to work together as partners for improved child outcomes.

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"Parents came to us because they wanted a cover for their children's bus stop. We joined their efforts and supported them through the process, and they made it happen!"

— Head Start staff

FOCUS GROUP CONVERSATIONS WITH THE FIELD

Project Methodology

The project consisted of five focus groups, two of which were conducted in Norwalk, two in Hartford, and one in Torrington. Each was facilitated by Elaine Zimmerman, Co-Chair of the Family Involvement and Home Visitation workgroup and consisted of 12 early childhood providers. Each focus group lasted 2 hours.

The basic format was:

- Introductions,
- A chance for everyone to explain what they currently do to engage parents and reflect on how well that was working,
- A visioning exercise that asked providers to think about what would be different at their center and in their community if all parents really understood child development, knew what quality looked like and were articulate, effective advocates to make sure that children got the quality early care and education that they deserve.
- Sharing of what would be different in that vision
- Pairing off to discuss several questions related to working with parents on deepening or expanding partnerships with parents around early care quality and policies to achieve it.
- Sharing highlights of those discussions
- Wrap up.

"Parents drive the center. It is different when parents are truly in the driver's seat than when policy makers are.

— Family Center Director

Make-up of the focus groups

Care was taken to recruit a total of 60 participants, 12 participants per focus group. The groups included a diverse group of staff from the following programs/ organizations:

- All Our Kin
- Asylum Hill Family Center – Catholic Charities
- Bloomfield Family Child Care home provider
- Bloomfield Family Resource Center
- Brookside Preschool
- Canaan Child Care Center
- Catholic Charities- Triple P
- Community Renewal Team – Head Start
- Education Connection
- El Centro de Desarrollo y Reafirmacion Familiar – Catholic Charities
- El Pequeñin
- Even Start
- Family/Children's Agency
- Fox Run Family Resource Center
- Growing Seeds Preschool
- Hartford Department of Families, Children, Youth, and Recreation
- Hartford Neighborhood Center
- Hartford Public Schools
- Kinder Care Learning Center
- Maria Seymour Brooker Memorial, Inc.
- Mid-Fairfield Child Guidance/Child First
- Norwalk Community College
- Norwalk Community Health Center
- Norwalk Public Schools
- Nurturing Families
- Parker Memorial Family Center – Catholic Charities
- SAND Family Resource Center - Village for Children and Families
- Southside Family Center – Catholic Charities
- The Children's Playhouse Too
- Torrington Child Care Center
- Torrington Public Schools

The overwhelming majority of the participants were women with male representation from Fatherhood programs. Roughly a quarter of the participants spoke English as a second language with Spanish as their primary language. Almost all participants worked with lower income families in subsidized programs.

WHAT EARLY CHILDHOOD THOUGHT LEADERS DISCUSSED - FINDINGS FROM THE FOCUS GROUPS

Parent engagement is critically important to early care providers – All providers expressed by citing the research and through personal stories the importance of working with parents and that parents are the "child's first teacher."

Culture, Diversity, and Joy – All focus groups stated that when a parent's culture and diversity is celebrated and highlighted, meetings, events, or workshops are always more successful with parent participation and engagement.

Home visitation offers time and depth – Providers who have the freedom to engage parents in their home or in the community report that this strategy helps to develop relationships with parents and enables them to engage with parents in meaningful ways.. Programs such as Head Start and Nurturing Families are just a few of the types of programs that have this ability.

Parents Can Partner in Different Ways - The term "Parent Engagement" means different things to different people, and is used to describe an array of activities along a continuum. This continuum starts with parents engaging with their own children all the way to parents as leaders in changing public policy.

Partnership, Not Services - Many providers view the parents they work with through a traditional human service lens and see them as people only in need of services.. Parent leadership was not a focus area for most early childhood providers.

Fathers Matter – Providers noted that dads play a very important role and are increasingly more present in programs. Providers stated that the dads need to be called out in ways that are respectful and specific to males.

Current Practice of Engaging Parents Isn't That Successful - Providers care deeply about the children and families they work with, and expressed the vital role parents play within their programs. However, many reported having a tough time in not only getting parents to attend events and meetings, but to engage in meaningful ways - especially in leadership roles such as advisory groups.

Build Provider Capacity - Providers agreed that engaging parents is important and they want to do a better job, however, many expressed the need for training and tools to increase their ability to do it more effectively.

Connect with Child Outcomes – The work of partnering with parents is seen as separate or "another thing to do" and not tied to child outcomes on a systematic level for all providers. Providers acknowledged trying to partner with parents, but that it was many times difficult due to time restraints and responsibilities of their work.

Link to Public Policy - Many of the providers felt disengaged with public policy, with the disengagement growing the closer they worked directly with the children. In general, providers reported that at work, they do not discuss the impact of public policy on the families they serve or its impact on the early childhood field. As a result they felt ill equipped to help parents change policy.

Community Together – Providers greatly appreciated working in partnership with other community providers, and felt the value of collaboration. The whole community needs to be involved and come together to create a fully systematic approach.

RECOMMENDATIONS

Adopt a common framework that defines parent engagement and leadership along a continuum and connects it back to child and family outcomes.

Parent engagement can be framed along a continuum that is tied to positive child outcomes and school readiness goals. Such frameworks already exist, and are being used by some organizations and initiatives in Connecticut. National models include Strengthening Families (www.cssp.org) and the Head Start Parent and Community Engagement Framework (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family).

Ensure parent leadership is an essential part of the framework

Along the parent engagement continuum, parent leadership is an area that needs to be embedded in the inception and design of all program models that see parents as equal partners at the table. This is a void that Connecticut is well positioned to fill. Connecticut has been on the forefront in developing parent leadership training programs like the Parent Leadership Training Institute (PLTI), People Empowering People (PEP) and Parents Supporting Educational Excellence (ParentSEE). Augmenting parent engagement frameworks, such as Strengthening Families, with a parent leadership component will increase its effectiveness by helping shift the culture of parent engagement to a strength-based lens at all points throughout the continuum. The early childhood field also benefits from the support and advocacy of the families they work with to be able to run high-quality programs. As the cost of care continues to rise and the reimbursements and fees stay the same, programs continually struggle with limited resources to run high-quality programs.

Provide training and support to Parents and Providers

In the focus groups, providers voiced their frustration with their inability to engage many of their parents and asked for training and support to improve their efforts. In order to expand provider efforts to engage parents, programs will need training, support, and tools to achieve successful results. In addition, all providers who work with children and families should have opportunities to convene together routinely to reflect on lessons learned, successes, policies and procedures, and data sharing.

Include parent engagement as an essential piece to all programming and systems building initiatives

Parent engagement, especially as it relates to parent leadership, is many times not a priority when designing and developing programming and infrastructure for children and families. As a result, parent engagement is not implemented as an important part of an overall system of supports for children and families. This is especially true as it relates to families of diverse backgrounds.

What Providers Can Do

Offer parent engagement training at least yearly for staff

Discuss parent engagement as an agenda topic at every staff meeting with examples of how the work ties back to child outcomes

Partner with parents to support their child's learning and development

Seek parent input into programmatic decisions

Support parents on advisory boards

Working with parents on selected community-wide issues

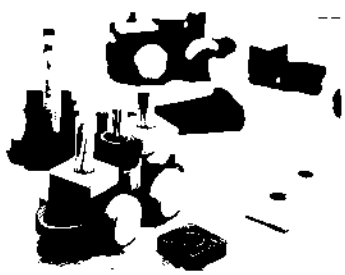
Provide parents with access to parent leadership training by offering it on-site, through hands-on project based learning, and by connecting with community based groups and organizations that offer leadership training

What Policy Makers Can Do

Continue and maximize the Parent Trust Act, Connecticut's model policy that creates a funding stream for family civics opportunities and skills development on the community level.

Ensure the Family Engagement and Support standard of the Quality Rating and Improvement System continues to be a critical component, and is supported by professional development and technical assistance.

To support the positive effects that parent leaders bring to a community, a systematic approach that includes local government and Mayors, public schools, early childhood providers, philanthropy, and others needs to be created. Leadership can be sustained and grown by connecting parent leaders to opportunities outside their immediate organization -- and to higher levels such as boards, commissions, and task forces



Provide, reallocate, or combine funding for:

- Professional development and support in implementing parent engagement strategies for early childhood providers.
- Positions within organizations that are specifically geared towards parent engagement and have the freedom to work with parents outside the agency doors.

What the Community Can Do

Create a community-wide taskforce committed to parent engagement. This can be through the local municipality, Board of Education, or through a community based initiative.

Ensure parent engagement is a focus in every community-wide plan or funding decision that involves children.

Publically post leadership positions available in the city or town such as boards, commissions, and political opportunities.

Match interested parent leaders with local and state leadership opportunities.

What Parents Can Do

Find out how policies related to young children impact your child, your family and your neighborhood.

Learn what makes a quality early care program. What does the research say about the components that must be in place?

Assure ways to help your child's early care and education setting be excellent. Ask the Director and providers what they do to assure quality and how parents can participate.

Celebrate evenings or days that honor different cultures and diversity so children are exposed to different food, dress and songs and learn to embrace the differences that make up your community.

"If this is not a team effort, it is the child that shuts down."
— Preschool Teacher

WHY ENGAGE PARENTS?

Parents need and want to be involved from the onset in partnerships that serve their children best. Effectively engaging families in partnerships with both organizations and local and state government lays the foundation for positive outcomes.

Benefits to PARENTS:

- builds knowledge and skills
- opens doors for employment opportunities
- creates a sense of belonging
- offers a sense of accomplishment
- provides parents opportunities to effect meaningful change
- increases sense of personal power
- increases confidence in parents' ability to effect change
- provides parents opportunities to network with other families and providers

* Excerpted from *Making Room at the Table*, Family Resource Coalition of America, 1998.

Benefits to CHILDREN:

- earn higher grades and test scores, and enroll in higher-level programs
- be promoted, pass their classes, and earn credits
- attend school regularly
- have better social skills, show improved behavior, and adapt well to school
- graduate and go on to postsecondary education

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Benefits to PROGRAMS

- creates active recipients of care and services
- creates advocates for the program
- creates a positive reputation for the program within the community
- increases market demand for the program
- more support all around for the program by parents
- increases staff morale
- parents provide invaluable insights about family needs and preferences so that programs are truly responsive to consumers. Their insights can help steer the actions aimed at improving quality, increasing public awareness, and enhancing consumer use of high-quality early childhood programs.

Benefits to COMMUNITIES:

- creates a community with leadership role models for other families
- parents continue their engagement with community groups and government, i.e. boards or commission, political positions, task forces, etc.
- parents broaden public support and action through their connections to other families and members of their community
- parents bring unanticipated partners to the table to increase support
- parent voices can also have influence with local officials

Many early childhood programs have effectively engaged parents. The following strategies reflect their experiences and insights.

EVERY ENCOUNTER COUNTS.

Early childhood providers have very busy jobs. The demands on staff have grown tremendously in response to the recognition of the critical importance of high-quality learning experiences in the early years. Whether teaching staff have a class full of energy filled children, home visitors have a large caseload, or Directors are in the middle of dealing with a crisis, it is critical that staff approach every encounter with parents positively, especially the first one.

1. Say hello and welcome every family every time. If you work in a classroom, acknowledge every child and family as they drop off or pick up their child. If you are holding a workshop, make sure a staff member is standing by the door to welcome and direct every family.
2. When meeting parents, remember something about them, their family, or their child that you can then comment on or ask about the next time you see them.
3. Regularly inquire about their lives outside of the program.
4. Recognize and acknowledge parents' and/or children's strengths, growth, or efforts at every opportunity.
5. Meet parents where they feel comfortable and are equal. All staff, especially those who work in offices, need to leave their desks often and meet parents in less formal settings like the hallway, near their child's classroom, during coffee time, etc.

VALUE AND CELEBRATE CULTURE AND DIVERSITY.

Early childhood programs and services partner with families of many different structures, socioeconomic, racial, religious, and cultural backgrounds. Regardless of the family make-up and background, people are proud and value their culture and diversity.

