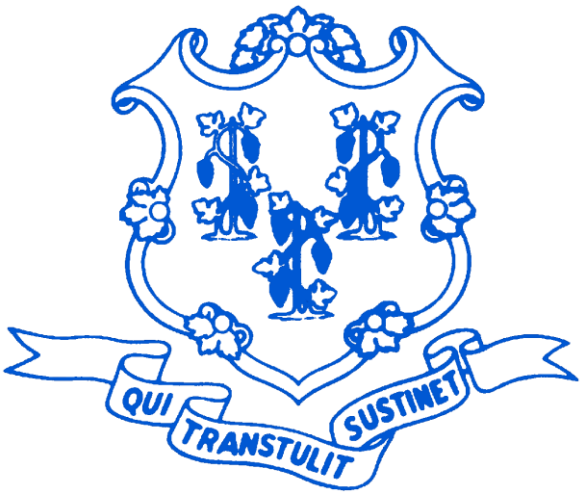
Race to the Top

Application for Initial Funding

CFDA Number 84.412A

Connecticut

Early Learning Challenge



Submitted by:

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NARRATIVE SECTION

State of Connecticut

CFDA#84.412A

VI. SELECTION CRITERIA

Core Areas -- Sections (A) and (B)
States must address in their application all of the selection criteria in the Core Areas.

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. *(20 points)*

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

(a) Financial investment, from five years ago to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

(b) Increasing, from the previous five years to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
  - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
  - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
  - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age, race, and ethnicity. (see Table (A)(1)-3).
- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.

- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the previous five years (2009-2013) (see Table (A)(1)-4) to the present.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the previous five years (2009-2013) (see Table (A)(1)-5) to the present.
- The completed table that describes the current status of the State's Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State's Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

Section A: State's Past Record and Early Learning Reform Agenda

Introduction: Successful State Systems

In education we have an achievement gap. In early childhood we have an opportunity gap. In Connecticut, 22,000 young children with high needs have access to high-quality early learning experiences while 25,000 of their peers also with high needs do not. The first group has benefitted from decades of policy that directed state funds to create high-quality center-based programs in the communities of highest need. The 25,000 who make up the latter group have been the less fortunate recipients of decades-long policy that viewed the state's child care subsidy program, Care 4 Kids, as a work support program for adults first and an opportunity to support the development of children with high needs a distant second. Connecticut's early childhood reform agenda and High Quality Plans for the Race to the Top-Early Learning Challenge will unify this bifurcated early learning and development system for children with high needs.

Our State High Quality Plan will dramatically shrink Connecticut's opportunity gap by increasing the number of children with high needs who have high-quality early learning experiences. We intend to deploy the strategies described in our application to achieve the following by 2017:

- **Increase the number of children with high needs who are enrolled in high quality early learning and development programs by 9,500;**
- **Double the current number of high quality programs for children with high needs by moving 500 programs to the highest levels of quality; and**
- **Decrease the readiness gap at kindergarten by 5 percent.**

The opportunity gap between the child subsidy and our state prekindergarten programs is a vestige from an era when child care and early education were separate agendas managed by different state agencies. With the establishment of the Office of Early Childhood in Connecticut, the traditional early education programs as well as the child care subsidy program will be administered by a single agency. It is time, therefore, to align the quality expectations for every

one of these programs so that all children with high needs have access to high quality early learning experiences.

Our goals are ambitious because we are not focusing on areas where we have already achieved quality; we are turning our attention to programs where the quality is either baseline or unknown. Connecticut's state plan for RTT-ELC sets its sights on parts of our early learning and development system that historically have been difficult to reach. Still, we are committed to this plan and up to the task.

Connecticut was not awarded a Race to the Top-Early Learning Challenge (RTT-ELC) grant during the first selection process. Rather than shelve our application we used it as a blueprint for how to advance our objectives. We pursued our 2011 RTT-ELC proposal as if we had won the award, using it to guide all of the efforts tied to our early childhood reform agenda. In the two years since the first RTT-ELC awards were made, Connecticut has achieved the following:

- Created one of the nation's most comprehensive state agencies devoted entirely to early childhood;
- Developed our state's Early Learning and Development Standards;
- Developed our state's Workforce Core Knowledge and Competency Standards;
- Developed all program standards and criteria for our Tiered Quality Rating and Improvement System (TQRIS); and
- Started development of our state's Early Childhood Information System.

The significant resources provided with an RTT-ELC award, combined with the continued leadership and support of Governor Dannel Malloy, will enable Connecticut to make a significant difference in the lives of children with high needs in our state and enhance their ability to enter kindergarten ready to succeed in school and in life.

A(1) Demonstrating Past Commitment to Early Learning and Development

Introduction

Connecticut has invested heavily in early childhood programs and has created many nationally-recognized programs. But until now, the state has not been able to create the truly integrated, comprehensive early childhood system we need to reach larger numbers of children with high needs from birth to age five. As a result, too many of our most vulnerable young children are not prepared to succeed in school, a problem demonstrated in part by the state having one of the largest K-12 academic achievement gaps in the nation.

Through our investments over the last decade and in the last few years in particular, however, Connecticut has laid a solid foundation to reverse this pattern through a series of comprehensive, coordinated efforts to expand our capacity to provide high-quality early learning and development services and, at the same time, to increase the number of children with high needs enrolled in these programs. As detailed in this section and others, these efforts include such critical developments as the establishment of a new state agency, the Office of Early Childhood (OEC) dedicated to coordinating and improving all of the individual agency programs and components that make up a cohesive high-quality early childhood system; the beginning of an Early Childhood Information System (ECIS); the award of an Enhanced Assessment Grant (EAG) that is helping Connecticut work with leading states and institutions to develop a new Kindergarten Entry Assessment; the development of new Early Learning and Development Standards (ELDS) for children; the development of early learning programs standards and Workforce Core Knowledge and Competencies (CKCs) for the staff who provide these services, both of which are aligned with a new Tiered Quality Rating and Information System (TQRIS); and the award of an Early Childhood Comprehensive Systems grant to enhance our statewide screening system for children from birth to five.

Beyond these efforts and despite the achievement gap that we are working to eliminate, our history and track record in serving children with high needs and in emphasizing quality improvement offers much to celebrate. For example:

- Connecticut currently serves more than 22,000 children with high needs in programs that already meet the highest standards because of Connecticut's long-standing policies requiring its publicly-funded preschool programs to provide the highest quality services for children with high needs.
- Connecticut's School Readiness Program provides a full-day, full- year high quality program for 3- and 4-year old children, making it one of the most far-reaching state prekindergarten programs in the country (National Institute for Early Education Research annual report, "The State of Preschool 2012.")
- Connecticut ranks third in the nation for the number of programs accredited by the National Association for the Education of Young Children (NAEYC).

With these accomplishments upon which to build, Connecticut is well positioned to use RTT-ELC funding to expand and enhance these critical efforts in order to bridge the achievement gap for children with high needs in our state.

Connecticut's RTT-ELC State Plan will accelerate the momentum created by Governor Dannel Malloy's Executive Order #35, issued June 24, 2013, (See Appendix 4 (A)(1)-1) which established a new cabinet-level state agency, the Office of Early Childhood (OEC). This new agency brings together programs from four different state agencies (with a fifth pending) to accomplish the following:

1. Improved outcomes for young children through better access and unified quality.
2. Streamlined information for parents.
3. Coordination across programs and services.
4. Alignment of efforts to promote all aspects of child development.
5. Efficiencies to avoid duplication and provide better value.
6. Accountability for the quality and equitable distribution of programs and for results.

Most of the state programs related to RTT-ELC objectives have been transferred or under consideration to be transferred into the OEC which now has comprehensive responsibility for early childhood programs, encompassing:

- Workforce development
- Program quality and improvement
- Standards curriculum and assessment

- State grants and subsidies for pre-kindergarten (School Readiness), Head Start, and child care
- Child Care Development Funds
- Child care licensing
- Home visiting[1]
- Family engagement
- Head Start collaboration
- Early childhood special education (Individuals with Disabilities Education Act (IDEA) Part B, Section 619)

In addition, a study to be completed by January 1, 2014, will evaluate the feasibility of transferring the IDEA Part C program to OEC by July, 2014.

Children with High Needs[2]. The United States Census Bureau estimates that the birth to age five population in Connecticut is 235,602. We estimate that some 79,000, or 34 percent, of the children in this age group live in low-income households (See Table (A)(1)-1). This estimate is based upon the number of children eligible for and participating in the state's Medicaid/CHIP program, Healthcare for Uninsured Kids and Youth (HUSKY). The figure was validated by examining the reported number of children from birth to age five who are eligible for free and reduced priced lunch, both of which are indices for poverty. The state also has a significant number of special populations of children with high needs, including roughly 9,142 children with disabilities or development delays and 13,665 who are English Language Learners (See Table (A)(1)-2). Factoring in the overlap between low-income and special populations, we conservatively estimate that there are 80,000 children with high needs in the state.

While children with high needs can be found in every community in Connecticut, the state categorizes particular school districts that have large numbers of children with high needs

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1 *The Department of Public Health must relinquish MIECHV. HRSA will then consider an application for the MIECHV programs grant from the OEC. OEC will file the same application previously submitted and awarded by DPH only changing the lead agency in the application. We do not anticipate any challenges to our successful state application. OEC and DPH are collaborating throughout this process now (see DPH – OEC MOU in Appendix)).*

2 ***The state's definition includes children from birth through age five who are from low-income families or otherwise in need of special assistance and support, including those who have disabilities or developmental delays, who are English language learners, who reside on Indian lands, or who are migrant, homeless, or in foster care.***

as "priority" districts. School districts that are not priority districts but have at least one school with large numbers of children with high needs are categorized as "competitive" school districts. The state-funded prekindergarten program, called "School Readiness," only serves children in these priority and competitive districts.

A geographic analysis of children enrolled in the IDEA Part C program administered by the State Department of Developmental Services corroborates the decision to prioritize services by targeting them to these districts. Nearly three out of four, or 72 percent, of eligible infants and toddlers served by Connecticut's Part C program, called the Birth to Three System, live in communities with School Readiness programs.

Connecticut's current kindergarten entry assessment, known as the Kindergarten Entry Inventory (KEI), provides a snapshot of children's readiness. The following table illustrates that nearly one in four children entering kindergarten is categorized needing "a large degree of instructional support" and it shows that among children living in poverty, the percentages are even greater.

Domain	**2012 KEI Results: Percent of Children that…**					
	Need substantial instructional support		**Inconsistently demonstrate skills**		**Consistently demonstrate skills**	
	13 high need districts*	Statewide	13 high need districts	Statewide	13 high need districts	Statewide
Language	29%	22%	43%	40%	28%	38%
Literacy	29%	22%	42%	39%	29%	38%
Numeracy	27%	19%	44%	41%	29%	40%
Physical / Motor	13%	10%	44%	40%	42%	50%
Creative / Aesthetic	14%	11%	46%	40%	40%	50%
Personal / Social	21%	16%	45%	42%	34%	42%

*These high-need districts are Bridgeport, Danbury, East Hartford, Hartford, Meriden, New Britain, New Haven, New London, Norwalk, Norwich, Stamford, Waterbury, and Windham and the results are further limited to comprise of only students who qualify for free or reduced lunch status.

In the 2011-12 school year, parents of children from our priority school districts who entered kindergarten reported that 70 percent of the children had had preschool experience. And parents from competitive districts reported that 80 percent of children had had preschool experience. These figures compare to nearly 90 percent in all other communities statewide. Unfortunately, because those figures were captured prior to the implementation of our TQRIS

and because they were self-reported by parents, we have no way of knowing the quality of the care these children received. Support from RTT-ELC to fully implement our TQRIS will allow Connecticut to get a much better understanding of the story behind numbers like these.

Table (A)(1)-1: Children from Low-Income[3] families, by age		
	Number of children from Low-Income families in the State[1]	**Children from Low-Income families as a percentage of all children in the State[2]**
Infants under age 1	16,833	45.85%
Toddlers ages 1 through 2	30,311	39.63%
Preschoolers ages 3 to kindergarten entry	32,222	26.32%
Total number of children, birth to kindergarten entry, from low-income families	79,357	33.68%
[1]Low-income is defined as having an income of up to 200% of the Federal poverty rate.		
Data Sources: *[1]Connecticut Department of Social Services Husky A Eligible recipients Report, Monthly Average SFY13* *[2]Total number of children is from the US Census Bureau, Estimates of the Resident Population by Single Year of Age, July 1, 2012 (Total 0-5 population = 235,602).*		

Table (A)(1)-2: Special populations of Children with High Needs
The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.

Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who…	Percentage of children (from birth to kindergarten entry) in the State who…
Have disabilities or developmental delays[1]	9,142[1] (Part C 4,517. Part B 4,625)	3.9%
Are English learners (home languages other than English)	13,665[2]	5.8%
Reside on "Indian Lands"	55	0.02%
Are migrant[2]	Since Connecticut ceased its participation in the federal Migrant education program, it does not have a way to identify these students.	
Are homeless[3](as defined by section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)	4,776[3]	2.0%
Are in foster care	1,906	0.81%
Other as identified by the State Describe: Children in emergency homeless shelters	969	0.41%
Children in transitional housing	264	0.11%
Children in domestic violence shelters	990[4]	0.42%
Children in Department of Children and Families (DCF) supportive housing	423	0.18%
DCF Open Cases	19,020	8.07%
Children with Special Health Care Needs	23,325	9.9%

[1]Children with disabilities or developmental delays are defined as children birth through Kindergarten entry that have an IFSP or an IEP.
[2]Children birth through Kindergarten entry who meet the definition of migratory child in ESEA section 1309(2).
[3]The term "homeless children" as the meaning given in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Data Sources:
[1]School Year 2012-13 (based on Special Education Data Application and Collection (SEDAC) Oct. 1, 2012 Part B Section 619 snapshot (4615), Birth to Three, IDEA Part C (4517), Dec 1, 2012.
[2]Institute for Children, Poverty, and Homelessness, 2010-2011.
3Connecticut Coalition to End Homelessness (CCEH), CT FY 2013
Total number of children is from the US Census Bureau, Estimates of the Resident Population by Single Year of Age, July 1, 2012 (Total 0-5 population = 235,602).
[3] CT Department of Children and Families, 2012

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age *Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*				
Type of Early Learning and Development Program	**Number of Children with High Needs participating in each type of Early Learning and Development Program, by age**			
	Infants under age 1	**Toddlers ages 1 through 2**	**Preschoolers ages 3 until kindergarten entry**	**Total**
State-funded preschool *Specify: School Readiness* *Data Source and Year: May 2013 School Readiness Monthly Data Report*	N/A	N/A	10,041	10,041
Early Head Start and Head Start[1] *Data Source and Year:* Total funded enrollment by age estimated using percentage of cumulative enrollment by age, Head Start Program Information Report 2012.	224	851	7,881	8,956
Programs and services funded by IDEA Part C and Part B, section 619 *Data Source and Year: Part C IDEA sect 618, Dec. 12, 2012 Part B, Pre-K to Kindergarten entry(2012-13)*	425	3,985	4,625	9,035
Programs funded under Title I of ESEA *Data Source and Year: 2011-12 Consolidated State Performance Report Part II. Due to collection of data issues, the age breakouts are prorated for ages 0 through 2.*	50	101	3,998	4,149
Programs receiving funds from the State's CCDF program *Data Source and Year:* SFY 2013 Monthly Average. Includes Care 4 Kids, School readiness and Child Day Care programs shown separately. Due to collection of data issues, the age breakouts are prorated for ages 0 through 2.	2,457	4,915	8,043	15,415

[1]Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age *Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*				
Type of Early Learning and Development Program	**Number of Children with High Needs participating in each type of Early Learning and Development Program, by age**			
	Infants under age 1	**Toddlers ages 1 through 2**	**Preschoolers ages 3 until kindergarten entry**	**Total**
Other *Specify: Family Resource Centers* *Data Source and Year: 2012-13. Due to collection of data issues, the age breakouts are prorated for ages 0 through 2.*	913	1,826	3,177	5,916
Other *Specify:* **State Funded Child Care Centers** *Data Source and Year:* SDE, School Readiness, 2013. 85% of children estimated to be high-need. Due to collection of data issues, the age breakouts are prorated for ages 0 through 2.	377	754	2,556	3,687
Other **Specify: Children's Trust Fund** Includes Nurturing Families Network, Family School Connection and Help Me Grow	1,800	2,790	2,360	6,950

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity
Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool *Specify*: *School Readiness, Competitive and Priority*	4743	22	406	3249	6	86	2643
Early Head Start and Head Start[1]	1,051	27	184	2,549	15	1,132	3,654
IDEA, Part C	1,300	9	130	471	23	96	2,381
IDEA, Part B, section 619	1,177	15	180	512	2	146	2,593
Early Learning and Development Programs funded under Title I of ESEA	235	2	40	60	1	19	212
Early Learning and Development Programs receiving funds from the State's CCDF program[3]	5,903	208	184	5,180	32	1,006	4,314
Child Day Care Programs (DSS count of state subsidized child care in public or private nonresidential licensed child care centers	1,293	46	40	1,135	7	220	945

Including Migrant and Tribal Head Start located in the State.

A(1)(a) Financial Investment in Early Learning and Development Programs

Over the past five years, the state of Connecticut spent nearly $1.25 billion on early learning and development programs. This represents a 12.36 percent increase in funding for early learning and development between 2009 and 2013, despite the economic downturn and a very slow economic recovery. Connecticut's investments in early learning and development programs totaled $267,556,988 in 2013. Most programs have income eligibility and/or developmental delay criteria consistent with the state's definition of children with high needs and all include a proportion of children—on average 5.8 percent—who are English language learners. This annual spending translates to $1,136 per child below kindergarten or $3,371 per high needs child below kindergarten.