1. Recognize groups and offer specialized information – parents feel more comfortable and are more willing to engage when they know ahead of time that they will have something in common with other parents. Offer specialized workshops just for fathers and other male figures, parents of children with disabilities, teen parents, etc.
2. Organize smaller, more intimate opportunities for parents to engage. Offer meetings of children within the same classroom, or parents that live in the same neighborhood to get together in a smaller setting where they can get to know each other easier.
3. Establish working partnerships with other organizations or groups that have a specialty working with specific populations (Dad's Groups, Latino organizations, military support groups).
4. Providers reported overwhelmingly that multi-cultural events turn parents out. sProvide a space and invite families to cook a traditional meal from their country or to bring in a traditional object to show. Parents and staff are proud of their heritage, and have an easier time during these opportunities talking and getting to know one another.

Attachment 14
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"With parent permission, I share the contact information with each family so parents can call each other for child play dates, rides to workshops, or to just to get together outside of the program."

—Preschool Teacher

LISTEN TO AND LEARN FROM EACH OTHER.

Parents know a lot. They know the most about their children, they know the most about their community, and they know the most about the strengths and needs of the program from a consumer perspective. They have a keen eye to identifying needed changes to programs, policies, or procedures that staff just can't see. Parents not only experience these challenges, but also many times have ideas and solutions to solve those challenges.

1. Don't ignore a quick comment from a parent – actively listen to what a parent is saying to identify where there might be an issue or an opportunity, and ask probing questions to help gather more information. Then act on the information!
2. Give parents your full attention. It can be difficult to have conversations when children are around or when other parents are near. State that their comments are valuable to you and that you want to be available for them. Ask them to come a few minutes early at pick-up time to have the ability to talk privately one-on-one, or schedule a mutually convenient time.

"In the Family Center, we have parent ambassadors who take the lead in making sure new families feel comfortable and are connected right away. Parents feel more comfortable with other parents, and it is our role to support and encourage that."

— Family Center Director

ENGAGE PARENTS FROM THE BEGINNING.

Make sure that parents are involved from the beginning on opportunities, big or small. Parents are more likely to feel ownership if they are part of the decision making.

1. Ask parents about their interests and what is important to them. Use a survey or assessment tool to gather this data from parents, and involve parents in analyzing the results.
2. Engage parents in helping to plan a workshop that is important to them and based on parent feedback, or having them link you with a community resource they know.
3. Learn from parents by asking them about their child's interests, likes, and what works for them.

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SUPPORT A COMMUNITY OF CHAMPIONS.

Parents are more likely to feel comfortable and empowered if they are not the only parent and are not expected to speak on behalf of all parents. Adding more parents to a group is not enough. Ensure diversity by balancing experienced parent leaders with those who are new to the role. Include fathers and grandparents as well as mothers. Seek a range of parents from different economic and ethnic backgrounds.

1. Encourage parents to recruit and mentor other parents, and provide incentives for their efforts.
2. Intentionally connect parents who have been in your program with some of the newer parents.
3. Acknowledge and reward parents who take on leadership roles and become champions.

MAXIMIZE PARENTS' STRENGTHS.

Get to know the individual strengths of parents. Every parent has strengths no matter their situation. Good organizations and leaders maximize the strengths of all partners, and parents are no exception. Offer a wide range of roles that parents can play to contribute in meaningful ways.

1. Identify the strengths of parents, even when they are dealing with crisis situations. To help build resilience, help parents see their strengths even in the toughest of times, and celebrate the successes achieved.
2. Be aware of how a parent would like to engage, and build from there. Meet parents where they are, support their strengths, and intentionally connect them to opportunities.
3. Ensure parent decision making authority at all program levels (with their child, in the classroom, in the organization, and in the community)

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"If we want to enable parents to become decision-makers, and participants in children's programs and policies, we must expand the leadership training programs and develop more methods to increase parent involvement and leadership in children's health, safety, and learning."

— Parent

PROVIDE THE NECESSARY SUPPORTS FOR PARENTS TO BE SUCCESSFUL PARTNERS.

Some parents will need guidance to engage and make meaningful contributions. Others will need support in developing the skills necessary to voice their opinions and take action based on their interest and input. Parents of young children lead very busy lives. Family supports such as food, child care, and transportation make it easier for parents to participate. Not only do such supports matter on a practical level, but they also improve group cohesion and morale.

1. Create a space where parents feel comfortable and valued. The emotional and physical environment should be warm and welcoming.
2. Establish open communication channels to be able to respond quickly to parent requests for support.
3. Provide hands-on training and guidance for parents taking action.

CONNECT TO THE COMMUNITY.

Be knowledgeable and connect to resources in the community that offer leadership training and action. Share and use this information with parents.

1. Know what community action groups are formed and active in your town or neighborhood.
2. Visit the groups to let them know about the services your program offers, and explore ways to collaborate.
3. Bring leadership training and action groups to the parents. If you work at a center, open your doors to these groups.
4. Share information of current community issues and discuss with parents.

"I am now going to have the parents design their own space at the center. It will be better than what I or my staff could ever do."

— Program Director

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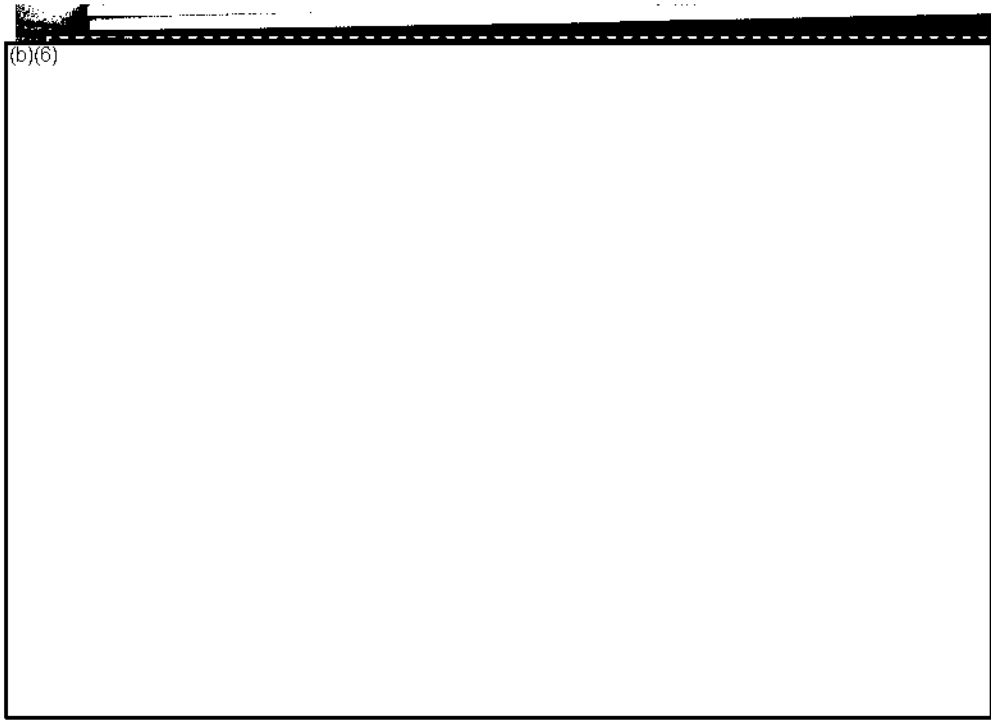
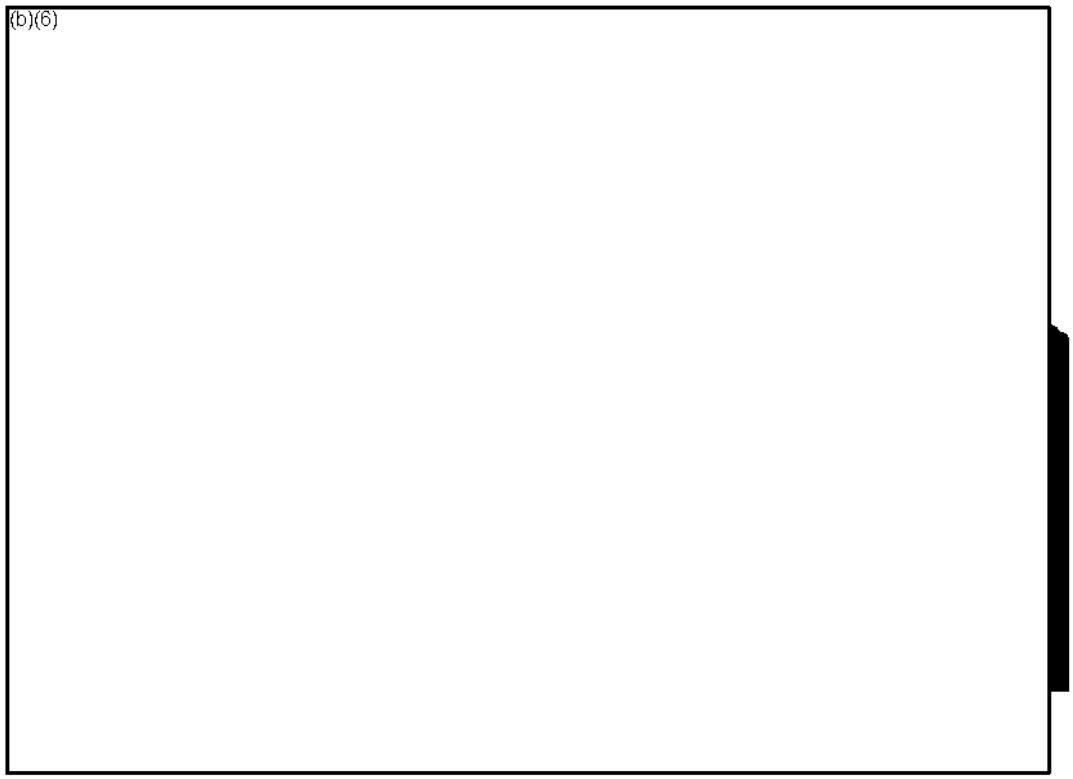


PARENT LEADERSHIP TRAINING INSTITUTE (PLTI), HARTFORD, CONNECTICUT

The Parent Leadership Training Institute is a training program that seeks to enable parents, grandparents, and others raising children to become leading advocates for children. The program was designed collaboratively by the Connecticut Commission on Children, the American Leadership Forum, and Leadership Greater Hartford.

The goals of the program are to:

- help parents become the leaders they would like to be for children and families;
- expand the capacity of parents as change agents for children and families;
- develop communities of parents within regions of the state that will support one another in skill development and successful parent action for children;
- facilitate systems change for parental involvement with increased utilization of parents in policy and process decisions; and
- increase parent-child interactions and improve child outcomes through parent involvement.
- In an effort to achieve these goals, parents participate in a comprehensive training that includes a retreat to develop group communication, 10 weeks of classes on self and perception of leadership, 10 weeks on practicing democracy and civic skills, and a graduation at the State Capitol. After they have completed the training, parents serve as mentors and advisors for future training classes. The following states have adapted and are using the PLTI model: California, Illinois, Kentucky, Minnesota, New York, Ohio, Pennsylvania, and Vermont.



ESTABLISH OPPORTUNITIES FOR PARENTS TO MEET DIVERSE CIVIC LEADERS.

Bringing parents together with policy leaders can make parents feel more appreciated for participating in the process and feel more connected to their community.

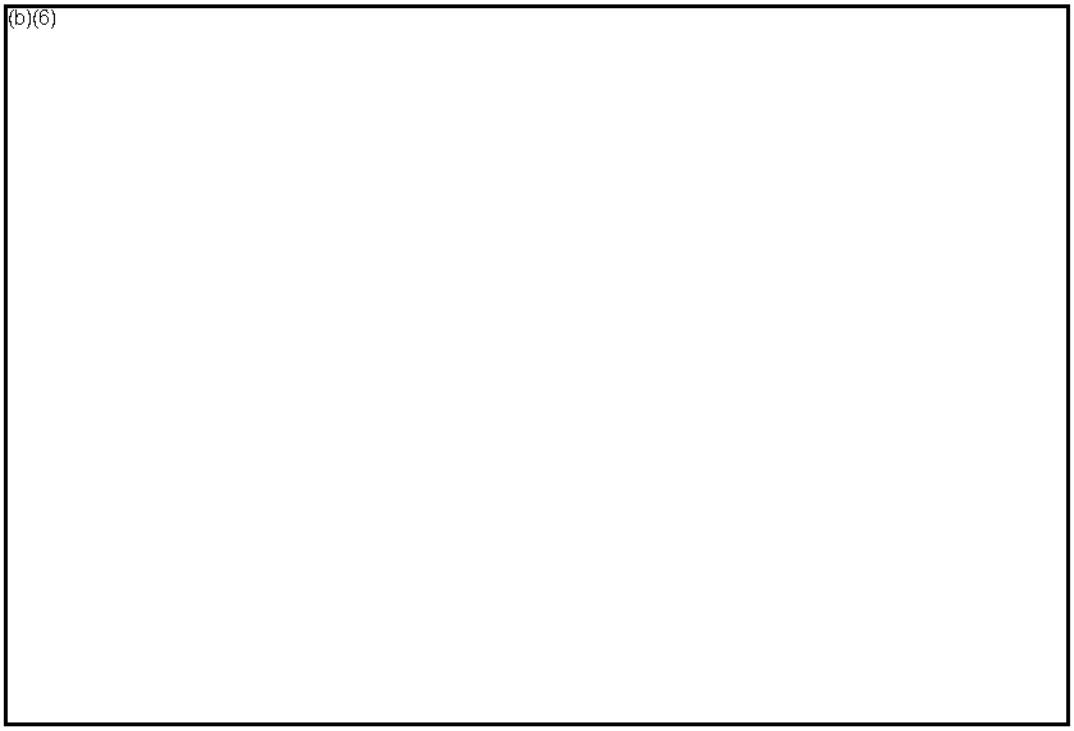
1. Link parents and policy leaders together. Policy makers will respond to both formal and informal requests to meet. Organize opportunities for parents to talk with local and state leaders.
2. Support parents in attending local and state policy meetings. Organize a group to attend a city council meeting, go tour the Capitol, or attend a Board of Education meeting.
3. Support parents in their role as advocates.

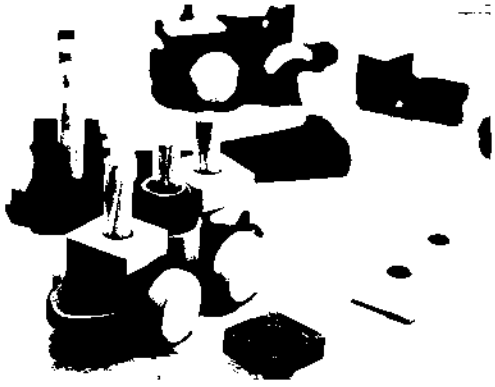
Cultivate public attention for the contributions that parents make.

Media outlets often look for stories of parents in leadership roles. Public officials are more likely to respond if parents deliver the message. Look for ways to bring recognition to parents. This not only makes parents feel good, it raises awareness about the work and the important issues.

Celebrate! Celebrate! Celebrate!

Awards dinners, certificates, acknowledgements from prominent businesses or political figures, and small and large efforts are all ways to celebrate the contributions of parents(and other partners). Such occasions build good will and momentum to continue the hard work.





RESOURCES

Strengthening Families ™ A Protective Factors Framework

The Center for the Study of Social Policy

http://www.cssp.org/reform/strengthening-families

This website includes information on the Strengthening Families framework that helps to build the five protective factors in families:

1)Parental resilience 2)Social connections 3)Concrete support in times of need 4)Knowledge of parenting and child development 5)Social and emotional competence of children

Strengthening Families has developed an online program assessment tool for early childhood providers that can be found at: http://www.cssp.org/reform/strengthening-families/resources/SF_Program-SelfAssessment_2012.pdf

Head Start Family and Community Engagement Framework and Assessment

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family

Head Start's National Center on Parent, Family, and Community Engagement created this framework and assessment tool to help programs promote children's well-being by engaging parents and families.

For more information on state-wide resources for parent engagement and leadership, contact the Commission on Children: 18-20 Trinity Street, Hartford, CT 06106-1591, (860) 240-0290 www.cga.ct.gov/coc

"We need to hold ourselves accountable. If the parents aren't engaged, it is on our backs and we need to step it up!"

— Early childhood Provider

TIPS FOR ENGAGING PARENTS

(Excerpted from: *The Child Care Partnership Project: A Guide to Engaging Parents in Public-Private Child Care Partnerships.* U.S. Department of Health and Human Services, Administration for Children and Families Child Care Bureau).

1. **Consult numerous parents before beginning an action plan.** Seek parent input from those who will be affected by a partnership initiative.
2. **Listen to parents.** Include parent ideas as regular partnership meeting agenda items. Let parents define goals for action.
3. **Provide family supports for meetings.** Offer dinner, child care, and transportation.
4. **Use lay language.** Don't use professional in-house phrases such as "developmentally appropriate practice" when parents care about love, nurturing, and safety.
5. **Link participation to real change and active leadership.** Parents know what is real and active. They operate within power structures every day at home and at work.
6. **Offer civic skills and leadership training.** Help parents become leaders by providing them with basic information on budgets, outcomes, media power, how government works, and the policy-making process.
7. **Do not shy away from religion.** Religion is a mobilizing force in many communities. It is often a base from which parent and community action organizing can take place.
8. **Have parents recruit and mentor other parents.** Parents are more likely to get involved if they already know someone who is involved.
9. **Embrace diversity.** Tolerate differences and create agendas and plans that incorporate multiple views within shared values. Bring in the fathers and grandfathers. Include parents who are experienced leaders, as well as those who need experience being leaders.
10. **Celebrate short-term and concrete successes routinely.** Recognition of small successes builds momentum and general enthusiasm for the partnership goals.
11. **Create reciprocal relationships.** Share what parents want from the partnership, as well as what the partnership wants from parents.
12. **Select one or two parents to organize parent feedback on partnership activities in environments where parents can fully share their ideas.** Treat parents' input as primary information. Train parent facilitators to create parent memos with all parent feedback recorded for the partnership to read and discuss.
13. **Set up parent evaluation teams each year for partnership programs.** Use the opportunity to listen to the language, values, goals, and community expectations of the parents. Assess how and if the values and expectations of partnership leaders and staff correspond with parents' values and expectations.
14. **Create opportunities for parents to meet one another.** When partnerships just work with parents one on one, the opportunity for parents to meet other parents is diminished. This paints a vertical, individualized interpretation of issues, rather than a horizontal community analysis of gaps in services or needs.
15. **Create environments where children see their parents as leaders.** Reflect the values of partnership in the environments and initiatives you create. Offer dinners, honorary membership, and awards for family members who contribute to a policy. Invite family and friends to attend the honoring.

QUESTIONS FOR EARLY CHILDHOOD THOUGHT LEADERS

Use these sample questions as an opportunity to open dialogue with parents, staff, and community members about parent engagement and leadership.

YES	NO	
❑	❑	Do we provide parents information and guidance on the importance of parent engagement and taking leadership roles with their child's early learning experiences?
❑	❑	Do we have a system for personal and ongoing parent outreach to invite and encourage participation and engagement?
❑	❑	Do we have an advisory group with parents in leadership roles and with decision making authority?
❑	❑	Do we have a process for seeking parent input to plan for program activities and offerings?
❑	❑	Do we support and engage parents in planning both staff and parent professional development?
❑	❑	Are we as a program connected to groups that inform and shape policy at the state level?
❑	❑	Do we connect and support parents in engaging with groups that inform and shape local and/or state policy?
❑	❑	Do we provide opportunities for staff and families to work together on community improvement or advocacy projects?
❑	❑	Do we ensure that local, state, and federal policy issues that affect the early childhood field are discussed at staff meetings and shared with parents?
❑	❑	Do we offer leadership development training, or know of these resources in our community to collaborate with?

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FOCUS GROUP QUESTIONS & PROBES

Focus Group Introduction

Introductions: Name and position

Background introduction: Why we are here

Focus group questions:

Current parent engagement/involvement work

How do you currently engage families with the work you do?

What are some of the most important things you do to engage families?

Do you have examples of ways to engage families that work and that don't work?

Do you rely on any requirements that you must meet that guides your work with parents? (NAEYC standards, HS standards, etc.)

Current shared civic work for children between agency and parents

Imagine that parents understood the components of quality early care and were spokespeople for optimal early childhood opportunity for children. What would change in the child care system? What would change in the community? Why? How?

Do you partner with parents now on early care quality and policy to achieve it? If yes, how? If no, is there a reason why not?

Would you like to partner with parents in community improvements for young children, such as quality early care, when the opportunities avail themselves? If yes, why? If no, why not?

Are there ways you could see deepening or expanding your partnerships with parents around early care quality and policies to achieve it? On other community improvements for young children?

What supports would you need or changes in the environment to have this deeper partnership with the parents of young children?

Do you think there are opportunities to work on a shared community goal with parents? If yes, what kinds of opportunities? If not, tell us about that.

Do you know how change happens for young children in the public sector in policy and budget arena? Do you as staff talk about how to improve the early care and education environment for best child outcomes? Is this something you are interested in? If yes, why? If no, why not?

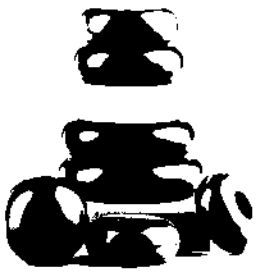
Probes

What words come to mind when I say "parent leadership"? When we talk about parent leadership, are there other words you use?

Do they think developing and/or supporting parent leadership should be part of your work?

What type of training do you want or think you need to help support parents more in your role? Do you have training in leadership development, whether for yourself or for how to build this with families in your program?

Please tell us what parent leadership resources are in your community. Are there parent leadership trainings available, are their community action groups that you work with?



NOTES

[i] Research News You Can Use: Family Engagement and Early Childhood Education. http://www.naeyc.org/content/research-news-family-engagement

[ii] *The Child Care Partnership Project: A Guide to Engaging Parents in Public-Private Child Care Partnerships.* U.S. Department of Health and Human Services, Administration for Children and Families Child Care Bureau.

[iii] *The Child Care Partnership Project: A Guide to Engaging Parents in Public-Private Child Care Partnerships.* U.S. Department of Health and Human Services, Administration for Children and Families Child Care Bureau.

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What is SCHOOL READINESS in Connecticut?

"School readiness includes the readiness of the individual child, the school's readiness for children, and the ability of the family and community to support optimal early child development. It is the responsibility of schools to be ready for all children at all levels of readiness."

– American Academy of Pediatrics

Early learning and growth is an ongoing process that begins before birth and is influenced by many factors. Often, attention is given to children's skills at transition points, such as kindergarten entry, however, no one set of skills at any given time can determine school readiness. When families, communities and schools work together to support children's early learning and growth:

- Families have the resources and knowledge to support their children's health and development beginning before birth.
- Communities support families, schools, early caregivers and children in a coordinated way.
- Schools and early learning settings support all children, no matter their background or skill level.
- Children are eager and ready to learn and grow.

SCHOOL READINESS: It's not just a program.

Families support school readiness by:

- Helping their children grow and develop.
- Gaining knowledge and accessing necessary community supports.
- Partnering with schools, the community and other caregivers to support children's growth.
- Advocating in their children's best interests.
- Supporting their children's lifelong learning
- Contributing to their children's health, safety and stability.

Schools and early learning environments support school readiness by:

- Building relationships among everyone interested in supporting families' and children's growth and learning.
- Providing a safe, nurturing, culturally open environment.
- Having strong, positive relationships with children and families.
- Viewing children's learning and growth as a process and not as a point in time.
- Supporting children's physical, emotional and intellectual growth.
- Welcoming all families and children.
- Using ways of teaching and assessment that meet all developmental needs and learning styles.
- Supporting transitions between programs and grades.

Communities support school readiness by:

- Coordinating the delivery of resources to help families meet basic needs, manage stress, learn about parenting and child development, and create social connections.
- Generating responsive, effective resources.
- Supporting community partnerships.
- Respecting and acknowledging diversity.