Private and philanthropic support complements state investments. The Connecticut Early Childhood Funders Collaborative was created in 2011 to partner with the state in providing funding and support for the early childhood planning office that predated the creation of the Office of Early Childhood. Private and philanthropic funders in Connecticut have invested $14-$16 million per year in early childhood efforts for the past several years.

Table (A)(1)-4: Historical data on funding for Early Learning and Development

Type of investment	Funding for each of the Past 5 Fiscal Years				
	2009	2010	2011	2012	2013
State spending on Head Start[4]	$5,112,090	$5,112,091	$5,338,150	$5,280,593	$5,480,593
State-funded preschool *Specify:* School Readiness Program	$70,785,087	$72,817,395	$73,375,298	$73,841,238	$78,354,854
State contributions to IDEA Part C	$42,866,868	$40,506,601	$41,193,555	$39,840,094	$42,713,908

[1] Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.
[4] Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs. This is not additional funding but is a subset of State-funded preschool funding and State contributions to CCDF

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	**Funding for each of the Past 5 Fiscal Years**				
	2009	**2010**	**2011**	**2012**	**2013**
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	No separate state allocation for IDEA Part B Section 619 for children in the preschool grades receiving special education and related service.				
Total State contributions to CCDF[1] *Specify*: Care 4 Kids	$62,029,349	$54,579,020	$75,308,237	$66,832,106	$60,944,846
State match to CCDF *Exceeded*	$18,264,647	$18,349,360	$17,637,477	$18,201,069	$17,825,923
TANF spending on Early Learning and Development Programs[2]	$99,810,641	$97,747,396	$101,375,372	$114,672,912	$102,612, 612
Other State contributions *Specify: :DPH Licensing activities*	$4,795,028	$4,421,612	$4,875,368	$4,172,201.	$3,841,974
Other State contributions *Specify:* Family Resource Centers	$5,739,414	$6,041,488	$6,041,488	$6,041,488	$7,582,414
Other State contributions *Specify:* State Subsidized Child Care Centers	$15,881,098	$15,350,228	$15,881,098	$18,313,103	$18,411,594
Other State contributions *Specify:* Children's Trust Fund including Nurturing Families, Help Me Grow, Family School Connection	$11,656,034	$11,073,233	$11,641,326	$11,671,218	$11,671,218
Other State contributions *Specify:* Care 4 Kids Eligibility Processing System Support	$557,142	$494,895	$456,227	$512,156	$488,070
Other State contributions *Specify*: Child Care Facilities Loan Fund Debt Service Support	$3,989,335	$4,439,922	$4,457,899	$4,287,142	$4,286,741
Other State contributions *Specify*: Early Childhood Information System	0	0	0	0	$6,000,000
Other State contributions *Specify*: Minor Capital Improvement Bond Funds	$1,500,000[1]	1,500,000[1]	1,500,000[1]	11,500,000	11,500,000
Private Contributions	$13,207,247	$15,677,150	$14,357,978	$16,687,683	$16,280,776[1]
Total State contributions:	$238,118,692	$232,013,635	$254,426,632	$258,979,022	$267,556,988

(A)(1)(b) Increase in Participation of High-Needs Children in Early Learning and Development Programs.

In 2009, Connecticut began to ramp up investments in early learning and development. Following the economic downturn and extremely slow recovery in our state, Connecticut continues to increase the number of children with high needs who are participating in its core Early Learning and Development Programs. For example:

- Participation in School Readiness programs increased by 28 percent, from 7,856 to 10,041, between 2009 to the present.
    - This includes Governor Malloy's addition of 1,000 School Readiness slots as part of his Education Reform Package of 2012.
- Participation in State-supported Child Day Care increased by 10 percent, from 3,340 to 3,687. (Shown in Table (A)(1)-5 for details and Table (A)(1)-3 for participation of children in programs by age.)

It should be noted that Connecticut has high standards for a large number of its state-funded program, and 22,000 children with high needs are already in accredited or Head Start programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State *Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*					
Type of Early Learning and Development Program	**Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years** (state and federally funded)				
	2009	**2010**	**2011**	**2012**	**2013**
State-funded preschool *(annual census count; e.g., October 1 count)* *Specify: School Readiness*	7,856	9,229	8,913	9,346	10,041
Early Head Start and Head Start *(funded enrollment)* FY 2012 *Office of Head Start Program Information Report	8,546	8,295	8,380	8,773	8,956
Programs and services funded by IDEA Part C and Part B, section 619	9,497	9,165	9,055	9,035	*Not yet available*
Programs funded under Title I of ESEA *(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)2013 is projected based on 2012 data*	3,366	3,808	3,733	4,149	4,149
Programs receiving CCDF funds *(average monthly served)Includes Care 4 Kids. School Readiness and Child Day Care programs shown separately.*	14,422	13,456	13,807	15,968	15,415
Family Resource Centers	6,786	5,697	5,662	5,385	5,916
Child Day Care Programs (DSS count of state subsidized child care in public or private nonresidential licensed child care centers) 85% of students estimated to be high-need	3,340	3,483	3,606	3,702	3,687
Other: Children's Trust Fund **Describe:** Includes Nurturing Families Network, Family School Connection and Help Me Grow	4,086	3,743	3,743	4,921	6,950

(A)(1)(c) Existing early learning and development legislation, policies, or practices

Connecticut maintains a long and proud tradition as an innovator in early learning and development legislation, policies, and practices. Select examples illustrate the history, depth, and breadth of innovation.

Legislation and Policies

Regarding	Year	Description
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. The order also called for a study, to be completed by January 1, 2014, regarding the feasibility of transferring of the IDEA Part C program from the Department of Developmental Services by July 1, 2014.
	2013	Public Act 13-247 appropriated $127,684 in State Fiscal Year 2014 and $232,302,802 in State Fiscal Year 2015 to the **Office of Early Childhood**. These appropriations included funding formerly included in the budgets of Education, Public Health, Social Services, and Board of Regents. Additional funding was added for four new administrative positions.
Money for Capital Improvement	2013	Public Act 13-239 Section 13, subsection (h) gave the Department of Education direction to offer grants to municipalities and nonprofit organizations operating school readiness or state-funded child care centers for purposes of **facility improvement and minor capital repairs**, up to a total of $11,500,000. The Bond Commission approved that amount on June 26, 2013 as item #6.
Screening	2013	Public Act 13-234, Section 154, requires the Department of Children and Families to ensure that each child under age three who has been substantiated as a victim of abuse or neglect receives a developmental screening twice a year**,** and that children with potential delays be referred to IDEA Part C.
Mental Health	2013	Public Act 13-178, An Act Concerning the **Mental, Emotional and Behavioral Health of Youths**, charges the Office of Early Childhood, through the Early Childhood Education Cabinet, to provide recommendations for the coordination of home visiting programs. It also charges the OEC to collaborate with the Departments of Children and Families, Education, and Public Health to design and implement a public information and education campaign addressing children's mental, emotional, and behavioral health problems through private funding.
QRIS	2013	Public Act 12-116 (Section 3, subsection B, subsection 10), An Act Concerning Educational Reform, 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 established a pilot study for the purposes of promoting best practices in early literacy and closing the academic achievement gaps.
Information Data Systems	2013	Public Act 12-189 Section 1-7 created the Information Technology Capital Investment Program. The Bond Commission approved $6 Million for an **Early Childhood Information System** on June 21, 2013 as item #1.
Workforce Credentials	2012	Public Act 12-50 slightly modified the staffing requirements for publicly funded early childhood programs to stipulate that a program issuing "certification" could be accredited by the State Board of Education.
Governance Planning	2011	The General Assembly passed Public Act 11-181 (see Appendix 4(A)(1)-2), to establish a coordinated system of early care and education and child development by July 2013. The act modified the membership of the Early Childhood Cabinet and **established an early childhood planning director** who was to make recommendations to the Governor on how to create this system. The March 21, 2013 report from the planning director then led to the creation of the new Office of Early Childhood (OEC) in 2013 (See Appendix 4(A)(1)-3.
Workforce Requirements	2011	Pursuant to Public Act 11-54, the General Assembly strengthened the **educational requirements for early care 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.
Governance Reforms	2011	Pursuant to Sections 97-101 of Public Act 11-44, the state's 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.
Early Childhood Education Cabinet	2009	Pursuant to September Special Session Public Act 09-6, the Early Childhood Education Cabinet was reconstituted to align with the Federal Head Start Act of 2007.
Early Childhood Education Cabinet	2007	Pursuant to June Special Session Public Act 07-3, the Early Childhood Education Cabinet expanded its responsibilities to encompass such issues as a workforce development plan and data sharing agreements between state agencies.
School Readiness Expansion	2007	Pursuant to June Special Session Public Act No. 07-3, the Connecticut General Assembly appropriated funds for the Connecticut Health and Educational Facilities Authority (CHEFA) and SDE to develop a School Readiness expansion plan for Connecticut, focused specifically on facilities. The plan was completed within a year's time.
Early Childhood Funding	2006	Pursuant to Public Act 06-179, by the year 2020, at least 10 percent of total recommended appropriations for each state agency providing prevention services must be allocated for prevention services for children, youth, and families.
Early Childhood Education Cabinet	2005	The establishment of the **Early Childhood Education Cabinet**[5] (via Public Act 05-245) created important new opportunities for all of the state's early childhood education stakeholders to plan and consult with one another
Kindergarten Assessment	2005	The General Assembly enacted legislation requiring the SDE to develop and implement a statewide, developmentally-appropriate **kindergarten assessment tool**, pursuant to Public Act 05-245.
Workforce Development	2004	Public Act 04-212, Section 6 created a personnel development system for child care providers.
Children's Health	**1997**	Pursuant to Public Act 97-259, The Connecticut Child Care Facilities Loan Fund (CCFLF) was established to finance the construction and quality of child care facilities. Also, the General Assembly enacted HUSKY, the state's health care program for low-income children pursuant to October Special Session Public Act 97-1
School Readiness	**1997**	Connecticut enacted School Readiness (state Pre-K) legislation (Public Act 97-259) changing the landscape for quality preschool programs in our most at-risk communities. (See Appendix 4(A)(1)-6
Idea Part C	**1996**	Public Act 96-185 reaffirmed Connecticut's commitment to IDEA Part C as an entitlement and redesigned the system, moving it to the Department of Developmental Services.

Connecticut's most recent early childhood policies are anchored in a decades-old tradition of caring for our youngest and most vulnerable children through enacting forward thinking legislation and policies. Connecticut's more recent early childhood policy development took

5 The Early Childhood Education Cabinet was established to advise the SDE Commissioner on policies and initiatives to meet the goals of the School Readiness program, conduct a state-wide longitudinal evaluation of the School Readiness program in consultation with the Department of Social Services (DSS) and SDE, develop budget requests for the early childhood program, and promote consistency of quality and comprehensiveness of early childhood services to ensure school readiness and early academic success of all Connecticut children.

root 16 years ago, as outlined in the following timeline. The following timeline provides an overview of Connecticut's more recent development of policies for young children:

Practices and Partnerships

Connecticut has developed many robust models of providing services for young children, including many that have been replicated nationally. For example:

2-1-1 Child Care	United Way of the Capitol Region operates a robust and comprehensive resource and referral service that includes a general 2-1-1 information line (called "Infoline") for all citizens and two specialized units for families of young children. Families call **2-1-1 Child Care** for information about child care availability. 2-1-1 Child Care coordinators regularly survey child care programs for the latest information on capacity and cost and provide a calendar of training events for all child care providers. Families of young children who have concerns about their child's development or are seeking various types of services for their children can call the **Child Development Infoline**. Staff of that office, funded collaboratively by the Department of Developmental Services, Birth to Three, and the Office of Early Childhood's Children's Trust Fund, triage calls among a number of different programs and services including Birth to Three, Help Me Grow, Children with Special Health Care Needs, early childhood special education, and most recently, the MIECHV funded home visiting programs.
Help Me Grow	**Help Me Grow** is a nationally recognized Connecticut program that is designed to identify children at risk for developmental or behavioral problems and to guide families and physicians to developmental screenings or referral to health resources. The program has now been replicated across the country. It is described more fully in Section C(3).
Nurturing Families Network	**Nurturing Families Network** is an evidenced-based Parents as Teachers home visiting program. It has been shown to be effective in preventing child abuse and neglect and supporting the positive growth and development of children. The program is helping families to solve problems, become more self-reliant, and have the skills and resources they need to help their children have a promising future. The program is operated by a broad range of organization s in 40 locations across the state and serves roughly 2,400 families with high needs each year.
Nurturing Families Network	The **Connecticut Family Resource Center** concept promotes comprehensive, integrated, community-based systems of family support and child development services located in 62 public school buildings. This model is based on the "Schools of the 21st Century" concept developed by Dr. Edward Zigler of Yale University. Family Resource Centers provide access, within a community, to a broad continuum of early childhood and family support services which foster the optimal development of children and families.
Connecticut Behavioral Health Partnership	The **Connecticut Behavioral Health Partnership**, a collaborative effort between the Department of Social Services (DSS) and Department of Children and Families (DCF), employs a single administrative entity to manage provision of behavioral health services to children insured by Medicaid and those within the DCF Voluntary Services program.
Enhanced Care Clinics	**Enhanced Care Clinics** facilitate access to child mental health services and provide continuity with primary care practices. A reimbursement rate 25 percent above prevailing Medicaid reimbursement rates gives clinics an incentive to meet care standards and performance benchmarks.
Head Start and the	**Head Start and the Department of Children and Families** simplified and standardized the referral process for DCF-involved children to enroll in Head Start and Early Head Start programs.

Department of Children and Families	Children's treatment plans established by DCF and the plans used in family partnership agreements established by Head Start/Early Head Start have been aligned, and the DCF data system has been modified to better identify children under age five to participate.[6]
Head Start	Dr. Edward Zigler first piloted he program now known to the nation and throughout the world as Head Start in New Haven, Connecticut in the early 1960s. Early childhood efforts took center stage in Connecticut in 1965, when Hartford secured an original Head Start grant. Two years later, Connecticut launched the state-supported Child Care Center program.
P20 Council	The Commission for the Advancement of 21st Century Skills, referred to as the **P20 Council**, was created in 2009 to support collaboration among four sectors—early childhood, K-12, higher education and workforce training— to create an effective education and career pathway that maximizes the number of skilled people in the state with a postsecondary degree or other credentials. Two State Longitudinal Data System grants have enhanced the K-12 longitudinal data system and established the Preschool through 20 and Workforce Information Network (P20 WIN), the cross-agency data sharing system that permits secure sharing of critical data between state agencies to help people successfully navigate educational pathways into the workforce. P20 WIN connects K-12 data with institutions of higher education data and with Department of Labor employment data. It is another tool for public schools to measure outcomes for their students as they enter the workforce or post-secondary education or both.
K-3 Literacy Initiative	Connecticut's **K-3 Literacy Initiative** which was established by state legislation and which has been the subject of several national webinars and presentations (see the status report in Appendix 4 (A)(1)-4) is entering its second year of being piloted in five high-need school districts. This year the initiative began focusing on the development of both literacy programming for the K-3 classrooms and plans for intervening with children who need special help with literacy. Connecticut was selected by the National Governors Association as one of six states to participate in a **Pre-K to Grade 3 Policy Academy** focused on the crucial intersection of early care and education, state education reform initiatives, and local community efforts to improve early childhood supports and services. The state will host a Governor's Pre-K to Grade 3 Policy Symposium to build awareness and commitment across key stakeholders in support of a continuum of high-quality early learning opportunities from birth through third grade.
Enhanced Assessment Grant	Connecticut recently was awarded the honor of becoming part of a consortium of seven states selected by the U. S. Department of Education for an **Enhanced Assessment Grant** (EAG) to develop a multi-state, state-of-the-art assessment system composed of a kindergarten entry assessment (KEA) and aligned formative assessments. Besides the selected states, the consortium includes three partner organizations: WestEd, the Johns Hopkins University Center for Technology in Education, and the University of Connecticut's Measurement, Evaluation, and Assessment Program. The enhanced system that is developed, which will be supported by expanded use of technology and targeted professional development, will provide valid and reliable information on each child's learning and development across the essential domains of school readiness.
Accreditation Facilitation Project	Through a collaborative effort between SDE's Early Childhood Special Education program and the **Accreditation Facilitation Project** (AFP) (which was one of the nation's first projects to help groups of early childhood learning programs earn NAEYC accreditation), funding and training are provided to public school-based and community-based programs that serve 3-to 5-year-olds with Individualized Education Programs (IEPs). This initiative helps cover the fees for the programs' efforts to earn NAEYC accreditation and delivers training and site visits. To date, 61 public school IDEA 619 sites have earned NAEYC accreditation and 10 are pursuing the accreditation for the first time.
Birth to Three System	The Connecticut **Birth to Three System** (IDEA Part C) has been recognized by the U.S. Department of Education's Office of Special Education Programs as a national leader in the field of early intervention for the past 15 years. The eligibility criteria for receiving Part C are fairly

6 Source: State Issues and Innovations in Creating Integrated Early Learning and Development Systems -A Follow-up to Early Childhood 2010: Innovations for the Next Generation; HHS

	narrow and given those criteria, it is notable that over the past 10 years, Connecticut's Part C system has consistently provided high quality services to 10 percent of each year's birth cohort. Still more significant, outcome data have consistently shown that a high percentage of children exiting Part C at age three are developmentally on par with their peers. These data also show a 78 percent to 88 percent reduction in the gap between the developmental trajectories of children who were served by Part C for at least six months and their peers. Between 97 and 98 percent of families also report that the program helped teach them how to help their children develop and learn, communicate their children's needs effectively, and understand their rights under IDEA.
Public Health Emergency Plans	The Connecticut Departments of Social Services and Public Health joined with Save the Children in 2010 and 2011 to develop a comprehensive template for use by child care facilities in **emergency plans.** This project also offered guidance to the child care community in the area of preparedness planning. This planning was especially useful in helping providers cope with several natural disasters in the past two years and in addressing the heightened need for security in our schools and child care centers.
Maternal, Infant, and Early Childhood Home Visiting (MIECHV)	The Department of Public Health was granted a $27 Million competitive expansion grant for **Maternal, Infant, and Early Childhood Home Visiting (MIECHV)** in 2012, which has allowed for the expansion of evidence-based home visiting programs individually selected by communities that were identified by the Department of Public Health in 2010 as high-need communities with a lack of resources for infants and toddlers. (See Appendix 4(A)(1)-5)
Discovery Initiative	As described earlier, the **Discovery Initiative** of the William Caspar Graustein Memorial Fund works c with communities to establish, early childhood councils that create, implement, and monitor action plans. Also under this initiative, advocates and other stakeholders work to improve policy and practice at the local and state levels.
Parent Leadership Training Institute (PLTI)	The **Parent Leadership Training Institute (PLTI)** – a nationally replicated model of the Connecticut Commission on Children – enables families to become leading advocates for their children's education by learning to be civic leaders.