When families, communities and schools work together to support school readiness, children will:

- Communicate their thoughts and feelings. through words and actions.
- Be attentive to their surroundings.
- Learn by exploring.
- Show curiosity.
- Have positive relationships with children and adults and learn how to make friends.
- Play, including pretend and interactive games.
- Feel safe and valued.
- Show respect for self and others.
- Solve problems and resolve conflicts.
- Make progress across *all* areas (physical health and motor development; language and literacy; social and emotional development; creative arts expression; cognitive and general knowledge, including science, mathematics and social studies; and approaches to learning). *

** These domains will be addressed by Connecticut's Early Learning and Development Standards draft expected in late 2013.*

*For a list of references and contributors to this document, go to **www.ctearlychildhood.org**.*

Request for Proposals

Creating a Better System of Early Care and Education for Connecticut

RFP Number: OEC 001-2014

Date Issued: June 25, 2014

Due Date: August 8, 2014

Procurement Contact: Loree Armstrong

Email: loree.armstrong@ct.gov

Phone: (860) 713-6411

Mail: Connecticut Office of Early Childhood

ATTN: Loree Armstrong

165 Capitol Avenue, Room G-29,

Hartford, CT 06106

Early Childhood

Myra Jones-Taylor, Commissioner

Connecticut Office of Early Childhood

165 Capitol Avenue | Hartford, CT 06106

www.ct.gov

Scope

The activities described in Section C (Activities) should be undertaken for the following funding sources, early care and education settings, services, entities providing oversight, and major partnerships and collaborations.

1. *Funding sources* for early care and education for children from birth to age 5 including but not limited to: Care4Kids funding (including contributions from both the federal Child Care Development Block Grant and from the state), Connecticut School Readiness funding, federal and state Head Start and Early Head Start funding, Even Start funding, federal IDEA Part B and C funding, Connecticut Child Development Centers funding, bond funds, public school pre-kindergarten funding, Temporary Assistance for Needy Families, Title I of the Elementary and Secondary Education Act, Child and Adult Food Program, State Head Start Supplement Funds, Nurturing Families Network state funding, Federal CAPTA Grant, Maternal, Infant, and Early Childhood Home Visiting Grant (MIECHV), philanthropy spending, parent fees, philanthropic contributions, municipal funding, and material in-kind contributions from school districts or others for facilities, transportation, administration, etc.
2. *Early care and education settings* including but not limited to: licensed, unlicensed, and license-exempt settings including, center-based settings, school-based settings, and home-based settings[1] (meaning).
3. *Services* for children and families related to comprehensive services in early care and education settings including but not limited to: child care and education, transportation, nutrition, screening, health, referral services, mental health, parent engagement, oral health, social services, and other family supports.
4. *Entities Providing Oversight* that have regulations, policies, governance structures, and monitoring functions that provide direction and oversight to early care and education settings, services, and funding streams. This should include, but not be limited to: state agencies (OEC, State Department of Education, and others), federal agencies, local entities (Health Departments, School Districts, etc.), and other bodies (such as State Funded School Readiness Councils, accrediting bodies such as National Association of Young Children and National Association of Family Child Care). Oversight function to be considered should include but not be limited to: family eligibility, administration

[1] Home Based Settings refers to settings where children cared for in a home with care paid for using state funds. In Connecticut this includes the categories of licensed Family Group Homes and unlicensed Family, Friend, and Neighbor Care. This should not include home visiting services, nannies, or babysitters.

requirements, program quality, reporting and documentation requirements, organization eligibility (to draw down funding or provide services), and training or quality improvement required.

5. *Major partnerships and collaborations* that contribute to the integration of early care and education settings with other entities including other government agencies (such as Department of Children and Families, State Department of Education, Federal Head Start, Office of Child Care, etc.), municipalities, philanthropy, nonprofits, and school districts.

A. ACTIVITIES

1. **Deliver robust project management support:**
2. **Produce a literature review:**
3. **Facilitate a decision-making process to identify goals, outcomes, and change-strategy:**
    a. review existing legislation and funding regarding pre-k expansion
    b. determine the goals and outcomes to which OEC will hold itself accountable in the coming years:
    c. agree on change-strategy.
4. **Assess unmet need and determine additional capacity required for universal access:**

    a. *What is the current capacity and portfolio of early care and education providers?*
    b. *How are young children currently cared for in Connecticut?*[2]
    c. *Which families have or lack access to high quality, affordable, care options?*
    d. *Which families have or lack access to financial support for child care?*
    e. *How affordable are early care and education settings for families?*
    f. *What would be the additional state investment required to achieve universal access to early care and education?*

5. **Conduct an assessment of the current system's structure, administration, and performance:** .

    a. Assessment of the Current State-Level Program Administration System:
        i. *How is the current system structured for administration?*
        ii. *How is the system currently run at the state level?*
        iii. *What is the current state of partnerships with entities outside of OEC?*
        iv. *How well run is the current system, administratively speaking?*

[2]

b. Assessment of the Current Experience for Families Seeking or Relying on Early Care and Education Programs:

i. *What is required of families to obtain and maintain financial support for child care? How burdensome is this process?*

ii. *What is the burden for families accessing multiple sources of support from the state? How well coordinated are different programs?*

iii. *What drives parent decision-making regarding their children's care?*

iv. *How well does the current system serve eligible families?*

c. Assessment of the Current Environment for Early Care and Education Providers in Communities:

i. *What is the current financial environment for early care and education providers? What are the current requirements regarding program design and delivery? What are the current program models implemented?*

ii. *What drives the decisions, scope, and practices of programs and communities?*

iii. *What drives the makeup of early care and education programs in a community? How do communities currently influence and manage where subsidized care is offered, when, where, and how to expand access, and how to share information within the community and with families?*

6. **Conduct a gap analysis and lead a process to select a high-level system design:**

7. **Write a 5-Year System Reform Plan and Project Impact Report:**

The 5-Year System Reform Plan:

a. The Changes Required to Implement the State-Level Program Administration System Reforms:

i. *How will the system be structured for administration?*

1. Management:
2. Governance:
3. Information:

ii. *What policies and procedures will be in place to administer this system?*

- contracting procedures
- subsidy payment procedures and policies
- oversight of funding

iii. *How will the OEC align to and work with the priorities of other state, federal, and local bodies?*

iv. *How will the system administration be monitored for performance?*

b. The Changes Required to Improve the Experience of Families Seeking or Relying on Early Care and Education Programs:

i. *What changes will be made to regulations and processes regarding eligibility and enrollment?*

ii. *What will be the cost to families?*

iii. *How will the OEC provide information to families? Receive input from families?*

iv. *How will the OEC monitor the impact on families?* .

c. The Changes Required to Improve the Environment for Early Care and Education Providers:

i. *What changes will be made to requirements shape program design and delivery? What is the model of care the OEC is supporting and/or promoting?*

ii. *How will the new system state harmonize, layer, coordinate, blend, braid, or pool funding? What changes will be made to the financial environment for early care and education providers?*

iii. *What will be the community level infrastructure associated with funding?*

iv. *What changes will be made to improve the regulatory environment for programs delivering early care and education?*

8. **Projected Impact Report:**

a. The Projected Impact of Proposed Changes on the State-Level Program Administration System:

i. *How will the administration of the system be better designed to deliver high performance with regard to cost, achieving outcomes, efficiency, or fraud? What are the goals of system administration and the projection of their impact? How are the states policy goals embedded in program design?*

ii. *How will the system be aligned with others?*

iii. *What is the proposed performance against selected performance measures on system administration?*

b. The Projected Impact of Proposed Changes on the Experience of Families Seeking or Relying on Early Care and Education Programs:

i. *How will young children be cared for in Connecticut in five years?*

ii. *Which families will have or lack access to high quality, affordable, care options?*

iii. *Which families will have or lack access to financial support for child care?*

iv. *How affordable will early care and education settings be for families?*

v. *What will drive parent decision-making regarding their children's care after changes are made?*

vi. *What will be required of families to obtain and maintain financial support for child care? How burdensome will this process be?*

vii. *What will be the burden for families accessing multiple sources of support from the state? How well coordinated will the different programs be?.*

viii. *How well will the proposed system serve eligible families?*

c. The Projected Impact of the Proposed Changes on the Environment for Early Care and Education Providers in Communities:

i. *How will the proposed system changes impact the current portfolio of early care and education providers from today? .*

ii. *How will proposed changes impact the financial environment for early care and education providers?*

iii. *How will proposed changes to requirements shape program design and delivery? What will change and what will remain the same?*

iv. *How will proposed changes drive the decisions, scope, and practices of programs and communities?*

v. *What will drive the makeup of early care and education programs in a community?*

9. **Write an Implementation Plan**:

a. detailed timeline with process steps,
b. staffing plan outlining additional staff required and expertise or training needed
c. management plan to guide implementation of reforms
d. prioritized and detailed legislative proposals for required changes,
e. prioritized and detailed portfolio of administrative changes required to operationalize the new system along with recommended language, and
f. prioritized list of recommendations regarding collaborations with key stakeholders.

10. **Compile all Final Reports**: The Contractor should produce a PowerPoint presentation, executive summary, and a printed compilation of all reports in final form.

B. Deliverables:

The contractor must deliver eight written reports addressing all of the elements required in Section II, part C. These reports are:

1. A Project Management Plan (Activity 1)
2. A Literature Review (Activity 2)
3. A Universal Access and System Reform Plan (Activities 3 and 4) that would contain
    a. System goals, outcomes, and change strategy

b. High-level unmet need summary
c. Additional capacity (#'s) the state would require to reach universal access
d. The template and plan for future unmet need reports

4. A Full Assessment of the Current System containing results from Activities 2,4,5, and 6)
5. A 5-Year System Reform Plan and Projected Impact Report (including executive summary and PowerPoint presentation) (Activity 7)
6. 18-Month Implementation Plan (Activity 8)
7. A Final Compilation of all Reports (including executive summary and PowerPoint presentation). (Activity 9)

C. TIMELINE:

The anticipated start date of the contract(s) potentially resulting from this RFP is September 1, 2014.

1. A Project Management Plan should be completed by September 15, 2014
2. A literature review should be completed by September 30, 2014
3. A high level Universal Access and System Reform Plan by November 15, 2014 would contain:
    a. A system goals, outcomes, and change strategy
    b. A high-level unmet need summary
    c. The additional capacity (#'s) the state would require to reach universal access
    d. The template and plan for future unmet need reports
4. A full assessment of the current system March 1, 2015
5. A 5-Year System Reform Plan and Project Impact Report June 1, 2015
6. 18-Month Implementation Plan by August 30, 2015
7. A Final Compilation of All Reports by September 1, 2015

STATE OF CONNECTICUT
OFFICE OF THE STATE COMPTROLLER

Kevin Lembo
State Comptroller

55 ELM STREET
HARTFORD, CONNECTICUT
06106-1775

Martha Carlson
Deputy Comptroller

MEMORANDUM NO. 2014-12

July 1, 2014

TO THE HEADS OF ALL STATE AGENCIES

Attention: Fiscal and Administrative Officers, Business Managers, Payroll and Personnel Officers
Subject: **2014-2015 Fringe Benefit Cost Recovery Rates**

The percentage rates for unemployment compensation and the various retirement plans listed on the attached chart are effective July 1, 2014. These rates should be used for any fringe benefit cost recovery taking place on or after July 1, 2014. In 2014-2015, as in the previous fiscal year, there will be no composite rates encompassing all fringe benefit components.

Actual Cost Fringe Benefits
Since November 2003, with the implementation of the Core-CT HRMS module, the state shares of certain fringe benefits have been charged to agencies on an actual cost basis. This includes group life insurance and medical insurance, which are calculated based on the actual cost of the state's share of insurance premiums. In addition, FICA-Social Security and FICA-Medicare have been calculated based on the existing Federal tax rates instead of the percentage rate developed in the past by the Office of the State Comptroller. The actual cost method will continue to be used in Fiscal Year 2014-15.

Fringe Benefit Recovery
All personal service expenditures from Federal and Private Grants and any funds other than the General Fund and Correction Industries Internal Service Fund are subject to fringe benefit recovery.

Charging Employees to the Correct Funding Source
In Core-CT, fringe benefits are charged to the same funding source as the personal services expenditure. If an employee is paid from the correct funding source, Core-CT will charge the actual cost of fringe benefits to the proper funding source. Therefore, coordination is needed between agency payroll and financial staff to ensure every effort is made to pay employees from the correct funding sources.

Fringe Benefits and Overtime Salaries
It has been the State of Connecticut's longstanding policy to distribute a proportional amount of all fringe benefits with overtime salaries. These fringe benefits include group life insurance, medical insurance, unemployment compensation, FICA-Social Security, FICA-Medicare and the applicable retirement plan in which the employee is enrolled. For overtime charged directly through payroll, the applicable fringe benefit rates and Federal tax rates for FICA and Medicare will be applied. In addition, a proportional amount of the employer-share group life and medical insurance will be distributed with the overtime salary based on the employee's coverage. Please note - additional group life and medical premiums are

not generated or charged with overtime. Rather a proportional amount of the total actual employer-share premium is distributed to the funding source where the overtime salary is charged. Journal transfers of overtime salaries and associated fringe benefit adjustments should follow this approach.

Avoiding Temporary Funding Sources
To reduce the number of payroll corrections, agencies are asked to charge payroll expenses to the proper funding sources, even in cases where anticipated funding is not yet available, but is expected within the current fiscal year. In these cases, the account will be allowed to go negative temporarily. However, if the anticipated funding does not become available, the agency will be responsible for addressing the negative balance before the close of the fiscal year.

Salary and Fringe Benefit Payroll Corrections
If an agency pays an employee from the wrong funding source, fringe benefits will be charged to the wrong funding source as well. For corrections, the agency will be responsible for identifying the salary amounts and fringe benefit amounts that need to be transferred.

Salaries can be transferred through spreadsheet journals using the source code of PC, although there are limitations to this approach. In addition, when the salary transfer is between a reimbursable funding source and a non-reimbursable source (e.g., a Grant Fund SID and the General Fund), the agency will need to submit a CO-826 form to identify the fringe benefit amounts to be transferred by fringe benefit account.

NEW: Completed electronic copies of CO-826 forms should be sent by e-mail to the following mailbox for processing: Osc.CO-826@ct.gov. Alternatively, forms may be faxed to (860) 702-3411 or mailed to Office of the State Comptroller, Administrative Services Division, 55 Elm Street, 2nd Floor, Hartford, CT 06106.

The Impact of Payroll Corrections on Financial Reporting
It should be noted that spreadsheet journal transfers of salary and fringe benefits in the Core-CT financials module are not reflected in the HRMS system or in the payroll tables in EPM. Therefore, if using HRMS for reporting purposes, agencies must track the corrections they make through spreadsheet journals and the use of CO-826 forms.

Fringe Benefit Variances - New Requests Required
All variances approved in Fiscal Year 2013-14 or earlier will be deleted for check date August 22, 2014. Variances for Fiscal Year 2014-15 will require a new request.

Full and Partial Fringe Benefit Variances
In most cases, full fringe benefit variances can be accommodated in Core-CT through the use of fringe benefit allocations that run when payrolls are posted. Fully exempted fringe benefit expenditures will be transferred to the appropriate central appropriation.

For partial variances, Core-CT will charge the funding source the full amount for fringe benefits. Agencies with approved partial variances should submit CO-826 forms to recover the portion of fringe benefits that have been exempted.

Deposits to Fund 34005 - Fringe Benefit Recovery Fund
In certain situations, state agencies bill another state agency, municipality or private firm for services provided by an employee. The bill can include both salary and fringe benefit costs to be reimbursed.

Payments for the fringe benefit portion should be deposited or applied to the following coding:

Fund: 34005

SID:	40001
Account:	44338
Budget Reference:	Current Fiscal Year

In addition, the agency should use its own Department ID, Program and Project values.

Alerting OSC of the Fund 34005 Deposit Using the CO-826 Form
Once a fringe benefit recovery payment is deposited or applied to Fund 34005, the agency should alert the Office of the State Comptroller (OSC) using a CO-826 Reimbursable Cost Recovery Form. This allows OSC to credit the recovery to the proper central fringe benefit appropriations. A sample CO-826 form for Fund 34005 fringe benefit recovery deposits is available as a General Ledger job aid on the Core-CT website at http://www.core-ct.state.ct.us/user/finjobaids/gl.htm.

If there are questions, please call the Cost Reporting Unit of the Budget and Financial Analysis Division at (860) 702-3352.

KEVIN LEMBO
STATE COMPTROLLER

KL: REG

Actual Cost Fringe Benefits

Account Code	Fringe Benefit Description	Actual Cost Expenditure Basis
50410	Employer Share Group Life Insurance	State Share Premium
50420	Employer Share Medical Insurance	State Share Premiums for Medical, Dental and Prescription Coverage
50441	Employer Share FICA-Social Security	Federal Tax Rate of 6.2% of applicable wages up to Federal maximum limit.
50442	Employer Share FICA-Medicare	Federal Tax Rate of 1.45% of applicable wages - no maximum limit.

Percentage Rate Fringe Benefits

Account Code	Fringe Benefit Description	FY 2014-15 Rate
50430	Unemployment Compensation	0.15%
50471	Employer SERS Retirement Regular Employee	50.50%
50471	Employer SERS Retirement Hazardous Duty	62.43%
50472	Employer Alternative Retirement Program	11.70%
50473	Employer Teachers Retirement	50.77%

50474	**Employer Judges/Compensation Commissioners Retirement Plan**	**56.92%**

Return to Index of 2014 Comptroller's Memoranda
Return to Comptroller's Home Page

Fringe Benefit

	0.* %
Category 2	
SS	6.2+
Medicare	1.45+
Unemployment Comp	0.15+
Retirement Plan	50.5+
Subtotal	58.30
EST Medical + Grp Life Ins	21.7+
	80.*

CONNECTICUT DEPARTMENT OF LABOR

Economy ★ Workforce ★ Careers

LABOR MARKET INFORMATION

FROM THE OFFICE OF RESEARCH

STATE OF CONNECTICUT - OES
2014 Occupational Employment & Wages

Home | **Statewide** | Bridgeport-Stamford | Danbury | Hartford | New Haven | Norwich-New London | Torrington | Waterbury | Willimantic-Gamelson | Industry | Data

1Q2014 Statewide - Occupational Employment & Wages | Select Occupation: 25-2021 Elementary School Teachers, ex. Special Education

State of Connecticut

All Industry

Estimated employment	(b)(4)
Mean wage	
Entry wage	
10th percentile wage	
50th percentile wage	
90th percentile wage	

Top Employing Industries

Industry	Employment	Percent
Education and Health Services	(b)(4)	(b)(4) %

Best Paying Industries

Industry	Employment	Median Wage
Education and Health Services	(b)(4)	(b)(4)

Note: The mid-wage is the median wage. The average wage is the mean wage. The entry-level wage is equal to the average of the lower third of reported wages for the occupation. The wage range consists of the 10th and 90th percentiles: 80 percent of workers earn between this wage range, 10 percent earn less while 10 percent earn more.

Reference Date: 1st Quarter 2014

Elementary School Teachers, ex. Special Education (25-2021)

Teach pupils in public or private schools at the elementary level basic academic, social, and other formative skills. Exclude "Special Education Teachers" (25-2041 through 25-2043)

Median Wage History

Year	This Occupation	Compared to Occupational Group	Difference
Current	(b)(4)	(b)(4)	(b)(4)
2013	(b)(4)	(b)(4)	
2012			
2011			
2010			
2009			
2008			
2007			
2006			
2005			

Year	This Occupation	Compared to All Occupations	Difference
Current	(b)(4)	(b)(4)	(b)(4)
2013	(b)(4)	(b)(4)	
2012			
2011			
2010			
2009			
2008			
2007			
2006			
2005			

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LABOR MARKET INFORMATION

FROM THE OFFICE OF RESEARCH

STATE OF CONNECTICUT - OES
2014 Occupational Employment & Wages

State of Connecticut

All Industry

Estimated employment	(b)(4)
Mean wage	
Entry wage	
10th percentile wage	
50th percentile wage	
90th percentile wage	

Top Employing Industries

Industry	Employment	Percent
Education and Health Services	(b)(4)	(b)(4)
Other Services		
Leisure and Hospitality		
Public Administration		

Best Paying Industries

Industry	Employment	Median Wage
Public Administration	(b)(4)	
Education and Health Services		
Leisure and Hospitality		
Other Services		

Note: The mid-wage is the median wage. The average wage is the mean wage. The entry-level wage is equal to the average of the lower third of reported wages for the occupation. The wage range consists of the 10th and 90th percentiles; 80 percent of workers earn between this wage range. 10 percent earn less while 10 percent earn more.

Reference Date: 1st Quarter 2014

Teacher Assistants (25-9041)

Perform duties that are instructional in nature or deliver direct services to students or parents. Serve in a position for which a teacher or another professional has ultimate responsibility for the design and implementation of educational programs and services.

Median Wage History

Year	This Occupation	Compared to Occupational Group	Difference
Current	(b)(4)	(b)(4)	
2013			
2012			
2011			
2010			
2009			
2008			
2007			
2006			
2005			

Year	This Occupation	Compared to All Occupations	Difference
Current	(b)(4)	(b)(4)	
2013			
2012			
2011			
2010			
2009			
2008			
2007			
2006			
2005			

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STATE OF CONNECTICUT - OES
2014 Occupational Employment & Wages

Home Statewide Bridgeport Stamford Danbury Hartford New Haven Norwich New London Torrington Waterbury Wilmantic Danielson Industry Data

1Q2014 Statewide - Occupational Employment & Wages

Select Occupation 25-2051 Special Education Teachers Preschool

State of Connecticut

All Industry

Estimated employment	(b)(4)
Mean wage	
Entry wage	
10th percentile wage	
50th percentile wage	
90th percentile wage	

Top Employing Industries

Industry	Employment	Percent
Education and Health Services	(b)(4)	

Best Paying Industries

Industry	Employment	Median Wage
Education and Health Services	(b)(4)	

Note: The mid-wage is the median wage. The average wage is the mean wage. The entry-level wage is equal to the average of the lower third of reported wages for the occupation. The wage range consists of the 10th and 90th percentiles, 80 percent of workers earn between this wage range, 10 percent earn less while 10 percent earn more.

Reference Date: 1st Quarter 2014

Special Education Teachers, Preschool (25-2051)

Median Wage History

Year	This Occupation	Compared to Occupational Group	Difference
Current	(b)(4)		
2013			
2012			
2011			
2010			
2009			
2008			
2007			
2006			
2005			

Year	This Occupation	Compared to All Occupations	Difference
Current	(b)(4)		
2013			
2012			
2011			
2010			
2009			
2008			
2007			
2006			
2005			

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STATE OF CONNECTICUT - OES
2014 Occupational Employment & Wages

Home Statewide Bridgeport-Stamford Danbury Hartford New Haven Norwich-New London Torrington Waterbury Willimantic-Danielson Industry Data

1Q2014 Statewide - Occupational Employment & Wages

Select Occupation 21-1029 Social Workers, All Other

State of Connecticut

All Industry

Estimated employment	(b)(4)
Mean wage	
Entry wage	
10th percentile wage	
50th percentile wage	
90th percentile wage	

Top Employing Industries

Industry	Employment	Percent
Education and Health Services	(b)(4)	
Public Adminsitration		

Best Paying Industries

Industry	Employment	Median Wage
Public Adminsitration	(b)(4)	
Education and Health Services		

Note: The mid-wage is the median wage. The average wage is the mean wage. The entry-level wage is equal to the average of the lower third of reported wages for the occupation. The wage range consists of the 10th and 90th percentiles, 80 percent of workers earn between this wage range, 10 percent earn less while 10 percent earn more.

Reference Date: 1st Quarter 2014

Social Workers, All Other (21-1029)

All social workers not listed separately.

Median Wage History

Year	This Occupation	Compared to Occupational Group	Difference
Current	(b)(4)		
2013			
2012			
2011			
2010			
2009			
2008			
2007			
2006			
2005			

Year	This Occupation	Compared to All Occupations	Difference
Current	(b)(4)		
2013			
2012			
2011			
2010			
2009			
2008			
2007			
2006			
2005			

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State of Connecticut

All Industry

Estimated employment	(b)(4)
Mean wage	
Entry wage	
10th percentile wage	
50th percentile wage	
90th percentile wage	

Top Employing Industries

Industry	Employment	Percent
Education and Health Services	(b)(4)	

Best Paying Industries

Industry	Employment	Median Wage
Education and Health Services	(b)(4)	

Note: The mid-wage is the median wage. The average wage is the mean wage. The entry-level wage is equal to the average of the lower third of reported wages for the occupation. The wage range consists of the 10th and 90th percentiles. 80 percent of workers earn between this wage range. 10 percent earn less while 10 percent earn more.

Reference Date: 1st Quarter 2014

Education Administrators, Elementary and Secondary School (11-9032)

Plan, direct, or coordinate the academic, clerical, or auxiliary activities of public or private elementary or secondary level schools.