(A)(1)(d) Current status in key areas that form the building blocks for a high quality early learning and development system.

In recent years, Connecticut has put in place all of the building blocks to create a high quality early learning and development system.

Early Learning and Development Standards. The state has recently completed a unified set of early learning and development standards that cover programs for children from birth to age five, are aligned with the Common Core Standards, and are aligned with kindergarten to 3rd grade standards across all development domains (See Table (A)(1)-6). Section (C)(1) describes this work to date and details plans for fully implementing the new Early Learning and Development Standards (ELDS). All Early Learning and Development Standards are integrated into TQRIS Program Standards and teacher CKC's. Connecticut had previously developed early learning and development standards separately for infants and toddlers (*Guidelines for the Development of Infant and Toddler Early Learning*) and preschoolers (*Preschool Curriculum Framework*).

Table (A)(1)-6 : Current status of the State's Early Learning and Development Standards *Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness*			
Essential Domains of School Readiness	**Age Groups**		
	Infants	**Toddlers**	**Preschoolers**
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

Comprehensive Assessment System. Connecticut has developed solid assessment systems for specific early learning programs (Table (A)(1)-7). For example, the state's School Readiness (pre-Kindergarten) programs must meet stringent requirements in a number of areas including formative assessment practices, environmental quality, use of high-quality curriculum, and following state standards for helping children make the transition to kindergarten.[7] SDE staff members conduct focused monitoring site visits to assess quality using an observation tool developed specifically for School Readiness. The TQRIS Program Standards include all of the elements in place for a Comprehensive Assessment System as well.

Connecticut uses a variety of assessment tools and resources such as the *Preschool Assessment Framework* to support programs across multiple settings and the state will be developing new formative assessments based on the new ELDS, informed by data from the revised KEA that will be developed as part of the multi-state Enhanced Assessment Grant (EAG) consortium (See Section E (1)).

7 School Readiness legislation outlines 11 quality components that support program improvement that are further detailed in the School Readiness Preschool Program Evaluation System.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State *Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.*					
Types of programs or systems	**Elements of a Comprehensive Assessment System**				
	Screening Measures	**Formative Assessments**	**Measures of Environmental Quality**	**Measures of the Quality of Adult-Child Interactions**	**Other**
State-funded preschool *Specify: School Readiness (SR) Grant Program*	X	X	X	X	SDE staff conduct random visits using an SDE created observation tool
Early Head Start and Head Start	X	X	X	X	
Programs funded under IDEA Part C	X	X	X	X	Child outcome measures and family outcome measures
Programs funded under IDEA Part B, section 619	X	X	X	X	ECO Early Childhood Outcome Measures
Programs funded under Title I of ESEA	N/A	N/A	N/A	N/A	
Programs receiving CCDF funds – Care 4 Kids – varies by program					
Family Friends and Neighbors					
Family Child Care			X		
Accredited Centers	X	X	X	X	
Licensed, non-accredited Centers			X		
Current TQRIS					

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State *Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.*					
Types of programs or systems	**Elements of a Comprehensive Assessment System**				
	Screening Measures	**Formative Assessments**	**Measures of Environmental Quality**	**Measures of the Quality of Adult-Child Interactions**	**Other**
requirements					
Level 1			X		
Level 2	X		X	X	X
Level 3	X	X	X	X	X
Level 4	X	X	X	X	X
State licensing requirements – Department of Public Health (DPH)			X		
Other: Family Resource Centers *Describe: The Connecticut Family Resource Center concept promotes comprehensive, integrated, community-based systems of family support and child development services located in public school buildings.*	X			X	
Other: State Subsidized Child Care Centers *Describe:* State subsidized child care in public or private nonresidential licensed child care centers.			X	X	Refer to Section B

Health Promotion Practices. A solid baseline of high-quality practices to promote good health is currently required in state-funded programs (See Table (A)(1)-8). In addition to meeting baseline standards, many early learning and development programs meet health and

safety standards; conduct health screenings; provide resources, referrals, and follow-ups; promote physical activity and healthy eating in their programs by meeting NAEYC or Head Start requirements; and incorporate health literacy in their curriculum and practice. To become licensed, family-based child care programs must meet health and safety requirements and promote physical activity and healthy eating in their programs.

Connecticut uses one universal Early Childhood Health Assessment Record for all programs serving children from birth to kindergarten entry. The record collects and documents health and medical information from families and health providers. The health information conforms to the periodicity schedule for Early Periodic Screening, Diagnosis, and Treatment (EPSDT). The record promotes medical homes and mental health consultations and is a catalyst for connecting children and families to other resources, such as Birth to Three and Home Visiting programs. Section C (3) further describes Connecticut's health promotion practices, including the required use of Health Consultants for licensed child care centers and guidelines for child care nutrition and physical activity policies. In addition, Connecticut's efforts to promote health are aided by the Help Me Grow initiative, described previously, that helps families and physicians to access developmental screenings and offers them referrals to health resources. The Connecticut Medical Home Initiative seeks to ensure that all children and especially children with complex medical needs, have medical homes (access to a consistent primary care provider and related services).

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.					
Types of Programs or Systems	**Elements of high-quality health promotion practices**				
	Health and safety requirements	**Developmental, behavioral, and sensory screening, referral, and follow-up**	**Health promotion, including physical activity and healthy eating habits**	**Health literacy**	**Other**
State-funded preschool *Specify: School Readiness*	X	X	X	X	
Early Head Start and Head Start (Head Start Program performance Standards)	X	X	X	X	
Programs funded under IDEA Part C	X	X	X	X	
Programs funded under IDEA Part B, section 619	X	X	X		
Programs funded under Title I of ESEA	N/A	N/A	N/A	N/A	N/A
Programs receiving CCDF funds – Care 4 Kids (varies by programs below)					
Family Friends, Neighbors					
Family Child Care	X				
Accredited Centers	X	X	X	X	
Licensed, non-accredited Centers	X		X		

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.					
Types of Programs or Systems	**Elements of high-quality health promotion practices**				
	Health and safety requirements	**Developmental, behavioral, and sensory screening, referral, and follow-up**	**Health promotion, including physical activity and healthy eating habits**	**Health literacy**	**Other**
Current TQRIS requirements					
Level 1	X				
Level 2	X	X	X	X	
Level 3	X	X	X	X	
Level 4	X	X	X	X	
State licensing requirements	X		X		
Other *Licensed Child Care*	X		X		
Other: Family Resource Centers (FRCs)	X	X	X		
Family Resource Centers promote comprehensive, integrated, community-based system of family support and child development services, located in public school buildings.					

Family Engagement Strategies. Connecticut takes pride in its commitment to parent and family engagement. The Connecticut Commission on Children has been instrumental in the development and statewide implementation of family engagement initiatives that are now being replicated in states throughout the nation. Connecticut's Parent Trust is a particularly strong resource for family engagement. The Parent Trust was enacted in legislation in 2001 with seed money from the Robert Wood Johnson Foundation. It is now supported by the Graustein Memorial Fund, a key member of Connecticut's Early Childhood Collaborative, and the Connecticut Department of Education. Below is a list of the family engagement programs funded by the Parent Trust Fund:

- The Parent Leadership Training Institute (PLTI): A 20-week training for parents interested in community development and social policy change. Parents who undergo training go on to focus on areas of civic engagement of particular interest to them, including education and early childhood.
- Parents Supporting Educational Excellence (Parents SEE): A 12-week training focused on parent leadership in schools.
- Voice for Families: A 15-week training that focuses on parent involvement and leadership with a community-to-state perspective.
- ASPIRA Parents for Excellence (APEX): 10-week class conducted primarily in Spanish and focused on understanding community resources and building self-confidence.

Connecticut strongly promotes family engagement in Early Learning and Development and K-12 programs in particular (See Table (A)(1)-9 and as a result, evidence of family engagement strategies can be found across all Early Learning and Development Programs. Over the past two years, with the help of the DCF Heal Start Partnership, the Department of Children and Families and the Children's Trust Fund (which is now part of the OEC) Connecticut has pursued three complementary family engagement strategies to benefit young children.

- The nationally recognized Strengthening Families initiative focuses increasing the prevalence of five protective factors demonstrated by research to be linked to strong families, optimal child development, and reduced rates of child abuse and neglect. This approach has been embraced by the DCF, by the Children's Trust Fund (through its evidence-based home visiting program Nurturing Families), and- through the DCF-Head Start Partnership- many providers of early childhood services in the state. DCF requires this framework to be used by its differential response contractors who triage referrals about children for whom a full abuse investigation is deemed unnecessary. An extensive "Training of Trainers" for Strengthening Families was conducted in 2012 and, as a result, trained personnel and trainers are available across the state to train any other early childhood program that wishes to participate in this initiative. The IDEA Part C program (The Connecticut Birth to Three System) is currently piloting an approach in one location to determine how best to deliver Part C early intervention services within the Strengthening Families framework.

- The Positive Parenting Program (Triple P), also promoted DCF and the Children's Trust Fund, involves entire communities in efforts to prevent emotional and developmental problems in children by enhancing the knowledge, skills, and confidence of parents. Evaluations have found Triple P to be successful and cost effective. Staff members from DCF, the Department of Social Services, and the Department of Developmental Services have received training in this model.

- Circle of Security, still another initiative of the DCF and the Children's Trust Fund, is a relationship-based early intervention program designed to enhance secure attachment between parents and children. Decades of university-based research have confirmed that compared to children who are insecure, secure children exhibit increased empathy, greater self-esteem, better relationships with parents and peers, enhanced school readiness, and an increased capacity to handle emotions effectively. The sessions occur in groups because peer-support has also been found to increase the program's effectiveness.

In August 2013, the Hartford Area Child Care Collaborative and the Early Childhood Cabinet's workgroup on family engagement sponsored five focus groups of early childhood providers. The purpose of these groups was to gauge providers' attitudes toward and experiences with parent engagement and leadership. This process resulted in a set of key findings and recommendations on how to adopt a common definition and framework for parent engagement, how to link that definition and framework to targeted child and family outcomes, how to provide more effective parent engagement training, and how to make parent engagement an essential component of all programming and systems building initiatives relevant to children and families.

Expectations for how preschools should pursue family engagement are clearly spelled out in the state's framework for evaluating the quality of preschool efforts to get children ready for school. Key family-engagement activities for preschool providers that are included in the framework are conducting outreach to families, offering family literacy programming, referring family members to training and education, engaging in two-way communication with families

about child needs, offering family members open access to the program, scheduling conferences with families, engaging families in decision-making processes (for example, asking them to serve on an advisory board) and assisting families with the transition to Kindergarten.

Family Resource Centers (FRCs), a state-funded early learning and development initiative, promote comprehensive integrated, community-based systems of family support and children development services. FRCs are located in 61 public schools. And in another facet of the state's family engagement efforts, Connecticut's early intervention and special education programs are called on to engage families and ensure family participation and decision making through the educational process.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State-funded preschool *Specify: School Readiness*	Section 19a-80e C.G.S. requires state-funded centers to involve families in setting goals and evaluating children's progress and to assists families and staff in communicating and making decisions regarding education. In addition, the Connecticut School Readiness Preschool Program Evaluation quality components outline family engagement practices including outreach, family literacy, referrals for training and education, two-way communication about child needs, open access to the program, scheduling of conferences with families, engaging families in decision-making processes such as serving on an advisory board, and assist families with transition to kindergarten.
Early Head Start and Head Start (Head Start Program Performance Standards)	Follow Head Start Performance Standards for family engagement including family support (Family Partnership Agreement) and engagement, family governance (Policy Council), over 20% of Head Start staff are former Head Start Parents, fatherhood initiative, grandparent supports, etc.
Programs funded under IDEA Part C	Services are family-centered with the goal of facilitating the family's ability to enhance their child's development. Families must be present and involved in initial and ongoing assessment. Families (or caregivers) must be present and involved in all visits. Extended family members included in home visits. Family outcomes included in the Individual Family Service Plan (IFSP). Parents always offered the opportunity to speak with other parents. Each family has a service coordinator whose responsibility it is to connect families with other community supports. Programs that provide Part C interventions are required to focus on coaching

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	the parents, including fathers, siblings, grandparents and other primary caregivers such as child care providers. Part C staff demonstrates and shape how caregivers can use suggested strategies to enhance the child's development within the family's daily routines. 99% of all services are home-based and a caregiver must be present for the visit. Program staff regularly connects families to parent support groups and encourage them to consider parent leadership opportunities.
Programs funded under IDEA Part B, section 619	Parents participate and are involved in their child's educational program as a means of improving services and results. Parents provide written informed consent for their child's evaluation and determination of eligibility for special education and related services and are included in the decision-making process of developing individualized education programs (IEPs) for their child.
Program funded under Title I of ESEA	These programs are required by federal law to have a district-level parent involvement policy as well as a school-level plan for family engagement that includes a school-parent compact. Connecticut has leveraged the federal requirements to improve the quality of family engagement in schools by creating a training and technical assistance program that supports planning and implementation of high-quality, research based practices: The Infrastructure for Comprehensive School-Family Partnerships
Programs receiving CCDF funds (varies by program below)	
Family, Friends, Neighbors	There are no family engagement strategies currently required
Family Child Care	There are no family engagement strategies currently required
Accredited Centers	The standard for families includes topics that address knowing and understanding the program's families; sharing information between staff and families; and nurturing families as advocates for their children.
Licensed, non-accredited Centers	Parents must be allowed access to the program at all times during operation, be notified of any change in program or services, and complaint procedures are required. Centers must have a parent involvement policy.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State *Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*	
Types of Programs or Systems	**Describe Family Engagement Strategies Required Today**

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State *Please describe the types of high-quality family engagement strategies required in the State.*	
Types of Programs or Systems	**Describe Family Engagement Strategies Required Today**
Current TQRIS requirements	Standard of Family Engagement and Support includes Reciprocal communication; Connecting families with community resources and services; and family involvement and leadership.
Level 1	Parents must be allowed access to the program at all times during operation, be notified of any change in program or services, and complaint procedures are required. Centers must have a parent involvement policy.
Level 2	Standard of family engagement and support includes reciprocal communication, connecting families with community resources and services; and family involvement and leadership
Level 3	Standard of family engagement and support includes reciprocal communication, connecting families with community resources and services; and family involvement and leadership
Level 4	Standard of family engagement and support includes reciprocal communication, connecting families with community resources and services; and family involvement and leadership
State licensing requirements	Parents must be allowed access to the program at all times during operation, be notified of any change in program or services, and complaint procedures are required. Centers must have a parent involvement policy.
Other: Family Resource Centers *Describe:* This model is based on the "Schools of the 21st Century" concept developed by Dr. Edward Zigler of Yale University. Family Resource Center provide access, within a	Three core family strategies for every FRC include: 1. Provide a high-quality, well-coordinated home visitation program for **at-risk <u>families</u>** and their **children** from **birth to age 5** five as part of a continuum of early childhood services.. 2. Employ effective, coordinated practices that involve <u>families</u> in transitioning children to kindergarten between early care and education programs to elementary schools and from home to school.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State *Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*	
Types of Programs or Systems	**Describe Family Engagement Strategies Required Today**
community, to a broad continuum of early childhood and family support services which foster the optimal development of children and families	3. Support school and district improvement efforts that accelerate the closing of Connecticut's achievement gaps through school-family-community connections, including parent engagement, parent leadership and family literacy.

Development of Early Childhood Educators: Connecticut currently has a strong structure for its workforce development of early childhood educators, providing:

- Teacher CKC's
- A Career Lattice
- A Workforce registry
- Articulation agreements between some institutes of higher education and professional development providers
- Specialized credentials
- Compensation Bonuses
- Powerful legislation mandating education achievement for publically funded programs

Education Achievement Mandate: As discussed, Public Act 11.54, Connecticut legislation enacted in 2011, mandates that by 2015, half of the staff with primary responsibility for children in publicly funded early learning and development programs, including the state prekindergarten programs, must hold either teacher certification in early childhood or special education or a bachelor's degree with a concentration in early childhood. The remaining half of this workforce is required to have associates degrees by 2015. (Scholarship assistance is available to help early

childhood staff meet the 2015 requirements.) By 2020, 100 percent of the staff with primary responsibility for a classroom of children in publicly-funded early learning and development program would have to meet the certification or bachelor's degree requirement.

Articulation and Credentials: The Connecticut Early Childhood Education Articulation Plan has been in place for over 15 years. The eventual accreditation of all Early Childhood Education Associate Degree programs will facilitate a greater number of articulation agreements with more four-year institutions across a broader array of degree programs. In 2012, the State Board of Education was given statutory authority to "accredit" institutions of higher education in order to open up this pathway to students. The result was the development, by the Early Childhood Higher Education Consortium, of an Early Childhood Teaching Credential (ECTC) at both the associates and bachelor's degree levels. This credential is not the same as a teaching license with an endorsement in early childhood or special education, but it allows the holder to meet the 2015 or 2020 requirements. The Department of Education began issuing this certificate in 2013 and anticipates issuing approximately 1500 by the end of 2015.