Median Wage History

Year	This Occupation	Compared to Occupational Group	Difference
Current	(b)(4)		
2013			
2012			
2011			
2010			
2009			
2008			
2007			
2006			
2005			

Year	This Occupation	Compared to All Occupations	Difference
Current	(b)(4)		
2013			
2012			
2011			
2010			
2009			
2008			
2007			
2006			
2005			

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** BudgetSummary.pdf

Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Budget and Sustainability – Budget Summary and Budget Narrative

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (G))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	$ 188,428	$ 194,892	$ 201,368	$ 207,826	**$ 792,514**
2. Fringe Benefits	$ 150,742	$ 155,914	$ 161,094	$ 166,260	**$ 634,010**
3. Travel	$ 1,500	$ 1,500	$ 1,500	$ 1,500	**$ 6,000**
4. Equipment					**$ -**
5. Supplies	$ 1,200	$ 1,200	$ 1,200	$ 1,200	**$ 4,800**
6. Contractual	$ 347,627	$ 201,100	$ 189,444	$ 177,820	**$ 915,991**
7. Training Stipends	$ -	$ -	$ -	$ -	**$ -**
8. Other	6250	6250	6250	6250	**$ 25,000**
9. Total Direct Costs (add lines 1-8)	**$ 695,747**	**$ 560,856**	**$ 560,856**	**$ 560,856**	**$ 2,378,315**
10. Indirect Costs*					**$ -**
11. Funds to be distributed to Subgrantees	$ 11,803,253	$ 11,128,253	$ 11,128,253	$ 11,128,253	**$ 45,188,012**
12. Funds set aside for participation in grantee technical assistance					$ -
13. Total Grant Funds Requested (add lines 9-12)	**$ 12,499,000**	**$ 11,689,109**	**$ 11,689,109**	**$ 11,689,109**	**$ 47,566,327**
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside $25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Summary

The budget outlines proposed funding and costs associated with the implementation of the state's plan. It includes Subgrantee preschool program costs for expansion of new spaces and improvement to existing spaces to serve eligible four-year olds, as well as funding and costs associated with the state's preschool and early care and education infrastructure, quality improvement initiatives, early childhood reporting, monitoring, and evaluation.

The Subgrantees for this initiative are the 14 school readiness councils in the following communities: Bridgeport, Derby, East Haven, Griswold, Groton, Hamden, Hebron, Killingly, Manchester, Naugatuck, Seymour, Torrington, Vernon, and Wolcott. The school readiness councils for each community are represented by the Mayor or First Selectman of the local municipality, the Superintendent of Schools, and a fiduciary. The preschool expansion and improved spaces for eligible children are expected to be located at forty different early learning provider sites in the 14 communities. The inclusion of a larger number of communities and program locations, allows the state's plan for high-quality State Preschool Programs to have greater impact and sustainability at the local and state levels. This budget makes the first strides in increased compensation for preschool education teaching staff and builds greater capacity throughout the state for comprehensive services, coaching, professional development and family engagement.

Statewide Budget

OVERALL STATEWIDE BUDGET					
Budget Table 1-1: Budget Summary by Budget Category (Evidence for selection criterion (G))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	$ 188,428	$ 194,892	$ 201,368	$ 207,826	**$ 792,514**
2. Fringe Benefits	$ 150,742	$ 155,914	$ 161,094	$ 166,260	**$ 634,010**
3. Travel	$ 1,500	$ 1,500	$ 1,500	$ 1,500	**$ 6,000**
4. Equipment					$ -
5. Supplies	$ 1,200	$ 1,200	$ 1,200	$ 1,200	**$ 4,800**
6. Contractual	$ 347,627	$ 201,100	$ 189,444	$ 177,820	**$ 915,991**
7. Training Stipends	$ -	$ -	$ -	$ -	**$ -**
8. Other	6250	6250	6250	6250	**$ 25,000**
9. Total Direct Costs (add lines 1-8)	**$ 695,747**	**$ 560,856**	**$ 560,856**	**$ 560,856**	**$ 2,378,315**
10. Indirect Costs*					$ -
11. Funds to be distributed to Subgrantees	$ 11,803,253	$ 11,128,253	$ 11,128,253	$ 11,128,253	**$ 45,188,012**
12. Funds set aside for participation in grantee technical assistance					$ -
13. Total Grant Funds Requested (add lines 9-12)	**$ 12,499,000**	**$ 11,689,109**	**$ 11,689,109**	**$ 11,689,109**	**$ 47,566,327**
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

Budget Narrative

The budget is structured to support the state's ambitious and achievable plan for the four years of the grant and to sustain these efforts. The budget allocates 95% of the federal funding to the Subgrantees for 428 new expansion spaces and 284 improved spaces, at high levels of quality as defined in this grant. For the state level infrastructure, 5% of the federal funds will support the work of two state employees, professional development, monitoring, reporting, and evaluation of the state's ambitious plan for our most at-risk four-year olds living in the selected communities.

Competitive Priority 1

Over the four years of the grant, the budget and plan demonstrate a **65%** state match of state funds to federal funds, equal to **$30,917,955,** directed toward improved spaces and state infrastructure, including the state's investment in funding for State Fiscal Year 2015 over the expenditures in SFY 2014 for the State's Preschool Program. This match reaches the highest level of the competitive preference of **50% or more** in **Competitive Preference Priority 1** for **"Contributing Matching Funds."**

Competitive Priority 2

The budget and plan also demonstrate that funding is appropriate to ensure the state's success in meeting the requirements of **Competitive Preference Priority 2** in **"Supporting a Continuum of Early Learning and Development."** Additional details and evidence of the activities relating to offering a broader continuum of comprehensive high-quality supports and services, transitions for children and families, and ensuring consistent high-quality early learning opportunities are documented in sections C, E, and F of this application. Other services and collaboration efforts to help strengthen and stabilize families will build upon the communities' connection to Head Start and Early Head Start, home visiting, adult education, Family Resource Centers, housing, child welfare, food security, health and mental health services. This priority for supporting the continuum of care will be evident in the MOU program requirements with the Subgrantees and in contracts or MOUs between the Subgrantees and the early learning providers.

Competitive Priority 3

The budget and plan also demonstrate that **$31,860,252 (67%)** of the federal funds will be directed toward **expansion spaces**, which is well above the 50% required to meet the **Competitive Preference Priority 3** for **"Creating New High-Quality State Preschool Program Slots."** The evidence and details regarding the Expansion and Improved spaces is shown in this budget section and further expanded on throughout the application.

Selection Criteria

The budget supports the state's ambitious and achievable plan described in sections A through F. and provides reasonable and sufficient funding to ensure High-Quality Preschool Programs by creating new and improving existing State Preschool Program spaces for eligible four-year old children. The evidence of budget amounts and categories is shown on the budget and budget narrative pages. Below is a summary of the Selection Criteria for the grant.

A. Executive Summary

Connecticut will use the Preschool Development Grant Expansion Grant to build on the strong infrastructure of our existing State Preschool Program. This strong foundation has translated into high national rankings for Connecticut.

We see this grant as an unparalleled opportunity to invest in areas that will greatly enhance the quality of our existing State Preschool Programs. Connecticut's ambitious and achievable plan will build off our existing strong state preschool infrastructure to expand access to high-quality State Preschool Programs for 428 children and to improve the quality of State Preschool Programs for another 284 children, for a total of 712 four-year-olds who are at or below 200 percent of the Federal Poverty Line in 14 high-need communities.

B. Commitment to State Preschool Programs

Connecticut's legacy of providing center-based child care services dates back to the late 1960s with the establishment of our Child Day Care Centers, which are supported with state funds and federal funds. In 1997, landmark legislation established the state-funded School Readiness preschool program. School Readiness and Child Day Care Centers are Connecticut's two major State Preschool Programs. Currently, they are two separate funding

streams. Work is underway to align policies, implementation, and quality, with the plan to integrate them into a single program. The Office of Early Childhood will soon contract with a consultant to undergo a 12-month process to integrate our early care and education programs.

C. Ensuring Quality in Preschool Programs

Connecticut currently has a robust early childhood infrastructure with a recently established Office of Early Childhood that has already produced many of the examples listed in Section C including: the Connecticut Early Learning and Development Standards, program standards, upgrading workforce requirements, ongoing work toward a statewide longitudinal data system, a statewide quality improvement system, a comprehensive early learning assessment system and a Kindergarten Entry Assessment (described great detail in (3) below). The state will continue to enhance this infrastructure using existing state funds.

Currently, all school readiness programs must complete a "Connecticut School Readiness Preschool Program Evaluation System" which, in addition to collecting demographic information, measures compliance with quality indicators for programs that are not yet NAEYC accredited or Head Start approved and measures parent satisfaction with the program. The evaluation also measures parent satisfaction as well as quality components including: Collaboration, Parent involvement, Education and outreach, Referrals for Health Services, and Nutrition Services.

Financial Resources in Section C:

In-kind: State salaries and fringe of OEC staff assigned to key activities

State bond funds for Early Childhood Information System

State funds for University of Connecticut work on KEA

Grant funding:

20 percent of salary and fringe of OEC accountability and reporting coordinator: $33,917 (year one) and $35,085 (year 2); S36,246 (year 3); and $37,408 (year 4). Total $142,656

CLASS Training $42,400

Third-party evaluation contractor: $328,076 (year 1); S178,251 (year 2); $189,444 (year 3); and $177,820 (year 4). Total is S873,591.

D. **Expanding High-Quality Preschool Programs in Each High-Need Community**

Connecticut has selected 14 High-Need Communities for this grant. In Connecticut we define High-Need Communities as those communities with

(i) the highest rates of students receiving Free or Reduced School Meals, lowest rates of maternal education, and lowest student state mastery test scores. The school readiness councils in these 19 Priority Communities now receive 86 percent of the funding that supports 13,935 three- and four-year-olds..

(ii) or are either among the 50 poorest towns in the state and or who operate one or more schools in which at least 40 percent of the students are eligible for Free and Reduced School Meals and are labeled "competitive" communities.

Financial Resources for Section D

In-kind: state salaries and fringe of OEC staff assigned to key activities

E. **Collaborating with Each Subgrantee and Ensuring Strong Partnerships**

The role of the State and the Subgrantee will be based on the existing school readiness council infrastructure put forth by the State both in statute and in written internal policies and guidance. The Office of Early Childhood will oversee the Preschool Development Expansion program, having ultimate authority regarding finances, program quality, standards implementation, and compliance with all grant requirements.

The Office of Early Childhood will enter into a Memorandum of Understanding (MOU) with the school readiness council in each community, which will serve as the Subgrantee. The fiduciary for the school readiness council is either the municipality, the local board of education or a Regional Educational Service Center (RESC). The school readiness council will subcontract with the early learning provider that will provide direct preschool service to eligible four-year-old children under this grant. The school readiness liaison serves as the

central point of contact between the early learning provider and the Office of Early Childhood regarding program quality and accountability, monitoring and support, standards implementation, program evaluation, and finance.

Financial Resources for Section E:

In-kind: state salaries and fringe of Office of Early Childhood and State Department of Education staff assigned to key activities 1 through 7.

Grant funding:

School readiness liaison salaries and benefits for each year $533,550 for a total of $2,134,200. CLASS training $42,400.

40 percent of salary and fringe for Office of Early Childhood grant accountability and reporting coordinator: $67,834 (year 1); $70,169 (year 2); $72,492 (year 3); S74,817 (year 4) for a total of S285,312

40 percent of salary and fringe for Office of Early Childhood family engagement/community outreach specialist: $67,834 (year 1); $70,169 (year 2); $72,492 (year 3); $74,817 (year 4) for a total of S285,312

F. **Alignment within a Birth through Third Grade Continuum (20 points)**

Connecticut has made significant strides toward aligning its systems and programs that serve children from birth through grade three. This progress is helping children and their families transition across the developmental continuum and ensure that programs and systems are aligned to promote positive growth and development among young children. A major contribution to this work included aligning early childhood governance within the Office of Early Childhood, a new cabinet-level agency responsible for the administration, coordination, and improvement of early childhood services in the state.

Financial Resources for Section F:

In-kind: state salaries and fringe of OEC staff assigned to key activities 1 through 4.

Additional state funding for third-party evaluation estimated at S3,084,009

Grant funding:

60 percent of salary of Office of Early Childhood staff member for family engagement/community outreach in years one and two of the grant: $101,751 (year one); $105,254/year (year two); ($108,738 (year 3); and $112,225 (year 4) for a total of $427,968.