Connecticut has 23 postsecondary institutions (including two and four-year colleges)and other professional development providers that issue credentials or degrees to Early Childhood Educators (See Tables (A)(1)(10) and (11). Some 23 Connecticut institutions of higher education form the Early Childhood Higher Education Consortium (ECHEC), which includes members from two- and four-year colleges and has been in place since 2004. Among other areas, ECHEC focuses on the challenges associated with redesigning programs to align with NAEYC standards, and, more recently, with the newly developed Early Learning and Development Standards and the Core Knowledge and Competencies. In addition, Consortium members discuss how best to ensure that faculty have the capacity to meet new demands associated with the new standards. In connection with this work, it is notable that all 12 Connecticut Community Colleges have early childhood education degree programs and all are working toward NAEYC Early Childhood Associate Degree Accreditation.

Core Knowledge and Competencies (CKC): The Early Childhood Cabinet workgroup has developed an educator Core Knowledge and Competency (CKC) Framework (See Appendix 4(D)(1)-1) that aligns with neighboring states' CKCs, is culturally responsive and integrate the needs of children with disabilities and English Language Learners.

Table (A)(1)-10: Status of all early learning and development workforce credentials[1] currently available in the State				
List the early learning and development workforce credentials in the State	**If State has a workforce knowledge and competency framework, is the credential aligned to it?** *(Yes/No/ Not Available)*	**Number and percentage of Early Childhood Educators who have the credential**		**Notes (if needed)**
		#	**%**	
Connecticut Director's Credential	No	204	13.6% (based on 1,505 State dept. of Public Health licensed child day care centers and group day care homes)	The Connecticut Director Credential is open to those who meet the requirements; it is not restricted to only current program administrators nor is it restricted to licensed facilities. Participation in the Early Childhood Professional Registry is currently required for state-funded program staff. The # of individuals in the Registry in a role of program administrator regardless for funding stream is 925. CDC activity climbed in SFY13: Awarded between July 1, 2012-June 30, 2013: Initial Level: 18; Standard Level: 25; Master Level: 10. Total awarded SFY13=53
Early Childhood Teacher Credential (ECTC)	Yes	27	1.5% (1,827 teachers listed in the Registry as working in a state-funded program	Number and percentage reflects a population of those currently serving in the role of the teacher in state funded programs. The total number of teachers across all settings is not available. This figure is different than the figure in section D describing the number of eligible educators through a higher education system. CT also has an alternative route to the ECTC for those who did not graduate from an approved institution.
Includes both credentials awarded and degrees attained.				
Infant/Toddler Credential	No	11	1.16%	Total workforce population currently under review
Birth to 3 Credential for Early Intervention (Part C) providers	No	46		Total workforce population currently under review

Table (A)(1)-10: Status of all early learning and development workforce credentials[1] currently available in the State				
List the early learning and development workforce credentials in the State	**If State has a workforce knowledge and competency framework, is the credential aligned to it?** *(Yes/No/ Not Available)*	**Number and percentage of Early Childhood Educators who have the credential**		**Notes (if needed)**
		#	**%**	
Early Childhood Certificate	No	338		Total workforce population currently under review
Child Development Associate (CDA)	No	1,856		Source: Council for Professional Development, 2012. Total workforce population currently under review
Teacher Certification (PK-Grade 3, Birth to K, or Comprehensive Special Ed PK-Grade 12)	No	2,361		2183 holding these certificates and working in the public school setting.178 holding these certificates working in non-public school settings. Total workforce population currently under review

[1]*The state has just begun the process to ensure that all of the credentials above are aligned to the newly developed Core Knowledge and Competences.*

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	**Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year**	**Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?** *(Yes/No/ Not Available)*
Eastern CT State University	47	Yes
Southern CT State University	12	No
Central CT State University	3	No
Mitchell College	13	No
University of Saint Joseph	21	No
University of CT	11	Yes, Human Development and Family Studies Program

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	**Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year**	**Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?** *(Yes/No/ Not Available)*
University of Hartford	29	No
Charter Oak State College	48	Yes – for those enrolled in an EC concentration
Post University	59	Yes
B-3 System (DDS)[1]	4	No
12 Community Colleges	371	Yes for 8 of the 12
Council for Professional Recognition (Child Development Associate Certificate)	414 (104 initial; 310 renewals)	No
Total	1032	
[1]The Birth to Three System (DDS) reflects credentials received ad does not include degree conferral. Figures include all forms of early childhood certificates and cross-endorsement, credentials, or certificates from either a child development associate to an associate's or bachelor's level.		

Kindergarten Entry Assessments. Connecticut's Kindergarten Entry Inventory (KEI), initiated in 2007, provides a statewide snapshot of the skills students demonstrate, based on teachers' observations at the beginning of the kindergarten year. KEI results are reported at the state and district levels. The state's KEI meets most of the criteria for a common, statewide Kindergarten Entry Assessment (Table (A)(1)-12). The KEI: (a) is completed for all kindergarten students in public school, including children with disabilities; (b) aligns with Connecticut's previous early learning standards and addresses four of the five essential domains of school readiness; (c) informs planning, instruction, and supports for kindergarten students; (d) is used for benchmarking and informs efforts to close the school readiness gap; (e) is being studied for validity and reliability; and (f) includes SDE's unique child identifier (SASID), allowing for comprehensive analysis of data and results to inform improvements.

The KEI requires each kindergarten teacher to classify each of his/her students as having reached one of three performance levels across the six developmental domains (language, literacy, numeracy, physical/motor, creative/aesthetic, and personal/social). It is notable that although most school districts assess Kindergarten students' academic skills and readiness,

districts in Connecticut are more unusual in their assessment of physical, social-emotional, and creative aesthetic development.

Performance levels include: (a) students at this level demonstrate emerging skills in the specified domain and require a large degree of instructional support; (b) students at this level inconsistently demonstrate the skills in the specified domain and require some instructional support; or (c) students at this level consistently demonstrate the skills in the specified domain and require minimal instructional support.

The KEI provides a snapshot of student readiness and indirectly informs instruction by helping kindergarten teachers to focus on all aspects of child development. Districts can also use the KEI to work with preschools to address common readiness challenges, such as having a high percentage of kindergarten students who are not ready in the numeracy domain.

As discussed in section E(1) of this grant application, Connecticut has joined a consortium of states that received an Enhanced Assessment Grant (EAG) from the U.S. Department of Education and will be working with them to develop, pilot, and implement a new Kindergarten Entry Assessment (KEA).

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment

State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered?	Y	Y (math only)	N	Y	Y
Domain aligned to Early Learning and Development Standards?	Y	Y	N	Y	Y

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	**Essential Domains of School Readiness**				
	Language and literacy	**Cognition and general knowledge (including early mathematics and early scientific development)**	**Approaches toward learning**	**Physical well-being and motor development**	**Social and emotional development**
Instrument(s) used? *(Specify) Kindergarten Entrance Inventory* *Existing KEI to be replaced by a new KEA to be developed with a consortium of states. See Section E1.*	The Kindergarten Entrance Inventory (KEI) was designed to provide a statewide snapshot of the skills students demonstrate, based on teachers' observation, at the beginning of the kindergarten year. These skills and behaviors are defined by three to five specific indicators in six domains; namely, Language skills, Literacy skills, Numeracy skills, Physical/Motor skills, Creative/Aesthetic skills and Personal/Social skills. The indicators were developed from the Connecticut Preschool Curriculum Framework and State Curriculum Standards for language arts and mathematics, and are based on Connecticut's educational standards. Each fall, kindergarten teachers complete a KEI for each of their students. Teachers are asked to assign a rating from one to three based on the consistency with which the student demonstrates the skills and the level of instructional support required for skill demonstration. A rating of three is used for students who consistently demonstrate the skills in the specified domain and require minimal instructional support. A rating of one is used for students who demonstrate emerging skills in the specified domain and require a large degree of instructional support.				
Evidence of validity and reliability? *(Y/N)*	Y	Y	N	Y	Y
Evidence of validity for English learners? *(Y/N)*	N	N	N	N	N
Evidence of validity for children with disabilities? *(Y/N)*	N	N	N	N	N
How broadly administered? *(*	Y	Y	N	Y	Y
Results included in Statewide Longitudinal Data System? *(Y/N)*	Y	Y	N	Y	Y

Effective Data Practices. CT recognizes importance of a seamlessly integrated Longitudinal Development System to inform policy, assist classroom decisions, and provide parents with information. CT has recently committed $6 in bond funds to create an Early Childhood Information System and development is underway for an integrated, unduplicated data system with unique identifiers for children and programs that will link to the K-12 system.

All RTT-ELC Participating State Agencies (PSAs) with an early childhood focus track, compile, and maintain information about children and families, Table (A)(1)-13. Over the past five years positive steps have been taken to improve child tracking across some systems. For example, SDE collects child-level data via its Pre-K Information System (PKIS), Public School Information System (PSIS) and Special Education Data Application and Collection (SEDAC) among others, with a State Assigned Student ID (SASID) for each child. IDEA Part C assigns SASIDs to eligible children and can then link its data with IDEA Part B and other SDE K-12 or pre-Kindergarten data sets. All publicly funded preschools, including Head Start programs, are also required to obtain SASIDs for children as they enroll and to enter those children into the Pre-K information System.

With support from the State Fiscal Stabilization Fund, SDE incorporated all 12 required data elements into the state's statewide longitudinal data system that covers pre-kindergarten through postsecondary education. SDE has been collecting teacher- and course-level data that connect with the SASID for preschool programs in public schools.

A cross-agency workgroup of the Early Childhood Cabinet (with assistance from the State Longitudinal Data System State Support Team) worked for two years to establish the essential policy questions that would need to be answered by an Early Childhood Information System, with assistance from the State Longitudinal Data System State Support Team. The workgroup also examined the feasibility of using the state file number (birth certificate number) as an additional identifier for young children to enhance the matching of data across agencies if SASIDs were not available. The co-chairs of the workgroup participated in the P-20WIN project to connect data from the K-12 system to data from institutions of higher education and the Department of Labor employment data. The P-20WIN project established a model of data governance and Memorandum of Understanding among agencies (with the assistance of the national Privacy Technical Assistance Center) that can be replicated for the Early Childhood Information System that is currently under development (See Section E (2) and already fully funded by the state. This system will incorporate child-level, staff-level, and program-level data as well as data from the ConneCT to Quality rating system.

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	**Essential Data Elements** *Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems*						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
IDEA Part C Data System	X	X	X	X	X	X	X
DDS-Birth to Three	X		X	X		X	X
DPH-Births				X			
DPH-Lead Poisoning Prevention & Control				X			
SDE-Early Childhood Outcome (ECO) data system				X	X	X	X
DPH-Deaths				X			
DPH-child care licensing					X	X	
DPH-Immunization registry				X			
DPH-WIC				X			
DPH-Newborn Screening				X			
SDE-PSIS	X	X	X	X	X	X	X
SDE-PKIS	X	X	X	X	X	X	X
SDE-SEDAC (IDEA 619)	X	X	X	X	X	X	X
DCF-Link				X			X
DSS-EMS eligibility				X			X
DSS-Care 4 Kids thru 2-1-1 Child Care				X	X	X	X
DSS-Healthy Start				X		X	
Nurturing Family Network				X	X	X	X
Workforce Registry		X			X		
Child Care 2-1-1-CCR&R						X	

VI. SELECTION CRITERIA

(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals. ***(20 points)***

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is likely to result in improved school readiness for Children with High Needs, and includes—

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gaps between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(2):

- The State's goals for improving program quality statewide over the period of this grant.
- The State's goals for improving child outcomes statewide over the period of this grant.
- The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1) in the application) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gap between Children with High Needs and their peers.

(A)(2) Articulating the State's Rationale for its Early Learning and Development Reform Agenda and Goals

The state of Connecticut has developed an aggressive reform agenda to improve the school readiness of Connecticut's children with high needs, which includes children from birth to age five who are from low-income families or otherwise in need of special assistance and support, including those who have disabilities or developmental delays, who are English language learners, who reside on Indian lands, or who are migrant, homeless, or in foster care. Our reform agenda builds on our past successes in creating a high quality prekindergarten program for 22,000 of our young children with high needs. Our agenda is straightforward, with two central efforts: quality enhancement and coordinated systems building. However, it is also ambitious; we are targeting our quality improvement efforts on programs serving children with high needs who have been outside of past quality improvement projects. ***Our primary goal is to increase the number of high quality early learning settings serving children with high needs and to increase the number of children with high needs enrolled in high quality programs.*** We have a powerful reform agenda and the capacity to close the opportunity gap for 9,000 additional children, and our plan will **double the number of high quality settings** available to children with high needs in Connecticut.

The strength of our reform agenda rests on Governor Dannel P. Malloy's vision to create a single Office of Early Childhood with oversight over all of the early learning and development programs that we seek to unify under one standard of quality. Early learning and development is a priority for Governor Malloy. For the fiscal year 2015 budget proposal, he has committed to increasing state funding for the child care subsidy program, Care 4 Kids, so that we can continue to serve the same number of children in this program at higher levels of quality as called for in our Race to the Top-Early Learning Challenge agenda. This is an addition to having just provided emergency funds to keep one of the state's largest Head Start programs from closing its doors due to the Federal shutdown. Governor Malloy firmly believes that a strong early childhood system will reduce our state's significant achievement gap.

Connecticut has spent decades developing high-quality state-funded pre-kindergarten programs for children with high needs: School Readiness, Child Day Care centers, and Head Start. Despite separate funding streams, Connecticut recently aligned these programs to ensure

that they are all meeting the same standards of quality for our children with high needs. Collectively, these programs serve more than 22,000 children with high needs; **but this is only half the story**. There are over 25,000 children with high needs who also receive state and federal funding for early learning and development and yet are served in programs that remain outside of this closely monitored and high-quality network. These programs, which are the primary focus of our RTT-ELC reform agenda, include:

- Unregulated home-based programs;
- Licensed center- and home-based programs receiving child care subsidy; and
- License-exempt programs in public schools.

Many of these programs are either at baseline or unknown quality. The uneven quality of our early learning and development sectors is of great concern to Connecticut as we embark on the task of creating one system that serves all of Connecticut's young children. It is unacceptable for children to experience such wide disparities in the quality of their early learning and development programs, especially in a state with such a large achievement gap.

Details of Connecticut's reform agenda, including the ambitious yet achievable goals to improve quality and outcomes in order to bridge the kindergarten readiness gap, are described in the following sections.

25,000 Children with High Needs in Unknown or Baseline Quality

1. **Unregulated Home-Based Sector** (3,839 high needs children birth to age 5)

Twenty-four percent, or nearly four thousand children in our child care subsidy program, Care 4 Kids, are cared for by family, friends or neighbors (FFN care). This type of care falls completely outside of any public monitoring process and are thus settings of unknown quality. This group of children with high needs receiving care through state and federal child care subsidies is of great concern to us and our highest priority. Our reform agenda calls for moving half of these children to a regulated setting, either licensed home-based or licensed center-based care.

2. **Licensed Center and Home-Based Sector** (12,278 children with high needs birth to age 5)

An additional 12,000 children with high needs use the child care subsidy in licensed center- or home-based programs of baseline quality. These children are also receiving state and federally funded child care subsidies and thus meet income guidelines of children with high needs. Child care licensing standards are relatively high in Connecticut, but not sufficiently high to ensure the type of early learning and development experience that has been documented in the research literature to mitigate the achievement gap. In order to improve the school readiness for this group of children with high needs, our early childhood reform agenda requires that all licensed home-based programs accepting child care subsidies and the majority of our center-based programs accepting child care subsidies be entered into the newly created TQRIS, where they will be provided the supports and incentives they need to improve quality.

3. **Public School Sector** (9,554 three- and four-year old children, majority are high needs)

Public school preschools serve 92 percent of our preschool age children with special needs as well as many other 3- and 4-year old children with high needs. As a result of IDEA 619 part B, many public schools operate preschool classrooms for children with identified special needs. In addition, Connecticut has experienced a proliferation of magnet and charter schools in response to a court order in a desegregation lawsuit. Some public school preschool programs have voluntarily accredited their programs, however, there are 9,554 children in public school classrooms not subject to early childhood quality standards. From an early childhood perspective, these children are also in settings of unknown quality. Public school preschool classrooms operate under the auspice of the Local Education Agency; the school district has administrative oversight, and require teachers to have a minimum of a bachelor's degree and an appropriate state licensure. However, there is no state-wide assurance or oversight indicating that these programs meet early childhood quality standards. Given that these programs serve 92 percent of Connecticut's preschool age children with special needs it is essential that all of these programs be held to high quality standards. This is the third targeted group of programs in our reform agenda calls for providing incentives for public school preschool programs to enter into the TQRIS where they will be provided support to reach the highest level of quality through NAEYC accreditation.

(A)(2)(a) Ambitious, Achievable Goals

Connecticut has a bold early childhood reform agenda designed to close the opportunity and readiness gaps that persist in our state at kindergarten entry. By 2017, building on our past commitments and successes, the state of Connecticut will implement an ambitious set of targeted strategies to achieve the following goals:

- ***Double the current number of high-quality programs for children with high needs by moving 500 programs to higher levels of quality.***
- ***Increase the number of children with high needs who are enrolled in high-quality early learning and development programs by 9,500.***
- ***Decrease the readiness gap at kindergarten entry by five percent.***

•

These goals inform every aspect of our early learning reform agenda which we have named High Quality for High Needs. The table below outlines this reform agenda beginning with the goals and building strategies from a foundational and unified governance model, strong systems components, and High Quality for High Needs strategies that promote access to quality programs as well as the increasing the availably of quality programs for children with high needs.