20 percent of salary of Office of Early Childhood accountability and reporting coordinator for S33,917 (year 1); $35,085 (year 2); S36,246 (year 3); and $37,408 (year 4) for a total of $142,656

Third-party evaluation contractor: $328,076 (year 1); S178,251 (year 2); $189,444 (year 3); and S177,820 (year 4). Total is S873,591.

G. **Budget and Sustainability**

Connecticut will use the funds from this grant and any matching contributions to serve the number of children described in its ambitious and achievable plan for each year, including using the funds for the projected per child costs for new and improved State Preschool Program. The budget includes costs associated with state level infrastructure and quality improvement initiatives, as well as the local preschool program costs for expansion of 428 new spaces and improvement to 284 existing spaces, to serve eligible four-year olds. The State Preschool Program slot costs are reasonable and sufficient to ensure High-Quality Preschool Programs.

Budget Plan and Evidence

The following outlines the budget plan and evidence on how the funding for and implementation of Connecticut's ambitious plan for early care and education will be achieved by state and Subgrantee efforts. The State of Connecticut budget for the Preschool Development Grant – Expansion Grant includes a budget that is consistent with the requirements of the grant and reasonable for successful implementation of the state's plan for high-quality preschool opportunities and improvement of infrastructure supporting the needs of young children and their families. The $47,566,327 budget is shown over a four year period starting in 2015. A 65% state match will provide support and continued sustainability of quality initiatives and services.

The budget includes costs associated with state level infrastructure and quality improvement initiatives, as well as the local preschool program costs for expansion of new spaces and improvement to existing spaces, to serve eligible four-year olds.

The selection criteria and rationale for the choice of Subgrantees, high-need communities, and project proposals for implementing Connecticut's Preschool Program Plan with 14 communities, is documented in the budget and budget narrative and Section D of the application.

Budget Structure

The structure for the implementation of the plan and the budget for use of the federal Preschool Development Grant funding is organized at two levels, state and local. The overall quality improvement infrastructure for preschool programs will be provided at the state level. The monitoring, data collection, evaluation, reporting and supports for quality improvement, coordination of family engagement and outreach to hard-to-reach families, dual-language learners and children with disabilities and delays, will be provided at both the state and local levels.

The state will hire two (2) staff positions, a Family Engagement/Community Outreach Specialist and a Preschool Development Grant Accountability and Reporting Coordinator, in the Office of Early Childhood (OEC) (See Appendices #9 and #10 for Job Descriptions). These two positions will have the support of the multiple program divisions and initiatives in the OEC and its partner agencies and organizations. The Family Engagement/Community Outreach Specialist and Preschool Development Grant Accountability and Reporting Coordinator will work with the Subgrantee school readiness liaisons to implement the plan at the local level.

Improvements to programs will ensure that children are receiving the highest quality early care and education experience to succeed in school and life. The state staff and the school readiness liaisons will be responsible for monitoring, evaluating and reporting on the Subgrantees' abilities to provide and maintain consistent and reliable preschool education and services for children and families. The state and Subgrantees will demonstrate success in meeting the intended outcomes of this grant: to maintain fiscal accuracy and accountability; to provide effective and efficient

program management; and to accurately report child and program level data. The local and state level projects, implemented over the four years, will be monitored with plans for continuous improvement, to ensure compliance with the state's plan and the requirements of the federal grant.

The Subgrantees included in this grant were chosen because they have a need for expansion and improvement in preschool settings for eligible four-year olds and the demonstrated ability to reach intended positive outcomes for children and families, maintain accountability, and participate in continuous improvement and evaluation activities. The local school readiness infrastructure, collaboration, and ability to promote, support, and sustain high-quality programs will provide our State Preschool Program the necessary structure for improving the quality of care, education, health, and safety for all children. As part of this grant, funding for additional Full Time Equivalents of school readiness liaisons will be added to the existing Subgrantee budgets, according to the number of classrooms and eligible children supported by this grant.

Overall Budget Categories:

1. **Personnel:** $188,428 for two positions with annual salaries of $94,214 each and anticipated increases of approximately 3% per year to $ 97,446, $100,684, and $103,913 over the four years. The state will hire two (2) staff positions, a Family Engagement/Community Outreach Specialist and a Preschool Development Grant Accountability and Reporting Coordinator, in the Office of Early Childhood (OEC) (See Appendices #9 and #10 for Job Descriptions). Staff will provide support in community outreach, family engagement, monitoring, data collection, accountability and evaluation.
2. **Fringe Benefits:** 80% of salary is the fringe benefit rate per memo from the State Comptroller, with the actual amount and percentage dependent on the health care plan chosen by the employees. (See Appendix #17, Budget Documentation, Memorandum No. 2014-12). Fringe benefits for the two positions equal $150,742, $155, 914, $161,094 and $166,260 for years 1 through 4 respectively.
3. **Travel:** is calculated at $0.55 per mile x 14 sites x 2 site visits x 80 miles, plus $0.55 per mile x 12 meetings with liaisons x 40 miles, plus $4 to round to $1,500.

4. **Equipment:** Not budgeted
5. **Supplies:** are calculated at $1,200 and average $600 each for the Family Engagement/Community Outreach Specialist and the Preschool Development Grant Accountability and Reporting Coordinator.
6. **Contractual:** Includes training equal to $19,550 for Classroom Assessment Scoring System (CLASS) training in year one for Subgrantee liaisons, and $22,850 in year two for CLASS training for Train-the Trainer to ensure sustainability. Third-Party evaluation is budgeted from federal funds at $328,076 in Year 1, $178,251 in Year 2, $189,444 in Year 3 and $177,820 in Year 4, total equal to $873,591. Any additional funding required for this outside evaluation contract will be the responsibility of the state.
7. **Training Stipends:** Training costs shown in Contractual
8. **Other:** $25,000 calculated for the federal evaluation, monitoring and technical assistance at$6,250 each year and is set-aside for work by the state staff to coordination and communicate with Subgrantees.
9. **Total Direct Costs: $2,378,315**
10. **Indirect Costs:** The Office of Early Childhood has no indirect rate and would not be able to establish one within the three months of the grant award.
11. **Funds to be Distributed to Subgrantees:** Over the four years of the grant, a total of $45,188,012 for High-Quality Expansion ($31,860,252) and Improved ($13,327,760) Preschool Spaces with Comprehensive Services, Professional Development and Teacher compensation comparable to public school teachers. This includes Start-up Costs in Year 1, for New Classrooms at $25,000 per classroom, total equal to $675,000. The additional support for Professional Development (Early Learning Development Standards (ELDS), Leadership Development Institute (LDI), Coaching) at $5,000 per classroom, per year for 2 or more staff per classroom. Total equal to $255,000 per year. Transportation equal to $650,943 for 6 communities to transport 473 children. Subgrantee school readiness liaison costs totaling $533,550 for salaries and benefits for the 14 communities. Liaison costs at an average salary rate of $65,000 are included up to a full-time position if at least two classrooms, minus what is already funded from the state.

12. **Funds for Grantee Technical Assistance:** Coordination of work with state staff. Expenditures shown in Item #8. Other.
13. **Total Grant Funds Requested: $47,566,327**

Cost Allocation for Expansion and Improved Spaces

Connecticut has designed the plan to allow for multiple levels of improvement. Because programs are at varying levels of quality and have varying degrees of comprehensive services, professional development support and teacher compensation, this will allow programs to build upon and align existing resources, services and capacity with the high-quality State Preschool Program described in this application. Funding is determined at a per slot rate as shown further below. Funding levels were determined for slots at six hour per day for school-day, school-year and ten hours per day, year-round. Both were calculated as a percentage increase to the existing State Preschool Program rates. The per slot rates for the expansion and improved spaces is approximately 2.1 times the State Preschool Program rates to support the requirements for high-quality. The largest percent of spaces funded in the State Preschool Program and chosen by families are year-round. The school year rate was determined as a of the year-round classroom. The rate for school-year slots also factored in an amount expected as potential in-kind resources and related directly to the costs associated with rent for classroom and playground space, utilities and custodial work. school-year (6 hours/day, 10 months) and year-round (10 hours/day, 12 months). Rates for Improved spaces, with increase in hours from and existing State Preschool Space, such as Part-Day to School-Day, are equal to the rates in this plan minus the rate already paid through the State Preschool Program.

Classroom Costs including Comprehensive Services

Comprehensive services include additional staff or consultants at percentages from 5% to 20% of FTE for classrooms, including the Early Childhood Consultation Partnership (ECCP), education consultants, mental health & health consultants, social workers, family outreach workers, coordinator/assessment staff, and nutritionist are included in the classroom costs including the Early Childhood Consultation Partnership. The Head Teacher will hold a Bachelor's Degree and credentials in early childhood and be paid at a salary comparable to the public school K-12 Teacher. Other teaching and classroom staff as well as administrative staff are included in the

costs, as shown below. Salary calculations were determined from average salaries documented and reported through the Connecticut Department of Education, Office of Early Childhood, Department of Labor, Office of Research, and the Subgrantees, for public school and preschool program salary and benefit rates. (See Appendix #17, Budget Documentation). Benefits are calculated at 28% which is typical of communities in this grant. The program administration costs are budgeted to be low. Please see detailed costs by position or activity in the chart shown further below. In addition,

The following costs were determined as described.

- The federal Child and Adult Care Food Program rates are used for meals and equal $0.82 for Snacks x 2 + $1.62 for Breakfast + $2.98 for Lunch.
- Professional Development is calculated at $3,750 per classroom.
- Substitutes @ $75/day for 10 days for 2 teaching staff, per year plus 4 Professional Development days per year.
- Rent is calculated at rent at 35 sq. ft. per child x 18 children x $3 per month x 12 months + 20% of that rate for playground space.
- Travel is calculated at $660 per year.
- Transportation is calculated at $1,350 per year for each classroom to include field-trips and other basic transportation needs of the program.
- Transportation of children to and from the early childhood program for 6 of the communities equals $650,943, serving 473 of the eligible children.

Comprehensive Services will be provided by all Subgrantees. Additional funding will be needed at varying degrees according to what is already provided and what improvements will be added to existing spaces and services needed for the expansion spaces. Costs for comprehensive services are included within the rate per slot. Personnel costs are calculated as a percent of the salary rates documented by the school readiness programs or as identified by the Connecticut Department of Labor, Office of Research, "Connecticut Occupational Employment & Wages, Statewide 2009." The fringe benefit rate used in these calculations is 28%, which is typical of many of the Subgrantee community's preschool programs.

In addition to the per slot rate, Connecticut proposes to significantly increase the opportunity to improve the outcomes for children by providing training, professional development, coaching and other supports to the staff in these classrooms as described above.

The teacher salary for these programs will be comparable to the salary for the local public school K-12 Teacher. The average salary included for public school teachers equals $52,419, per salary ranges reported by the Subgrantees in their school districts. The 2012-13 Average Teacher Salary for New Teachers Working Full-time, by Degree Level - Bachelor's (State Department of Education) starting salary ranges for new teachers from $40,883 to 46,483 with a statewide average $44,743.

Below please see a detailed list of staff, line items and the percent of a Full-Time Equivalent (FTE) or unit of cost per classroom. A classroom in Connecticut's State Preschool Program is recommended to have a total of 18 children with a staff to child ratio of 1:9.