Connecticut's Early Learning Reform Agenda HIGH QUALITY for HIGH NEEDS		
Ambitious, Achievable Goals for 2017	• Decrease the readiness gap at kindergarten entry by 5 percent	
	• Increase the number of children with high needs who are enrolled in high quality early learning and development programs by 9,500	• Double the current number of high quality for children with high needs by moving 500 programs to high quality
	Promote Access to Quality Programs	**Increase Availability of Quality Programs**
High Quality for High Needs Strategies	• Parent Information/Early Childhood Quality public information campaign (B)(2) • Parent Quality Choice Awards (B)(2) • Pre-licensure support for home-based providers (B)(4) • Policy changes to child care subsidy program (B)(2) • Review of license-exemption for Public Schools (P)(2)	• Technical Assistance for program improvement with particular attention to Family Child Care providers (B)(4) • Quality Achievement Award - Incentives for program improvement (B)(4) • Improve the knowledge and skills of the workforce with particular attention to Family Child Care providers (D)(2)
Foundation for Quality Enhancement	• Disseminate and develop guidance for new early learning and development standards (C)(1) • Align professional development to new early childhood Workforce Core Knowledge and Competencies(D)(1) • Align TQRIS program standards to new licensing regulations and develop standards for home visiting and Part C of IDEA programs (B)(1)	
System Building Strategies	• Governance and Partnerships/Complete Office of Early Childhood transitions (A)(3) • Implement TQRIS, ConneCT 2 Quality (B)(4) • Improve efficiency of licensing (B)(3) • Build out Regional Quality Improvement Centers (B)(4) • Develop a new Kindergarten Assessment instrument (E)(1) • Develop an Early Childhood Information System (E)(2)	

(A)(2)(b) Summary of the State Plan

Collectively, Connecticut's High Quality plans will significantly decrease the opportunity gap in our state by expanding access to high-quality early learning and development programs for 9,500 children with high needs and improving the quality of care provided in 500 early learning and development settings, including both home- and center-based programs, which currently fall outside of our state's early childhood system.

The High Quality Plans that Connecticut has proposed under each selection criterion of this application, when taken together, establish a clear and credible path toward achieving our goals, as outlined below.

Section (A): Successful State Systems

Connecticut has created a new state agency, the Office of Early Childhood, devoted entirely to improving outcomes for children age birth to five. Before this agency was created, our key early childhood programs were nestled inside much larger state agencies that had multiple priorities that sometimes impeded them from focusing on building a coordinated early childhood system. In the newly created Office of Early Childhood, those programs *are* the priority. This governance structure, which has strong support from business, philanthropy and other stakeholders, allows Connecticut to implement its bold early childhood reform agenda efficiently and effectively.

Section (B): High-Quality, Accountable Programs

Connecticut is poised to launch its TQRIS ConneCT to Quality, in March of 2014, the very beginning of the first year of the grant period. ConneCT to Quality has well-defined, progressive standards that allow programs to improve while providing parents with centralized, easily accessible information about the quality of early learning and development available in their communities. From its inception, ConneCT to Quality will include early learning providers from all sectors of our early learning and development system, including home-based and center-based. ConneCT to Quality will improve quality across the state by building on the success of existing regional technical centers to establish Regional Quality Improvement Centers aligned with all of our TQRIS technical assistance activities.

Section (C): Promoting Early Learning and Development Outcomes for Children

Connecticut has strong Early Learning and Development Standards (ELDS) that represent all domains of early learning and are appropriate across all settings. They are a strong foundation for all of our Race to the Top-Early Learning Challenge key activities, including our Kindergarten Entry Assessment, our TQRIS, and our Workforce Core Knowledge and Competencies. We will use these Standards to develop and enhance existing technical assistance for early learning and development programs and providers. Connecticut also recognizes that health promotion is a critical component of any high-quality early learning and development experience. Our reform agenda builds out an existing cohort of consultants and trainers to make health and mental health consultation available to all sectors of our early learning and development system, with a particular focus on home-based providers.

Section (D): A Great Early Childhood Education Workforce

Connecticut recently developed a Workforce Core Knowledge and Competency Framework that details the Core Knowledge and Competencies (CKCs) that the early childhood workforce needs to know and be able to do in order to provide high-quality early learning and development programs. The CKCs will apply to all sectors of our early learning and development system, including home-based and center-based providers. Our long-standing early childhood career ladder and professional development system, which was called Connecticut Charts-A-Course, now needs to be revised to align with the new CKCs. This work is an essential foundation of the new TQRIS and is critical to achieve the ambitious yet achievable goals of our reform agenda.

Section (E): Measuring Outcomes and Progress

Connecticut has been implementing the state-developed Kindergarten Entry Inventory for the past seven years. This tools needs to be updated to reflect the adoption of the new Early Learning and Development Standards. Connecticut is now part of multi-state Enhanced Assessment Grant consortium that will enable our state to take full advantage of the expertise the Consortium has to offer to develop a more robust assessment tool. This tool will enable us to measure the outcomes of the efforts of our reform agenda in a reliable and validated manner. It is critical that we have an integrated and comprehensive data system to measure all of the efforts

of our reform agenda. This is why Connecticut invested $6 million in state bonding funds to create a new Early Childhood Information System. This system will be capable of integrating the data collected by programs in the Office of Early Childhood. It will also be the engine behind our fully implemented TQRIS.

(A)(2)(c) Rationale to Justify State's Choice to Address Criteria in Each Focused Investment Area

Focused Investment Area C

Connecticut has chosen to respond to (C)(1), Developing and using statewide, high-quality Early Learning and Development Standards, and (C)(3) Identifying and addressing the health, behavioral, and developmental needs of children with high needs to improve school readiness.

Rationale for selecting (C)(1): Early Learning and Development Standards are the foundation of any high-quality early learning and development system. In Connecticut, they are integrally connected to our TQRIS program standards, our Workforce Core Knowledge and Competencies, and our Kindergarten Entry Assessment. Connecticut chose to respond to (C)(1) because we are developing a new Kindergarten Entry Assessment and it is critical that is aligned to our Early Learning and Development Standards.

Rationale for selecting (C)(3): Promoting health and safety is essential to the development of a high-quality early learning and development system. In Connecticut, early learning and development programs cannot move on to higher tiers of quality in our TQRIS without implementing sound health and safety practices. The Federal Office of the Inspector General recently found that multiple home-based programs in Connecticut were out of compliance with our state's health and safety regulations. We have a firm commitment to improve providers' attention to this foundational component of high-quality care. The tragedy that befell our state in Newtown, Connecticut last December brought increased attention and urgency around the mental health of our children among legislators and the public. Our reform agenda is committed to ensuring that early learning and development providers are knowledge and capable of addressing the mental health needs of our youngest children, especially those with

high needs. This emphasis is also reflected in our Workforce Core Knowledge and Competencies.

Focused Investment Area D

Connecticut has chosen to respond to (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials and (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Rationale for selecting (D)(1): Connecticut has a career ladder that needs to be adapted to the different sectors that will be included in our TQRIS, in particular the home-based sector and all of the other professionals who support early learning and development programs. Connecticut selected (D)(1) out of an urgent need to ensure that all providers, home-based and center-based, instruct and care for children based on common core of competencies.

Rationale for selecting (D)(2): Connecticut's reform agenda focuses on all early learning and development providers, regardless of setting or academic achievement. Consequently, Connecticut has selected (D)(2) to ensure that early learning and development providers are supported so that they can attain the highest levels of competence and education necessary to provide high-quality early learning and development experiences for children with high needs.

Focused Investment Area E

Connecticut has chosen to respond to (E)(1) Understanding the status of children's learning and development at kindergarten entry and (E)(2) Building or enhancing an early learning data system to improve instruction, practices, and policies.

Rationale for selecting (E)(1): Connecticut is well aware that our current Kindergarten Entry Inventory, which was developed seven years ago, has outlived its usefulness. We selected (E)(1) because our Kindergarten Entry Inventory needs to be replaced with one that is much more reliable and valid and can provide us with the information we need to track our progress toward our important goal of closing the readiness gap.

Rationale for selecting (E)(2): Connecticut knows that it must have a robust, integrated data system if it is to improve instruction, practice and policy. Too often we make policy

decisions without high-quality, unduplicated data. This is why our state already devoted $6 million to the development of an Early Childhood Information System. We selected (E)(2) because it is central to the building our state's TQRIS. An integrated data system is central to tracking all of the efforts of our early childhood reform agenda.

Requested Evidence	Evidence
• The State's goals for improving program quality statewide over the period of this grant.	In (A)(2) Narrative
• The State's goals for improving child outcomes statewide over the period of this grant.	In (A)(2) Narrative
• The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.	In (A)(2) Narrative
• Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).	See table on next page
• Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).	See table on next page
• Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).	See table on next page
• For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1) in the application) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gap between Children with High Needs and their peers.	In (A)(2) Narrative

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C): *Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*
X (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards. ☐ (C)(2) Supporting effective uses of Comprehensive Assessment Systems. **X** (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness. ☐ (C)(4) Engaging and supporting families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D): *Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*
X (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials. **X** (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E): *Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address*
X (E)(1) Understanding the status of children's learning and development at kindergarten entry. **X** (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

VI. SELECTION CRITERIA

(A)(3) Aligning and coordinating early learning and development across the State. *(10 points)*

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation in and commitment to the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability, and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council on Early Childhood Education and Care, each Participating State Agency, and the State's Interagency Coordinating Council for Part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (e.g., policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOUs or other binding agreements between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education

association leaders); adult education and family literacy State and local leaders; family and community organizations; representatives from the disability community, the English learner community, and entities representing other Children with High Needs (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; public television stations, and postsecondary institutions.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists Governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State that indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

A(3) Aligning and Coordinating Early Learning and Development across the State

Connecticut knows that closing the opportunity gap requires a state early childhood system that is coordinated and innovative and prioritizes young children above all else. To this end, the state created the Connecticut Office of Early Childhood in 2013. The Office of Early Childhood is a single state agency with authority over the policy, personnel, budget, and data of all of the state's early childhood programs that have an impact on young children's school readiness and development. Connecticut's early childhood governance structure allows our state to effectively and efficiently deploy Race to the Top-Early Learning Challenge grant funds to achieve our goal of increasing access to high-quality early learning and development experiences for children with high needs.

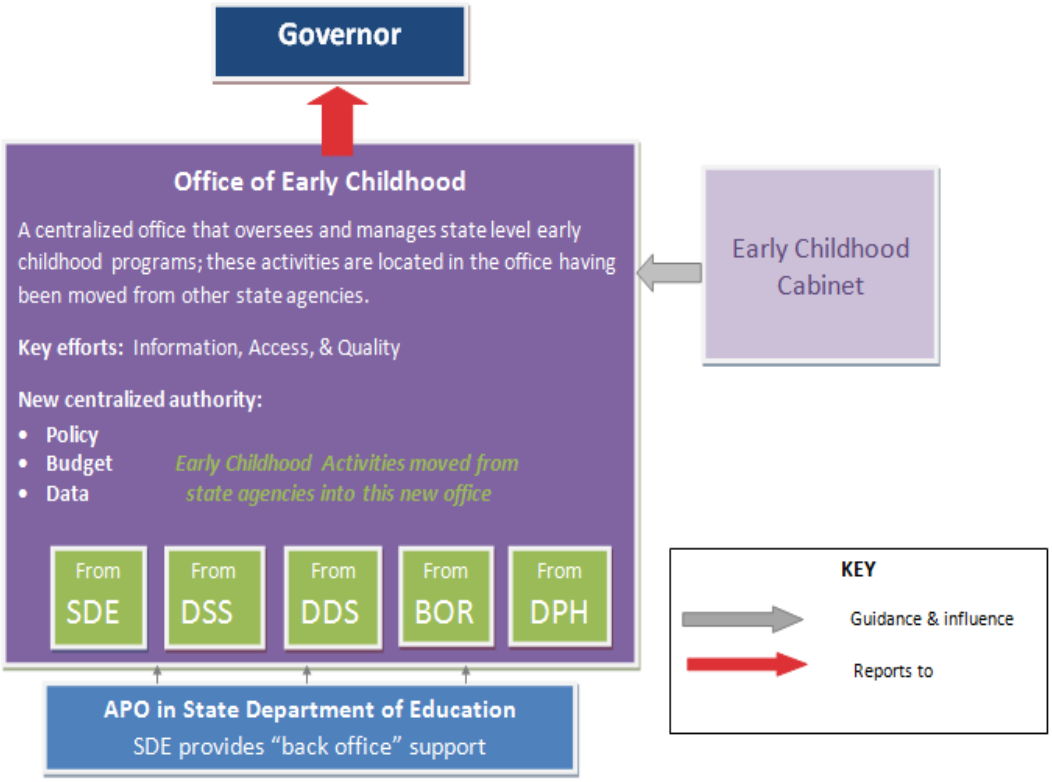
A(3)(a) Governance Structure

In 2011, the Connecticut legislature passed Public Act 11-181 (see legislative timeline in Section A(1)), landmark legislation that called for the creation of a comprehensive early childhood system that would integrate the state's key early childhood programs and services. In the spring of 2012, Governor Malloy appointed Dr. Myra Jones-Taylor to serve as the Early Childhood Planning Director to lead the Early Childhood Planning Team in the design of an Early Childhood System that would improve the delivery of services to the state's youngest children and their families. The addition of two part-time consultants, completed the three-member planning team that began working in May of 2012.

After an intensive eight-month planning process, the Planning Team recommended to Governor Dannel P. Malloy the creation of a new agency devoted solely to early childhood. In June 2012, the Connecticut General Assembly funded the Office of Early Childhood in Public Act 13-247, the General Assembly's budget bill. On June 24, 2013, Governor Malloy created the new agency when he signed Executive Order #35, appointing Dr. Jones-Taylor to serve as the first Executive Director of the Connecticut Office of Early Childhood (OEC).

OEC is a stand-alone, cabinet-level agency whose executive director reports directly to the Governor. OEC consolidates the personnel, legislation, funding streams, and information of

numerous early childhood programs formerly dispersed across the Departments of Education, Public Health, Social Services, and the Board of Regents. It is on equal footing with all other state agencies in Connecticut in that it has complete authority and autonomy over its personnel, policies, budget, and data. The centralized accountability of OEC allows for a concerted focus on children from birth through age five through unified policy, budget, and data. The executive director has full authority to make final decisions and to make requests of participating agencies, when appropriate, to achieve our ambitious early childhood reform agenda. The result is more effective and efficient state services for young children and improved access to quality and timely information for families and early learning and development providers.



The consolidation of the personnel, policies, budgets, and data from multiple agencies began July 1, 2013, and will be completed July 1, 2014. Currently, OEC staff members responsible for the early learning and development workforce, curriculum, standards, and assessment, and program improvement are housed together. All of the components to be transitioned into OEC, including the date of transition, are listed below:

Early Childhood Programs moved from other Connecticut State Agencies into OEC

Board of Regents (BOR)	
Connecticut Charts-a-Course (Moved July 1, 2013)	• Professional development for ECE staff • Career counseling for ECE staff • Scholarship assistance • Training Program in Child Development • Approval system for trainers • Support for program administrators to obtain CT Directors' Credential
CCAC Registry for ECE Staff (Moved July 1, 2013)	• Personnel database of early childhood professionals • Verification of Head Teacher status for DPH licensing • Candidacy calculator for NAEYC accreditation
Accreditation Facilitation Project (Moved July 1, 2013)	• Technical assistance and support for early childhood programs seeing NAEYC Accreditation

Department of Developmental Services (DDS)	
Birth-to-Three System (Feasibility study underway to determine if it will move July 1, 2014)	• Services to meet the health-related and developmental needs of infants and toddlers who have delays or disabilities

Department of Public Health (DPH)	
Child Day Care Licensing (Moving July 1, 2014)	• The Community Based Regulation (CBR) Section is responsible for the administration of the child day care and youth camp licensing programs at the Department of Public Health • Assures that family day care homes, group day care homes and child day care centers operate at or above the required standards established by state statutes and regulations
Home Visitation (MIECHV Grant) (Moving July 1, 2014 contingent upon final approval of HRSA)	• Promotes the implementation of evidence-based models of home visiting as part of a comprehensive high-quality prenatal care and early childhood system. • Promotes maternal, infant, and early childhood health & development; relies on the best available research evidence to inform practice

Department of Social Services (DSS)	
Nurturing Families Network (July 1, 2013)	• Provides screening and assessment, group support, and intensive home visiting for new parents who are at high risk for child abuse

	and neglect
Help Me Grow (July 1, 2013)	• Links child health providers, parents, and service providers with existing community-based resources and services through a toll-free telephone number and care coordination
Care 4 Kids (Child Care Subsidy) (July 1, 2014)	• Make child care affordable for low-to-moderate income families in Connecticut • Contracted services provided through United Way 2-1-1 Child Care Infoline

State Department of Education (SDE)	
Bureau of Teaching and Learning Early Childhood Activities (July 1, 2013)	• Management of the School Readiness Program, Child Development Centers, and the state Head Start grant • Early childhood workforce development • Early care and education program support
Early Childhood Special Education (IDEA Part B – 619) (July 1, 2014)	• Assures compliance with Special Education and related services as required by federal and state law • Ensures that young children with disabilities are provided a free and appropriate public education in accordance with their individual needs • Early childhood special education as defined by IDEA is for 3-, 4- and 5-year-old children with disabilities who require special education

On July 1, 2014 the implementation of the Office of Early Childhood will be complete. On that day an additional 70 staff will transition from their originating agencies to become employees of the Office of Early Childhood. This will be a significant organizational and cultural shift for all OEC staff. Significant culture building will occur so that all OEC staff will be of one mind when it comes to the agency's core values, vision and mission. By July of 2014 all current and future OEC staff will have participated collectively in four all-day culture-building sessions. It will be critical that all OEC staff, especially the licensing staff that are so critical to our central RTT-ELC efforts, work in a tightly coordinated and collaborative manner. The activities that have already happened and those planned for later in the year will go a long way toward building a unified staff, but we will still face challenges: culture change and space.

A central purpose behind the creation of OEC was to refocus the work and mindsets of the personnel in the various early childhood programs spread across multiple agencies. Staff who supports the state's child care subsidy program, Care 4 Kids, will be directed to shift from

thinking of the program as a work support for adults first to a program to close the opportunity gap for children with high needs as well. Child care licensing staff will be directed to change their approach to license inspections from a purely compliance-driven function to one focused on using regulation to support providers in their efforts to improve children's outcomes. Staff who support our programs for children with disabilities will be brought together to ensure that every initiative undertaken in the agency is developed and implemented with the needs of children with disabilities in mind. Staff members who support our efforts to support families will be brought over to ensure that promoting healthy families is critical to each and every effort of the agency. Having all of these staff together will remind staff who support our state's development of curriculum, standards, and assessments that there is more to children's early learning and development than education.

This task will not be easy, and will be made all the more difficult unless all OEC staff are brought together in one physical location. Otherwise old habits and mindsets will be allowed to persist. Successful implementation of our RTT-ELC reform agenda is tied to the physical co-location of all OEC staff. Governor Malloy is so committed to bringing all OEC staff together under one roof that he directed his administration to commit space for the fledgling agency in a new building in downtown Hartford recently purchased by the state. Unfortunately, the office space will not be ready for occupancy until midway through the second year of the grant period. RTT-ELC funds will be used to house all OEC staff together temporarily until they can move into their new space.

A(3)(a)1: Organizational Structure

As the lead agency, OEC will maintain all responsibility for the management of the RTT-ELC grant. OEC will contract with external providers of services connected to the Regional Quality Improvement Centers, which are described in Section B(4). The agency will also execute Memoranda of Understanding with the University of Connecticut, Eastern State Connecticut University, and Charter Oak College as they relate to specific RTT-ELC projects. OEC will also continue its work with the state's early childhood resource and referral system, the 2-1-1 Childcare Infoline, to share current, meaningful information to parents regarding our TQRIS, ConneCT to Quality (C2Q), described in Section B. Connecticut will create a project

management team within OEC to oversee all grant-related activities, which will adhere to agreements between Participating State Agencies (PSAs).

While OEC will allow for unprecedented coordination and efficiency, it cannot manage all of the state's early childhood needs on its own. Collaboration and cooperation among PSAs and external stakeholders is still critical to Connecticut's early childhood reform agenda. An important responsibility of the new agency will be to ensure tight collaboration with early primary education policies and programs at the State Department of Education and with agencies that provide services that span the age continuum, such as the Departments of Children and Families, Developmental Services, Social Services, and Public Health.

The leadership and support of these agencies was instrumental in the creation of the Office of Early Childhood. Governor Malloy convened regular meetings with the Commissioners of Health, Education, and Social Services and the Director of the Early Childhood Planning routinely throughout the planning process that resulted in the creation of OEC. Memoranda of Understanding regarding the transition of programs to OEC as well as ongoing collaboration between agencies exist between the Departments of Developmental Services, Education, Social Services, and Public Health (See Appendix 4, (A)(3) 1-4. Connecticut's Early Childhood Education Cabinet, which is Connecticut's State Advisory Council and is commonly referred to as the Cabinet, will play a central role in sustaining early childhood-related collaboration among agencies. Chief among those collaborations are Early Literacy with SDE (Public Act 12-116), and Mental, Emotional, and Early Childhood Behavioral Health of Youths with the Department of Children and Families and the Department of Developmental Services (Public Act 13-972).

Governor Malloy has emphasized the importance of having OEC and State Department of Education maintain a close, collaborative relationship. Governor Malloy's early childhood reform agenda is integrally linked to the K-12

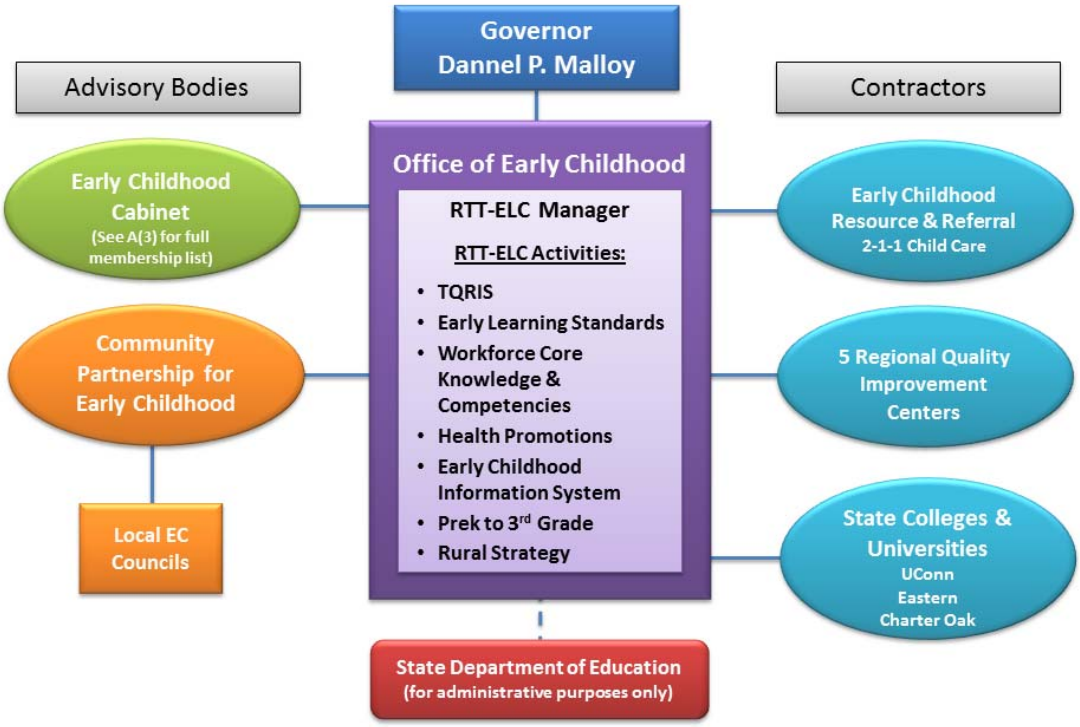
Early Childhood Cabinet Members

- Executive Director of the Office of Early Childhood
- Commissioner of Education
- Commissioner of Social Services
- President of Board of Regents
- Commissioner of Public Health
- Commissioner of Developmental Services
- Commissioner of Children and Families
- Secretary of the Office of Policy and Management
- Project Director of Head Start Collaboration
- Parent of School Readiness child
- Local early childhood education provider
- Representative of a LEA in an Alliance district

education reform agenda he has simultaneously ushered through the state. He has implemented numerous education reforms to reach Connecticut's goal to eliminate the state's achievement gap, including targeted support and interventions for the state's lowest performing school districts and schools; rigorous teacher evaluation tied to student outcomes; teacher practice and parent feedback; and early adoption of the Common Core State Standards. From the very beginning, his unfailing support for the creation of OEC was tied to its ability to shrink the opportunity gap that is evident when children enter kindergarten.

Several studies show that the potential to bridge the state's achievement gap by 3rd grade is severely hampered when children enter school already behind. The efficiency of Connecticut's governance structure enables the state to take full advantage of all four years of the RTT-ELC grant. Its permanence and durability also allows for the work outlined in our ambitious reform agenda to continue long after the grant period ends.

Race to the Top – Early Learning Challenge (RTT-ELC) Organization Chart



A(3)(a)2: The Governance-Related Roles and Responsibilities of the Lead Agency and Others

Connecticut's RTT-ELC plan is rooted in the broader context of Connecticut's early childhood reform effort to establish a coordinated system for early care, education, and child development. The creation of OEC is the state's most profound demonstration of its commitment to this early childhood reform agenda. As such, OEC will serve as the lead agency and fiscal agent for Connecticut's RTT-ELC State Plan. OEC will hold responsibility for developing and implementing all RTT-ELC activities in partnership with Participating State Agencies where appropriate. The RTT-ELC Project Coordinator will coordinate and ensure that key activities of the RTT-ELC are progressing as specified, working in tandem with the managers who oversee the work of the OEC. The RTT-ELC Project Coordinator will report directly to the Executive Director of the OEC.

Connecticut's Early Childhood Education Cabinet, which is Connecticut's State Advisory Council, will perform the critical role of establishing and maintaining continuous communication and collaboration related to RTT-ELC projects. The Cabinet has a proven track record of working across state agencies and with external stakeholders to advance multiple components of Connecticut's early childhood reform agenda.

The Cabinet has remained very active in the two years since Connecticut first applied for the RTT-ELC. The leadership and continued commitment of the Cabinet in these two years stewarded many of the advances described in this current RTT-ELC application. Standards for each component of our early learning and development system, including child-, workforce-, and program-level standards, are all in place due to the tireless work of various Cabinet workgroups. Individual Cabinet workgroups created and finalized Connecticut's Early Learning and Development Standards (ELDS) for children, the Core Knowledge and Competencies (CKCs) for its workforce, and the criteria and indicators for each of the four levels of our four-level TQRIS, which in Connecticut is called ConneCT to Quality or C2Q, for its early learning and development programs. The work of the Health and Family Engagement workgroup resulted in Public Act 13-978, critical legislation that calls for the Department of Children and Families, Department of Developmental Studies, and the new Office of Early Childhood to collaborate on the coordination of behavioral health screening and services for young children.

Connecticut's current State Advisory Council, to be renamed the Early Childhood Cabinet, will be reorganized to reflect the changing early childhood policy landscape brought about by the Office of Early Childhood. In its new capacity, the primary purpose of the Early Childhood Cabinet, which will meet quarterly, will be threefold: (1) to make policy recommendations for an effective and cohesive early childhood system; (2) to advise on the development and implementation of RTT-ELC projects; and (3) to outline annual action plans and strategic reports to the Governor.

The existing Cabinet is made up of many agency staff who formerly worked at the multiple agencies charged with providing early childhood programs and services under the previous governance structure. Those staff members now work at OEC. They would essentially be advising themselves if they were to remain on the Cabinet under the reorganized structure. Consequently, the President of the Board of Regents and Commissioners of the Departments of Children and Families, Developmental Services, Education, Public Health, and Social Services will make up the newly reconstituted Cabinet, along with critical external stakeholders from across the state. The Cabinet will continue to serve as the State Advisory Council and will thus include a membership representative of local educational agencies, local providers of early childhood education services, Head Start, and the director of the Head Start Collaboration. The Executive Director of the Office of Early Childhood will co-chair the Cabinet. The second co-chair will rotate among the membership. Decisions will be made democratically with the two co-chairs determining the agenda and foci of the meetings.

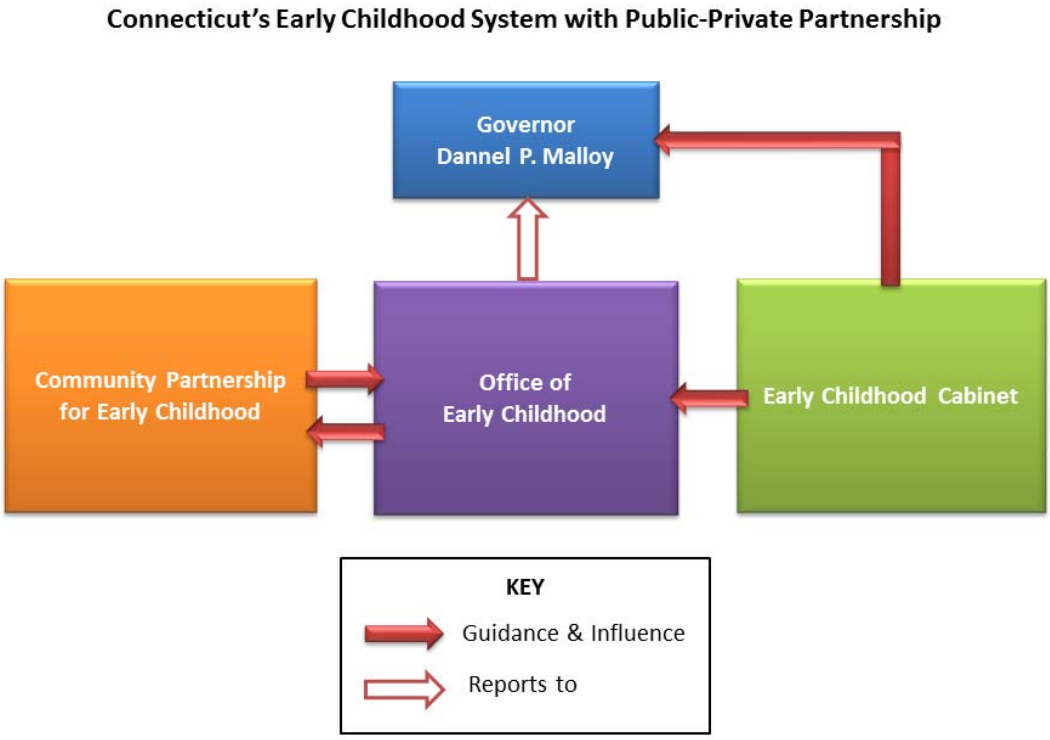
The existing Interagency Coordinating Council (ICC) required under IDEA Part C would become a secondary advisory council to the OEC should OEC become the lead agency for IDEA Part C. The Interagency Coordinating Council would work in coordination with the Early Childhood Cabinet. The focus of the Interagency Coordinating Council has always been children with disabilities from birth to age three, but it may choose to broaden its focus to include children with disabilities up to age five. It may also choose to broaden its focus to all infant/toddler home visiting programs.

As described in Section (A)(1), Connecticut has a strong infrastructure of local early childhood councils through the School Readiness and Discovery programs. Pursuant to Public Act 97-259, Connecticut required the establishment of local School Readiness Councils in each priority school district. Local chief elected officials and superintendents of schools appoint

School Readiness Council members. Prior to Connecticut's 2007 legislative session, the William Caspar Graustein Memorial Fund (WCGMF) offered to match state funds for community capacity building and funding for communities to develop local plans for children from birth to age eight that guide and support the expansion of the School Readiness program. Participating communities, the majority of which also had School Readiness Councils, developed a plan with eight elements: (1) community vision; (2) needs assessment; (3) goals and objectives; (4) measurable results; (5) data collection systems; (6) financing strategy; (7) management and governance structure; and (8) an accountability system. The process included access to technical assistance and planning resources.

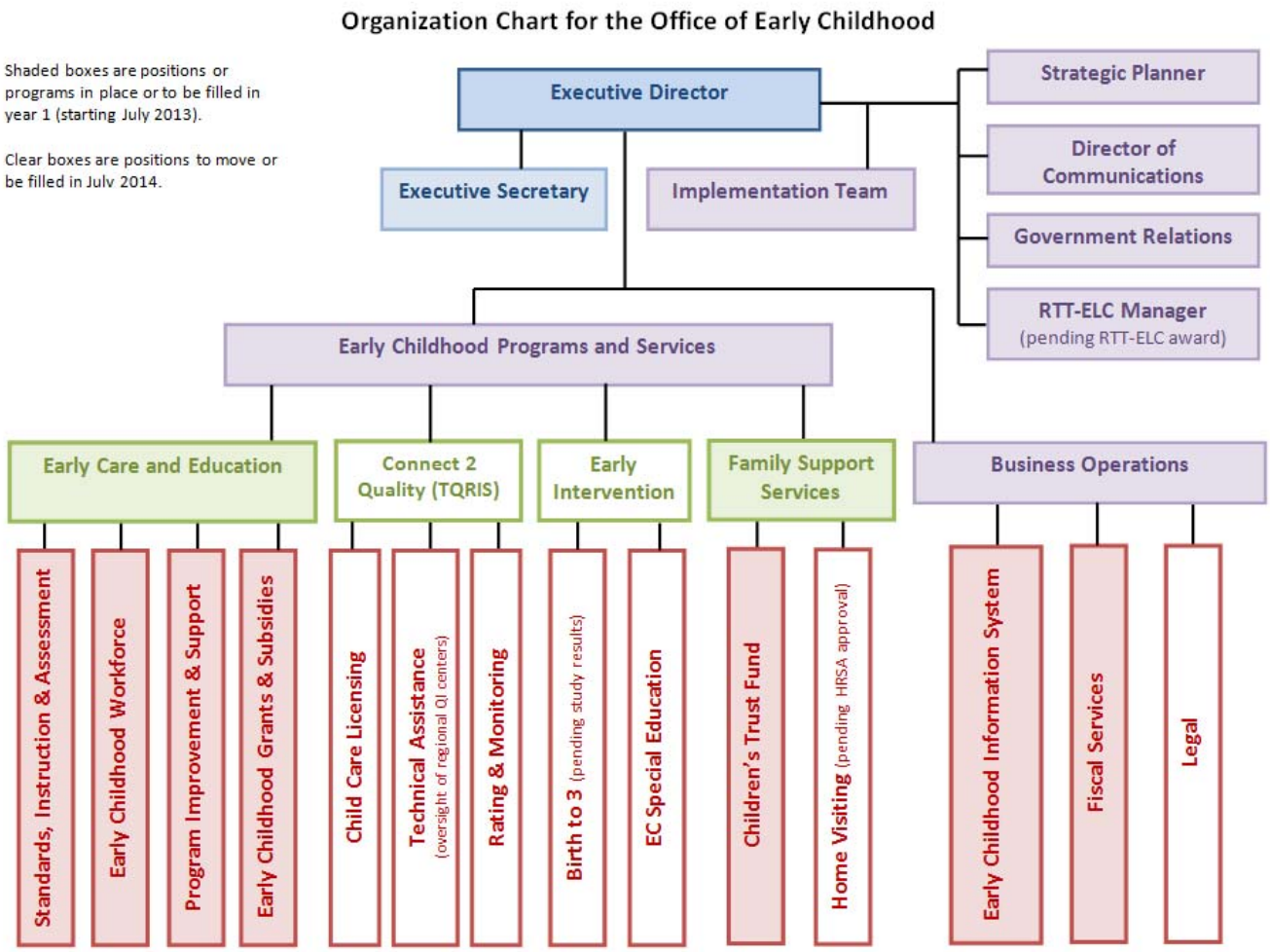
Through its Discovery Initiative, WCGMF, in partnership with the state's Early Childhood Education Cabinet, the Child Health and Development Institute (CHDI), SDE, and now OEC, has built the capacity of local early childhood councils and supports the development of comprehensive community plans for children from birth to age eight. These plans address early care and education; social, emotional, behavioral, and physical health; and family supports. Overall, School Readiness and/or Discovery support 69 local early childhood councils, which are a critical driver of Connecticut's early childhood system reform effort. To date, 53 communities have developed early childhood plans based on their specific local needs.