Budget for Cost Per Classroom and Per Child Costs to determine per Child Rate

Line Item	Cost / Salary	Cost/Salary w/Benefits (28%)	% FTE / Cost, Year-Round	Year-Round Cost	School Year Cost
Teacher	$ 52,419	$ 67,096	100%	**$ 67,096**	**$ 67,096**
Assistant Teacher	$ 28,750	$ 36,800	138%	**$ 50,600**	**$ 36,800**
Floater	$ 20,750	$ 26,560	138%	**$ 36,520**	**$ 18,592**
Administration & Fiscal & Audit	$ 93,695	$ 119,930	8%	**$ 8,995**	**$ 5,996**
Clerical & Data Collection	$ 50,045	$ 64,057	20%	**$ 12,811**	**$ 9,609**
Coordinator + Evaluate, Monitor, Report	$ 65,000	$ 83,200	20%	**$ 16,640**	**$ 12,480**
Education Specialist	$ 85,000	$ 108,800	15%	**$ 16,320**	**$ 8,704**
Health & Mental Health Specialist (& ECCP)	$ 65,000	$ 83,200	5% + 18%	**$ 19,136**	**$ 19,136**
Social Services / Family Coordinator	$ 40,240	$ 51,507	20%	**$ 10,301**	**$ 10,301**
Outreach Worker & Parent Activities	$ 28,000	$ 35,840	20%	**$ 7,168**	**$ 7,168**
Nutritionist	$ 78,000	$ 99,840	8%	**$ 7,488**	**$ 4,992**
Meals & Snacks	$ 27,855	$ 27,855	100%	**$ 27,855**	**$ 17,552**
Classroom, Instructruction, & Assessment Materials	$ 6,750	$ 6,750	100%	**$ 6,750**	**$ 6,750**
Professional Development	$ 3,750	$ 3,750	100%	**$ 3,750**	**$ 3,000**
Substitutes	$ 2,625	$ 2,625	100%	**$ 2,625**	**$ 2,100**
Transportation	$ 1,350	$ 1,350	100%	**$ 1,350**	**$ 1,350**
Travel	$ 660	$ 660	100%	**$ 660**	**$ 660**
Rent	$ 22,680	$ 22,680	100%	**$ 22,680**	**$ 18,900**
Utilities	$ 2,400	$ 2,400	100%	**$ 2,400**	**$ 2,000**
Custodian & Security	$ 28,000	$ 35,840	8%	**$ 2,688**	**$ 4,480**
Playground Space	$ 4,536	$ 4,536	100%	**$ 4,536**	**$ 3,780**
Cost Per Classroom				**$ 328,370**	**$ 261,446**
Cost Per Child				$ 18,243	$ 14,525*
Rate Per Child (18)				**$ 18,200**	**$ 12,800**

* The School-Year Rates are reduced by the anticipated In-Kind Contribution in School District locations of $1,725 per space supporting line items such as Rent, Utilities, Playground Space, and Custodial & Security.

Expanded and Improved Slot Rates (to be paid per eligible child in this grant program).
See Section D, Table "Targets for each year of the Preschool Development Grant" for number of spaces to be funded as expansion and improved .

$12,800 EXPANSION, 6 Hour-Day, School-Year

$18,200 EXPANSION, 10 Hour-Day, Year-Round

$ 8,300 IMPROVED, 2.5 Hour-Day to 6 Hour-Day, School-Year

$ 6,800 IMPROVED, add to existing 6 Hour-Day, School-Year

$ 9,530 IMPROVED, add to existing 10 Hour-Day, Year-Round

The Budget Calculation Averages:

Expansion: $16,194 Average for Rates per Slot.

Average with Prof. Dev., Transportation, Subgrantee Liaison & Start-up Cost = $18,610

Improved: $ 9,710 Average for Rates per Slot.

Average with Prof. Dev., Transportation, & Subgrantee Liaison = $11,732

State Match for Implementation

Connecticut is committed to improving quality in the State Preschool Program through this grant and to sustaining these efforts after the grant is completed. A state funding match of $(b)(4) %) will support the work of this grant and the state level infrastructure will also sustain the work and align with the structure and intent of the grant. This match includes the increase from SFY 2014 to SFY 2015 for the State Preschool Program of $(b)(4), and includes the state funding for 16 new Child Care Licensing staff with mid-range salary of $(b)(4) %) in benefits, and one new Child Care Licensing Supervisor positions with mid-range salary of $(b)(4) %) in benefits are included in the match. The 80% rate for benefits is per the State Comptroller tax and withholding rates and average for health care insurance, per year. (See Appendix #17, Budget Documentation for Memorandum No. 2014-12). Actual health care costs are dependent on the health care plan chosen by the employee. Each position is calculated to receive an increase in salary of approximately (b)(4)% for each year following. Twelve of the sixteen are included in the Year 1 match, to allow for any potential delays in hiring. This commitment to quality and safety is shown in the state level infrastructure line in Table A. Part II, 2A. Also included in the state match for infrastructure is

$[(b)(4)] from the $[(b)(4)] in state bond funds for the integrated Early Childhood Information System (ECIS). This system will provide a mechanism for streamlined reporting and data analysis and help support a coordinated system of early care and education in Connecticut. This demonstrates Connecticut's intent and work for sustainable infrastructure and the opportunity for continued program evaluation and review of the success of children from birth through Grade 12. The ECIS will be built to link to the State Longitudinal Data System for Pre-K through Grade 12 and the P-20WIN system that includes Higher Education and Workforce data.

Sustainability

The commitment to the success in program implementation and appropriate use of funds to further the goals of the state's ambitious and achievable plan during the four years of this grant and to sustain the work and support the systems and high-quality programs in the years after the grant has ended is evident in the budget, the plan, and application narrative. Connecticut's investment in early childhood has never been stronger. The Governor, the state Legislature, advocates, and state, community, and philanthropic organizations have created the Office of Early Childhood. It is the work of this growing agency to coordinate the infrastructure and programs and services for young children and their families. From State Fiscal Year 2014 to 2015 we have seen a significant investment in new funding, over $[(b)(4)], in quality, health and safety, comprehensive services and additional State Preschool Spaces. This includes the Governor's FY15 allocation of an additional 1,020 State Preschool spaces in Connecticut's highest-need communities. This new state funding will also and support professional development, child care licensing staff, criminal background checks, and other statewide infrastructure.

Connecticut is implementing the Smart Start program, funding local school districts to serve three- and four-year-olds with certified teachers in programs operated by the local Boards of Education. The $[(b)(4)] Smart Start initiative funded over a 10-year period has the potential to expand the State Preschool Program by another 2,000 slots. Bond funding for capital improvements ($[(b)(4)] this year) begins in Fiscal Year 2015 and operating funding begins as

early as July, 2015 for Fiscal Year 2016. A Request for Proposals is under development and will be issued by the Office of Early Childhood in November, 2014.

The State is going to provide additional financial support, in addition to the state match outlined above, for comprehensive services and teacher salary differential for the prorated share of costs for 176 non-eligible children in the improved classrooms, if there are at least 9 eligible children in that classroom. This will allow programs to maintain the socio-economic and age mix of three- and four-year olds determined preferable for children in these programs.

The early learning providers in the 14 Subgrantee communities have good access to other community and state resources, which provides for continued support of the early learning programs. Of the Subgrantee communities, seven have direct access to Maternal, Infant, and Early Childhood Home Visiting (MIECHV) services and the other 7 have state funded home visiting services, nine have Family Resource Centers providing community to school connections and services, eight have Head Start programs, two have Early Head Start Programs, four have state funded infant and toddler child care spaces, and four have state funded school age afterschool care spaces. All have access to the following Office of Early Childhood programs: Care 4 Kids child care subsidy program funded through the Child Care and Development Fund (CCDF); the State's Child Care Infoline; Nurturing Families Network with the Ages to Stages Questionnaire; United Way of Connecticut 2-1-1 InfoLine and Resource and Referral system.

Extended Fiscal Year

Connecticut requests consideration for the option to budget on the State Fiscal Year, July 1 to June 30, instead of by calendar year. This was stated as a potential option on the webinar on October 3, 2014. Budgeting for the State Fiscal Year will allow us to maintain consistency with budgeting practices by the state and the local preschool programs. If permitted, the funds for 2018 would be obligated by December of 2018 and the balance liquidated by June 30, 2019.

Number of Expansion and Improved Preschool Spaces and Locations

428 New Expansion Spaces in 14 High-Need Communities

284 Improved Spaces in 14 High-Need Communities

Bridgeport

180 New Expansion Spaces

Wilbur Cross School, Bridgeport

Black Rock School, Bridgeport

PL Dunbar School, Bridgeport

Precious Memories, Bridgeport

Lovable Angels, Bridgeport

Affordable and Loving Angels, Bridgeport

90 Improved Spaces

Beardsley School, 500 Huntington Road, Bridgeport

Cesar A. Batalla School, 606 Howard Ave., Bridgeport

YMCA Kolbe Early Care and Learning Center, 401 Kossuth Street, Bridgeport

St. Mark's Day Care, 368-70 Newfield Avenue, Bridgeport

ABCD/Jamie A. Hulley Child Care Center, 460 Lafayette Street, Bridgeport

Derby

17 New Expansion Spaces

Potential facilities in Ansonia, Beacon Falls, Derby, Seymour, & Shelton

18 Improved Spaces

Lower Naugatuck Valley School Early Ch Ed Program, 80 Howard Avenue, Ansonia

East Haven

18 New Expansion Spaces

180 Prospect Road, East Haven or

290 Dodge Avenue, East Haven

18 Improved Spaces

East Haven School Readiness, East Haven

Griswold

12 **New Expansion Spaces**

Griswold High School, 267 Slater Avenue, Griswold

21 **Improved Spaces**

TVCCA-Little Learners-Griswold High School, 267 Slater Avenue, Griswold

Groton

15 **Improved Spaces**

ECDC, 591 Poquonnock Road, Groton

Hamden

18 **New Expansion Spaces**

Dunbar Hill, public school building, Hamden

Church Street, public school building, Hamden

Helen Street, public school building, Hamden

Alice Peck, public school building, Hamden

Keefe Community Center Preschool, Hamden

Private Provider location to be determined

Hebron

9 **New Expansion Spaces**

Gilead Hill School, 580 Gilead Street, Hebron

9 **Improved Spaces**

Gilead Hill School, 580 Gilead Street, Hebron

Killingly

18 **New Expansion Spaces**

Goodyear Early Childhood Center, Killingly

18 **Improved Spaces**

Goodyear Early Childhood Center, Killingly

Manchester

36 **New Expansion Spaces**

Nike Tykes Preschool Center, 255 Garden Grove Road, Manchester or

Manchester Preschool Center, 60 Washington Street, Manchester

20 **Improved Spaces**

Nike Tykes Preschool Center, 255 Garden Grove Road, Manchester or

Manchester Preschool Center, 60 Washington Street, Manchester

Naugatuck

43 **New Expansion Spaces**

Naugatuck YMCA, Naugatuck and/or

Naugatuck Daycare, Inc., Naugatuck

Seymour

5 **New Expansion Spaces**

TEAM or Seymour Public Schools Pre-School, 51 Skokorat Street, Seymour

13 **Improved Spaces**

TEAM or Seymour Public Schools Pre-School, 51 Skokorat Street, Seymour

Torrington

42 **New Expansion Spaces**

Southeast Elementary School, 184 Oak Avenue, Torrington

38 **Improved Spaces**

Litchfield County Head Start, 57 Forest Court, Torrington

Torrington Child Care Center, 338 Kennedy Drive, Torrington

Southeast Elementary School, 184 Oak Avenue, Torrington

Hilltop Christian Nursery School, 837 Charles Street, Torrington

Vernon

21 **New Expansion Spaces**

Center Road School, 20 Center Road, Vernon

15 **Improved Spaces**

Center Road School, 20 Center Road, Vernon

Wolcott

9 **New Expansion Spaces**

Children's Village, Inc., 545 Boundline Rd., Wolcott

9 **Improved Spaces**

Children's Village, Inc., 545 Boundline Rd., Wolcott

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

The Connecticut Office of Early Childhood

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*						
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

Indirect Cost Information** ***(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) . . Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) . . If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ☐ To: ☐ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): ☐

The Indirect Cost Rate is ☐ %.

(3) . . For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ☐ %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1.". Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
The Connecticut Office of Early Childhood		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

Tracking Number:GRANT11757350 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-10T13:57:47-04:00

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Myra		Jones-Taylor	Ph.D

Address:

Street1: 165 Capitol Avenue
Street2: Room G29
City: Hartford
County: Hartford County
State: CT: Connecticut
Zip Code: 06106-1659
Country: USA: UNITED STATES

Phone Number (give area code): 860 713 6411
Fax Number (give area code): 860 713 7054

Email Address: myra.jones-taylor@ct.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☒ Yes Provide Exemption(s) #: 1,2

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

ExemptResearch.pdf | Delete Attachment | View Attachment

Exempt Research

The proposed research is exempt because:

1. It will be conducted in established educational settings using normal educational practices and will be comparing the effectiveness between children whose teachers have higher educational qualifications, higher compensation, and high-quality professional development vs. the effectiveness of preschool programs whose teachers have lesser qualifications, lesser compensation, and professional development of lesser quality. No new educational practices are being introduced to the sites that are not widely used for similar populations of children.
2. It will only involve the use of educational tests of development and observation of children's behavior in the classroom with informed written consent of each child's parent. The investigator will be a third-party evaluator who will not participate in the activities being observed.