Connecticut has the opportunity to truly revolutionize the way it approaches early childhood. Preparing young children for success in school is of interest to both the state and private sector, which is why the Office of Early Childhood is developing a public-private institute, the Community Partnership for Early Childhood (CPEC). This partnership will launch innovation in Connecticut's early childhood sphere, policy research and development, advocacy, public relations, and fundraising and grant procurement. In addition, CPEC will support local early childhood councils as they plan and coordinate programs; develop and maintain inventories of local programs and services; and coordinate with the Child Development Infoline and Help Me Grow to provide information to families (See Section C(3) for more information on these initiatives). The relationship between the Office of Early Childhood, the new Community Partnership, and the Early Childhood Cabinet are highlighted in the diagram below.



A(3)(a)3: The Method and Process for Decision Making

The RTT-ELC Project Manager will be a member of the OEC Leadership Team and will work directly with the Executive Director of OEC to make all decisions related to RTT-ELC projects. The OEC Leadership Team is made up of the Executive Director, the Director of Government and Community Relations, the Director of Strategic Planning, and the Division Directors of the four divisions of the programmatic side of OEC: Early Care and Education, Early Intervention, Child Care Licensing, and Family Support. As described above, the Cabinet will meet quarterly to advise OEC on the development and implementation of all RTT-ELC projects. OEC will present challenges and progress made on all RTT-ELC projects during quarterly meetings of the Cabinet. The Cabinet's counsel will be critical in suggesting the direction to take on particular projects as well as how to problem-solve when challenges arise. All final decisions will be made by the Executive Director of OEC. Should disputes arise between participating agencies and/or partners, the ultimate decision maker will be the Governor.



A(3)(a)4: The Plan for Involving Key Stakeholders

OEC is deeply committed to involving key stakeholders in the planning, development, and implementation of its RTT-ELC projects. In fact, on August 30, 2013, only two days after the recent RTT-ELC was announced, OEC convened two back-to-back, half-day stakeholder meetings to brainstorm and gather input about Connecticut's RTT-ELC application. Eighty stakeholders spanning the spectrum of the state's early childhood stakeholder community shared useful suggestions and ideas that are woven throughout this application. For example, the proposed Community Partnership for Early Childhood discussed earlier was the subject of much enthusiasm during these two stakeholder meetings. These stakeholders also represent the numerous letters of support shown in Table (A)(3)(2) and in the Appendix 3.

The Office of Early Childhood has a high standard for engaging key stakeholders. The new agency will build on the work of the Planning Team who made stakeholder's ideas and concerns central to their planning efforts. They crisscrossed the state to meet with parents in our most high-needs communities and with early learning and development providers who serve those communities. The team also met with professors and representatives of institutions of higher education, physicians, philanthropists, and leaders of business and industry as well as the nonprofit sector to gather as much information as possible about the disparate concerns and visions for a coordinated, comprehensive early childhood system for Connecticut. In addition, 3,700 parents submitted on-line and mail-in responses to a survey in which they were asked about their preferences and needs for early learning. A detailed analysis of their responses is presented summary report of the *Connecticut Early Childhood Parent Outreach Initiative* (see Appendix 4 (A)(3)-5). Connecticut's statewide parent advocacy organization, called Connecticut Parent Power, and the Commission on Children organized a series of parent forums reaching approximately 200 parents in our highest-needs communities across the state to support the Early Childhood Planning Teams' efforts to learn as much as possible from parents.

Connecticut Parent Power recently honored Dr. Jones-Taylor and her planning team with the Connecticut Early Childhood Heroes Award for reaching out to parents throughout the planning process. The award reads, "*With our deepest gratitude for ensuring that our grassroots work brought parents and all partners to the table to learn, share, and grow an understanding of the elements necessary not only to build an Office of Early Childhood but sustain it over time with collective action from diverse stakeholders to foster and grow a shared vision that works for all children and their families.*"

The Community Partnership for Early Childhood will serve as a "backbone organization" for a rich cross-sector partnership that will work with OEC to advance the early childhood system over the long term by launching innovative early childhood projects in the state; facilitating public-private collaborations and investments; advocating on behalf of early childhood; engaging in public relations on behalf of early childhood; promoting knowledge development and dissemination; and raising funds and procuring grants. In addition, the Community Partnership for Early Childhood will serve as a statewide nexus for engaging parents and communities deeply in the work of getting the children most in need to services and other

support as part of a larger effort to support local community infrastructure and a continuous community process to analyze, reflect, organize, and act on behalf of children and families.

A(3)(b) Demonstration of Agency Commitment

Connecticut's Participating State Agencies (PSAs) are fully committed to working together to implement all projects of Connecticut's plan where appropriate. OEC Executive Director, Dr. Jones-Taylor, presented an in-depth overview to her fellow agency heads at the Governor's regular all-Commissioner's meeting on Monday, September 30. There was unanimous support and enthusiasm for Connecticut's plan, especially the approach to close the opportunity gap by focusing on programs of unknown quality that serve our children with the greatest need. Not only did the *required* PSAs sign the Memorandum of Understanding (MOU), but the following *invited* State Agencies signed the MOU and submitted individual Scopes-of-Works: ;

- Connecticut Department of Children and Families;
- Commission on Children
- Connecticut Board of Regents for Higher Education;
- Office for Higher Education
- Eastern Connecticut State University
- Charter Oak State College
- University of Connecticut

The demonstration of State Agency collaboration and cooperation underscores the collective will of the state to achieve the goals of the RTT-ELC State Plan. Of note, the MOUs are signed by the highest level of leadership in each PSA, including Governor Malloy. The terms and conditions, outlined in the MOU in Appendix 2, reflect strong commitment by the PSAs to successfully and collaboratively implement the State Plan. Each PSA, as outlined in their individual Scopes-of-Work, will connect to the OEC and the Early Childhood Cabinet to significantly improve educational outcomes for high-need children. It should be noted that the Scopes-of-Work are aligned with the State Plan activities and budget, as outlined in Section (A)(4).

All Participating State Agencies are critical partners in creating a successful early childhood system and are committed to ensuring that the children of Connecticut enter kindergarten ready to succeed in school and life.

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
Connecticut Office of the Governor (PSA)	• With his leadership, Governor Dannel P. Malloy will create a world class early childhood education system. • Abide by the governance structure outlined in the State Plan, which includes the implementation of a successful state system, high-quality accountable programs, promotion of early learning and development outcomes for all children, a great early childhood education workforce and measurement of outcomes and progress. • Focus efforts on children with high needs, whether they are low income, come from families where English is a second language, have disabilities or are at risk of abuse, neglect or homelessness. This population is the primary reason Connecticut seeks RTT-ELC funds. • Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect a Participating State Agency, or when a Participating State Agency's Scope of Work requires modifications. • Sustain a level of agency staffing in the Office of Early Childhood following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation. • Monitor and implement the promises of the four assurances. Coordinate efforts with the Executive Director of the Office of Early Childhood and RTT-ELC project staff as well as the Early Childhood Education Cabinet. • Ensure the coordination of service delivery and technical assistance efforts that build capacity of statewide, regional and local early childhood services. • Create performance management processes and facilitate the dissemination of information to families, caregivers and educators. • Maintain bonding funds for the design and development of the Early Childhood Information System.
Office of Early Childhood (Lead Agency) State Level Agency designated by the Governor for the administration of the RTT-ELC grant; this agency is also the fiscal agent.	• Abide by the governance structure outlined in the State Plan, which includes the implementation of a successful state system, high quality accountable programs, promotion of early learning and development outcomes for all children, a great early childhood education workforce, measurement of outcomes and progress, and sustaining progress into the elementary grades. • Focus efforts on children with high needs, whether they are low income, come from families where English is a second language, have disabilities or are at risk of abuse, neglect or homelessness. This population is the primary reason Connecticut seeks RTT-ELC funds. • As Lead Agency for RTT-ELC, provide overall project leadership and managing all Race to the Top-Early Learning Challenge Projects and Activities. • Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect a Participating State Agency, or when a Participating State Agency's Scope of Work requires modifications.

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
	• Ensure the coordination of service delivery and technical assistance efforts that build capacity of statewide, regional and local early childhood services. • Create performance management processes and facilitate the dissemination of information to families, caregivers and educators.
State Department of Education Required participating state agency because SDE administers Part B of IDEA, Title I of ESEA and it is the State Education Agency.	• Abide by the governance structure outlined in the State Plan, which includes the implementation of a successful state system, high quality accountable programs, promotion of early learning and development outcomes for all children, a great early childhood education workforce and measurement of outcomes and progress. • Focus efforts on children with high needs, whether they are low income, come from families where English is a second language, have disabilities or are at risk of abuse, neglect or homelessness. This population is the primary reason Connecticut seeks RTT-ELC funds. • Provide ongoing administrative support for the Office of Early Childhood in the areas of fiscal, information technology, human resources, and legal. • Designate an appropriate staff person as a liaison to partner with the Office of Early Childhood for activities related to the Kindergarten Entry Assessment and the "Age Three to Grade Three" project and activities. • Continue to participate on Early Childhood Education Cabinet relevant to RTT-ELC projects which will be designed to significantly improve educational outcomes for students with high needs. • Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect CSDE, or when a the CSDE Scope of Work requires modifications. • Continue to have the Bureau of Special Education direct IDEA Part B funding for NAEYC accreditation for early childhood special education programs operated by LEAs. • Have the Academic Office the Birth to Five early learning and development standards with public Pre-K programs and Kindergarten classroom. Promote early literacy to SDE personnel development providers. • Continue to have a representative from the Talent Office participating in the Earl Childhood Professional Development Consortia. • Maintain administration of KEA data collection; include KEA data in the K-12 state longitudinal data system; and maintain a portal to share results. • Partner with OEC to offer training to Kindergarten Entry Coordinators on KEA administration; provide periodic recalibration and training for KECs.

Connecticut Department of Public Health (PSA) Required participating state agency because DPH currently administers home visiting, Title V Maternal and Child Health Services Block Grant. DPH is also the State's Child Care Licensing Agency until 7/1/14.	• Abide by the governance structure outlined in the State Plan, which includes the implementation of a successful state system, high quality accountable programs, promotion of early learning and development outcomes for all children, a great early childhood education workforce and measurement of outcomes and progress. • Focus efforts on children with high needs, whether they are low income, come from families where English is a second language, have disabilities or are at risk of abuse, neglect or homelessness. This population is the primary reason Connecticut seeks RTT-ELC funds. • Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect DPH, or when a the DPH Scope of Work requires modifications. • Implement existing MOUs with the OEC for the transfer of child care licensing staff and home visiting staff (contingent on HRSA approval to move the MIECHV home visiting grant from DPH to OEC) in 2014. • Partner with the Office of Early Childhood for activities related to child care licensing legal supports and any other RTT-ELC projects relevant to DPH. • Participate on the Early Childhood Education Cabinet relevant to RTT-ELC projects. • Designate an appropriate staff person as a liaison to the Office of Early Childhood leadership team until such time as staff transfer to the OEC.
Connecticut Department of Developmental Services (PSA) Required participating state agency because DDS administers Part C of IDEA.	• Abide by the governance structure outlined in the State Plan, which includes the implementation of a successful state system, high quality accountable programs, promotion of early learning and development outcomes for all children, a great early childhood education workforce and measurement of outcomes and progress. • Focus efforts on children with high needs, whether they are low income, come from families where English is a second language, have disabilities or are at risk of abuse, neglect or homelessness. This population is the primary reason Connecticut seeks RTT-ELC funds. • Designate an appropriate staff person as a liaison to the Office of Early Childhood leadership team until such time as it found to be feasible to transfer IDEA Part C program and staff to the OEC. • Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect DDS, or when DDS's Scope of Work requires modifications. • Assign the IDEA Part C Director for at least one year to assist the Office of Early Childhood (covered by an existing MOU). • Participate on the Early Childhood Education Cabinet in work relevant to RTT-ELC projects. • Partner with the Office of Early Childhood in making information about quality child care available to DDS case managers who can then assist families in making informed child care choices.

Connecticut Department of Social Services (PSA) Required participating state agency because DSS administers the Child Care Development Fund.	• Abide by the governance structure outlined in the State Plan, which includes the implementation of a successful state system, high quality accountable programs, promotion of early learning and development outcomes for all children, a great early childhood education workforce and measurement of outcomes and progress. • Focus efforts on children with high needs, whether they are low income, come from families where English is a second language, have disabilities or are at risk of abuse, neglect or homelessness. This population is the primary reason Connecticut seeks RTT-ELC funds. • Partner with the Office of Early Childhood in the administration of the Children's Trust Fund and its programs and services until such time as the Children's Trust Fund staff can physically re-locate to the Office of Early Childhood. • Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect DDS, or when the DDS Scope of Work requires modifications. • Assign the Program Manager and CCDF Administrator as agency point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations until such time as that program transfer to the Office of Early Childhood. • Participate on the Early Childhood Education Cabinet in work relevant to RTT-ELC projects. • Participate in discussions with the Office of Early Childhood Executive Director to develop long-term recommendations about sustainability under public health insurance of the home visiting programs currently funded by the Health Resources Services Administration.
Connecticut Department of Children and Families (PSA) DCF is not a required participating state agency but it is included because it administers programs for children with high needs (those in foster care or who are at-risk for abuse or neglect.)	• Abide by the governance structure outlined in the State Plan, which includes the implementation of a successful state system, high quality, accountable programs, promotion of early learning and development outcomes for all children, a great early childhood education workforce and measurement of outcomes and progress. • Focus efforts on children with high needs, whether they are low income, come from families where English is a second language, have disabilities or are at risk of abuse, neglect or homelessness. This population is the primary reason Connecticut seeks RTT-ELC funds. • Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect DCF, or when DCF's Scope of Work requires modifications. • Participate on the Early Childhood Education Cabinet in work relevant to RTT-ELC projects and represent the interests of children birth to five who are at risk of abuse or neglect. • Participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate. • Assign an appropriate staff person to facilitate performance management processes and dissemination of information, particularly as it relates to the interests of children birth to five who are at risk of abuse or neglect.

Connecticut Head Start Collaboration Office (PSA) Required participating state agency as the Head Start Collaboration Office administers the Head Start State Collaboration grant. The Head Start Collaboration Office is part of the Office of Early Childhood, the lead agency for this grant application.	• Abide by the governance structure outlined in the State Plan, which includes the implementation of a successful state system, high quality accountable programs, promotion of early learning and development outcomes for all children, a great early childhood education workforce and measurement of outcomes and progress. • Focus efforts on children with high needs, whether they are low income, come from families where English is a second language, have disabilities or are at risk of abuse, neglect or homelessness. This population is the primary reason Connecticut seeks RTT-ELC funds. • Charge agency staff necessary for State Plan implementation and to evoke cooperation under this MOU in support of the State Plan and the governance structure. • Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Head Start Collaboration Office, or when the Head Start Collaboration Office's Scope of Work requires modifications. • The Head Start Collaboration Office Director will participate on Early Childhood Education Cabinet work that is relevant to RTT-ELC projects, particularly as they relate high-need children. • The Head Start Collaboration Office Director will facilitate performance management processes and dissemination of information.
Connecticut Board of Regents of Higher Education (PSA) The BOR is not a required participating state agency, however, it is included because it represents the higher education system that graduates most of the state's early childhood educators and credentialed staff and is, thus, the key to workforce development.	• Abide by the governance structure outlined in the State Plan, which includes the implementation of a successful state system, high quality accountable programs, promotion of early learning and development outcomes for all children, a great early childhood education workforce and measurement of outcomes and progress. • Focus efforts on children with high needs through the early childhood workforce that serves them. • Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Board of Regents, or when the Board of Regent's Scope of Work requires modifications. • Adopt Early Learning and Development Standards as part of the early childhood curriculum. • Agree to release faculty to participate in the new Early Childhood Professional Development Consortium. • Strengthen the articulation agreements between two and four year institutions in the area of Early Childhood credits. • Create articulation agreements to accept competency based professional development as credit when delivered by an approved personnel development provider.

Office of Higher Education (PSA) The Office of Higher Education is not a required participating state agency, however, it is included because it oversees scholarships and accredits private institutions of higher education that enrolls many of the state's early childhood educators	• Abide by the governance structure outlined in the State Plan, which includes the implementation of a successful state system, high quality accountable programs, promotion of early learning and development outcomes for all children, a great early childhood education workforce and measurement of outcomes and progress. • Focus efforts on children with high needs through the early childhood workforce that serves them. • Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Board of Regents, or when the Board of Regent's Scope of Work requires modifications. • Adopt Early Learning and Development Standards as part of the early childhood curriculum. • Agree to release faculty to participate in the new Early Childhood Professional Development Consortium. • Strengthen the articulation agreements between two and four year institutions in the area of Early Childhood credits. • Create articulation agreements to accept competency based professional development as credit when delivered by an approved personnel development provider.
Other Entities	
Connecticut Early Childhood Education Cabinet Required participating state agency as the State Advisory Council on Early Childhood Education and Care.	• Abide by the governance structure outlined in the State Plan, which includes the implementation of a successful state system, high quality, accountable programs, promotion of early learning and development outcomes for all children, a great early childhood education workforce and measurement of outcomes and progress. • Focus efforts on children with high needs, whether they are low income, come from families where English is a second language, have disabilities or are at risk of abuse, neglect or homelessness. This population is the primary reason Connecticut seeks RTT-ELC funds. • Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Early Childhood Education Cabinet, or when the Early Childhood Education Cabinet's Scope of Work requires modifications. • Continue the work of the Early Childhood Education Cabinet Health Work Group and the Public/Private Partnership Work Group and ensure that the Committee directly connects with and supports (in an advisory capacity) the Office of Early Childhood. • Provide a Cabinet liaison to link cross-agency efforts to support local early childhood councils with service coordination, and integration, family engagement, and data sharing especially for high risk children.
State Interagency Coordinating Council for Part C of IDEA	This is an advisory group to DDS. It is represented by the IDEA Part C coordinator in the Department of Developmental Services. Please refer to DDS section above.

A(3)(c) Demonstration of Stakeholder Commitment

The State's open and inclusive approach to early childhood reform resonates with a broad audience and provides evidence of the support from which the state will benefit by undertaking the transformative work outlined in this application. Most significantly, stakeholders strongly articulated their support for focusing efforts on our children of high need and early learning programs of unknown or baseline quality. On August 30, 2013, Connecticut's leaders, advocates and stakeholders from all levels enthusiastically shared ideas in support of Connecticut's RTT-ELC grant application at the RTT-ELC forum. Those comments are reflected throughout our application and referenced in the letters of support found in the Appendix.

Our application includes more than 50 detailed and persuasive letters of support from Early Learning Intermediary Organizations, local early learning councils, and other various critical stakeholders, each offering supplementary support, experience, and added capacity to assist Connecticut in reaching the goals outline in the application. These letters of support, outlined in the Appendix, specifically indicate how each stakeholder will add value and impact to the implementation of the reform agenda. Many of the letters of support were particularly pleased with Connecticut's focus on developing a thoughtful TQRIS that includes both home-based and center-based providers from the outset; the comprehensive support offered by education, health, and mental health coaches in our Regional Quality Improvement Centers; and the state's decision to work collaboratively and openly with public schools to develop a plan to encourage license-exempt programs to become licensed.

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	**Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?***
INTERMEDIARY ORGANIZATIONS	
Child Care Resource and Referral Agencies	
2-1-1 Child Care	Y
State Head Start Associations	

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	**Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?***
Connecticut Head Start Association	Y
Family Child Care Associations	
All Our Kin	Y
Connecticut Family Day Care Association Network	Y
Hartford Area Child Care Collaborative	Y
State Affiliates of National Association for the Education of Young Children	
Connecticut Association for the Education of Young Children	Y
Division of Early Childhood of the Council on Exceptional Children, Connecticut Subdivision	Y
Council of Administrators of Special Education of the Council on Exceptional Children, Connecticut Subdivision	Y
Statewide or Regional Union Affiliates that Represent Early Childhood Educators	
Connecticut Education Association (CEA)	Y
American Federation of Teachers (AFT)	Y
Service Employees International Union	Y
Other Organizations	
Connecticut Birth to Three Interagency Coordinating Council	Y
Connecticut Parent Advocacy Center, Inc. (CPAC)	Y
Connecticut Early Childhood Funders Collaborative	Y
Connecticut Parent Information Resource Center	Y
Connecticut Parent Power	Y

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	**Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?***
Connecticut State Advisory Council on Special Education	Y
Connecticut Early Childhood Cabinet	Y
Connecticut Comprehensive System of Personnel Development Council	Y
Connecticut Association of Schools	Y
Connecticut Early Childhood Alliance	Y
Connecticut Family Resource Alliance	Y
United Way of Middlesex County	Y
Connecticut Health and Educational Facilities Authority	Y
American Academy of Pediatrics – Connecticut Chapter	Y
Regional Educational Service Centers (RESC)	
Area Cooperative Educational Services (ACES) (S Central CT)	Y
Cooperative Educational Services (C.E.S.) (Southwest CT)	Y
Capital Region Education Council (CREC) (N Central CT)	Y
EASTCONN (Northeast CT)	Y
Education Connection (Northwest CT)	Y
LEARN (Southeast CT)	Y
LOCAL EARLY LEARNING COUNCILS**	
Andover (School Readiness)	NA**
Ansonia (Discovery & School Readiness)	Y
Ashford (Discovery & School Readiness)	Y

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	**Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?***
Beacon Falls (School Readiness)	NA
Bloomfield (Discovery & School Readiness)	Y
Branford (Discovery)	Y
Bridgeport (Discovery & School Readiness)	Y
Bristol (Discovery & School Readiness)	Y
Brooklyn (School Readiness)	NA
Canterbury (School Readiness)	NA
Chaplin (Discovery & School Readiness)	Y
Colchester (Discovery & School Readiness)	Y
Coventry (Discovery & School Readiness)	Y
Danbury (Discovery & School Readiness & Interagency Coordinating Council)	Y
Derby (Discovery & School Readiness)	Y
East Hartford (Discovery & School Readiness)	Y
East Haven (Discovery & School Readiness)	Y
Eastford (School Readiness)	NA
Ellington (School Readiness)	NA
Enfield (Discovery & School Readiness)	Y
Granby (Discovery)	Y
Greenwich (Discovery & School Readiness)	Y
Griswold (Discovery & School Readiness)	Y

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	**Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?***
Groton (Discovery & School Readiness)	Y
Hamden (Discovery & School Readiness)	Y
Hampton (School Readiness)	NA
Hartford (Discovery & School Readiness)	Y
Killingly (Discovery & School Readiness)	Y
Lebanon (School Readiness)	NA
Ledyard (School Readiness)	NA
Lisbon (Discovery & School Readiness)	N
Manchester (Discovery & School Readiness)	Y
Mansfield (Discovery & School Readiness)	Y
Meriden (Discovery & School Readiness)	Y
Middletown (Discovery & School Readiness)	Y
Milford (Discovery & School Readiness)	Y
Naugatuck (Discovery & School Readiness)	Y
New Britain (Discovery & School Readiness)	Y
New Haven (Discovery & School Readiness)	Y
New London (Discovery & School Readiness)	Y
North Canaan (School Readiness)	NA
Norwalk (Discovery & School Readiness)	Y
Norwich (Discovery & School Readiness)	Y
Plainfield (Discovery & School Readiness)	NA

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	**Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?***
Plainville (School Readiness)	NA
Plymouth (Discovery & School Readiness)	Y
Putnam (Discovery & School Readiness)	NA
Scotland (School Readiness)	NA
Seymour (School Readiness)	NA
Shelton (Discovery & School Readiness)	Y
Southington (Discovery)	Y
Sprague (School Readiness)	NA
Stafford (Discovery & School Readiness)	Y
Stamford (Discovery & School Readiness & Interagency Coordinating Council)	Y
Stratford (Discovery & School Readiness)	Y
Thomaston (Discovery & School Readiness)	Y
Thompson (Discovery & School Readiness)	Y
Torrington (Discovery & School Readiness & Interagency Coordinating Council)	Y
Vernon (Discovery & School Readiness)	Y
Voluntown (School Readiness)	NA
Wallingford (Discovery)	Y
Waterbury (Discovery & School Readiness)	Y
West Hartford (Discovery & School Readiness)	Y
West Haven (School Readiness)	NA

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	**Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?***
Wethersfield (Discovery)	Y
Winchester (Discovery & School Readiness)	Y
Windham (Discovery & School Readiness)	Y
Windsor (Discovery & School Readiness)	Y
Wolcott (School Readiness)	NA

Separate letters of intent have not been submitted for **each organization in two cases. The RESC Alliance submitted one letter of intent on behalf of the five Regional Quality Improvement Centers and the William Caspar Graustein Memorial Fund submitted one letter of intent on behalf of 51 Discovery Initiative local early learning councils.*

*** Letters of support were not sought from all local School Readiness Councils, but there is a direct link between the Office of Early Childhood (RTT-ELC Lead Agency) and the School Readiness Councils. School Readiness is a state-funded initiative by the Office of Early Childhood.*

A (3) High Quality Plan

Section (A)(3): Aligning and coordinating early learning and development across the state.

Key Goal: To have a coordinated system for all early childhood programs in Connecticut.

Key Activity 1: Complete the physical transfer of programs from five different state agencies under the leadership of the Executive Director of the Office of Early Childhood

Description:
The Office of Early Childhood's current location lacks sufficient space to house all of the programs that were transferred into the OEC in 2014. The state has recently purchased a two-tower office building in downtown Hartford to house several thousand state employees, and the OEC is one of the agencies slated to move into this building. Unfortunately, this build-out will not be completed until 2016. Therefore, as noted in the High Quality Plan, we have included funds in the proposed budget for this grant to enable us to find rental space near Hartford for two years to accommodate 120 staff that we expect to have in 2014.

Initial Implementation/Statewide Scale Up:

The first phase in the creation of the Office of Early Childhood was completed on July 1, 2013 when programs from three state agencies transitioned into the new agency. The second phase is scheduled to be complete on July 1, 2014 when programs from three additional state agencies transition into the Office of Early Childhood.

Rationale: A central purpose behind the creation of OEC was to refocus the work and mindsets of the personnel in the various early childhood programs spread across multiple agencies. Staff members who support the state's child care subsidy program, Care 4 Kids will be directed to shift from thinking of the program as a work support for adults first to a program to close the opportunity gap for children with high needs as well. Child care licensing staff will be directed to change their approach to license inspections from a purely compliance-driven function to one focused on using regulation to support providers in their efforts to improve children's outcomes. Staff who support our programs for children with disabilities will be brought together to ensure that every initiative undertaken in the agency is developed and implemented with the needs of children with disabilities in mind. Staff who supports our efforts to support families will be brought over to ensure that promoting healthy families is critical to each and every effort of the agency. Having all of these staff together will remind those staff who supports our state's development of curriculum, standards, and assessments that there is more to children's early learning and development than education.

This task will not be easy, and will be made all the more difficult unless all OEC staff are brought together in one physical location. Otherwise old habits and mindsets will be allowed to persist. Successful implementation of our RTT-ELC reform agenda is tied to the physical co-location of all OEC staff. Governor Malloy is so committed to bringing all OEC staff together under one roof that he directed his administration to commit space for the fledgling agency in a new building in downtown Hartford recently purchased by the state. Unfortunately, the office space will not be ready for occupancy until midway through the second year of the grant period.

RTT-ELC funds will be used to house all OEC staff together temporarily until they can move into their new space.

Parties Responsible and Key Personnel: Executive Director, Office of Early Childhood

Performance Measure: N/A

Key Activity 2: Hire RTT – ELC Project Management Team

Description: The RTT – ELC Project Management Team will consist of the RTT – ELC Project Manager, the TQRIS Coordinator, two fiscal administrators, one facilitator, and one community liaison. The Project Manager will provide leadership to coordinate all of Connecticut's RTT – ELC activities and report directly to OEC's Executive Director. The TQRIS Coordinator will coordinate all efforts related to Connecticut's TQRIS, ConneCT to Quality, including coordination of each of the five Regional Quality Improvement Centers. The two fiscal administrative assistants will oversee the fiscal functions connected to ConneCT to Quality incentives. The facilitator will be responsible for facilitating all of the stakeholders meetings – including the creation of all meeting work plans, materials, and required follow-up – related to the implementation of Connecticut's early childhood reform agenda.

(Initial Implementation/Statewide Scale Up): N/A

Rationale: Connecticut will require additional staff to implement all of our early childhood reform agenda activities.

Parties Responsible and Key Personnel: Executive Director, Office of Early Childhood

Performance Measure: N/A

Key Activity 3: Create the Community Partnership for Early Childhood

Description: The Community Partnership for Early Childhood will launch innovation in Connecticut's early childhood sphere, policy research and development, advocacy, public relations, and fund raising and grant procurement. In addition, the Community Partnership will support local early childhood councils as they plan and coordinate programs; develop and maintain inventories of local programs and services; and coordinate with the Child Development Infoline and Help Me Grow to provide information to families.

The community liaison will be responsible for developing relationships with philanthropy, business, and industry, as well as community leaders in order to establish the vision and mission of the Community Partnership for Early Childhood.

(Initial Implementation/Statewide Scale Up): N/A

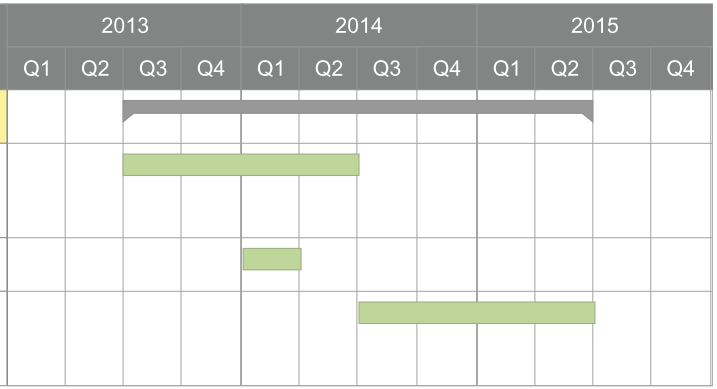
Rationale: Connecticut has the opportunity to truly revolutionize the way Connecticut

approaches early childhood. Preparing young children for success in school is of interest to both the state and private sector, which is why the Office of Early Childhood is developing a public-private institute, Community Partnership for Early Childhood.

Parties Responsible and Key Personnel: Executive Director, Office of Early Childhood

Performance Measure: N/A

Sectic	Task Name
A3	Aligning and coordinating work across the state
	Key Activity 1: Complete physical, legal, and fiscal transfer of agencies into Office of Early Childhood
	Key Activity 2: Hire Race to the Top Project Team
	Key Activity 3: Create Connecticut Community Partnership for Early Childhood



Financial Resources to Support Successful Implementation of the Plan		
Key Activity	**Estimated Total Budget**	**Estimated Amount Leveraged From Other Sources**
1. **Key Activity 1: Physical Transfer**	$1.2 million	$1.6 million
2. **Key Activity 2: Hire RTT-ELC Project Management Team**	$1,364,112	
3. **Key Activity 3: Create Community Partnership for Early Childhood**	$271,886	

Highlights of Narrative relating to required scoring criteria
Addressing the Needs of Different Types of Early Learning and Development Programs: When the Office of Early Childhood is fully implemented, the policies, budget, personnel, and data related to programs that reach all types of early learning and development programs, including center-based and all home-based programs, will be under its purview.
Meeting the Needs Children of High Needs and Special Populations of Children with High Needs: When the Office of Early Childhood is fully implemented and Early Childhood Special Education, or Part B of IDEA 619, is integrated children of high needs and special populations of children with high needs will be under its purview. It is also possible that Part C of IDEA 619 will join OEC, depending on the outcome of a feasibility study. This would mean children with disabilities from birth to five will be supported by this coordinated governance structure.
Sustainability: Governor Malloy's administration increased state investment in Connecticut's early childhood reform agenda when it created four additional state positions with the creation of the OEC. His administration is committed to maintaining funding levels to support the state's TQRIS and Regional Quality Improvement Centers at the conclusion of the grant period. Connecticut will also sustain the cost of the physical consolidation of OEC in 2016 two years *before* the end of the grant period.

Required Evidence	Submitted Evidence
An Organizational chart that shows how the grant will be governed and managed.	See Section (A)(3).
The completed table that lists Governance-related roles and responsibilities.	Table (A)(3)-1.
A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency.	See Appendix 2.
The completed table that includes a list of Early Learning Intermediary Organization and local early learning council (if applicable) in the State that indicates which organizations and councils have submitted letters of intent or support	See Table (A)(3)-2.
A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils.	See Appendix 3.
A copy of every letter of intent or support from other stakeholders.	See Appendix 3.

VI. SELECTION CRITERIA

(A)(4) Developing a budget to implement and sustain the work of this grant. *(15 points)*

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration funding; MIECHV program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describe how it connects to the State Plan (also completed in section VIII).

A (4) (a) Use of existing funds

Connecticut's RTT-ELC State Plan builds upon substantial and ongoing investments in early childhood learning and development. State and private funds for early learning and development in fiscal year 2013 alone were $267,556,988 as depicted in Table (A)(4)-1 which depicts the existing funding source, the amount by year, and the amount by year.

Our plan builds upon these investments. In addition to existing state funding, the plan will incorporate federal investments of over $95,670,437 per year, including a proposed redirection of all CCDF quality enhancement funding and state bonding for capital improvements to programs serving children with high needs. Private donations will continue to finance (with matching funds from the state) local early childhood planning councils.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.

Source of Funds	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Total
State Funding					
Office of Early Childhood • *School readiness* • *State head start* • *State subsidies for centers* • *Workforce Dev.* • *Children's Trust Fund(family support)* • *Community Plans* • *Early Literacy* • *Quality Enhancement* • *Care 4 Kids(2015) (CCDF)* • *Child Care Licensing (2015)* • *Home visiting*	$127,684,115	$232,302,802	$241,902,802	$243,902,802	$845,792,521
DDS – Birth to Three IDEA Part C	$37,286,804	$41,186,804	$41,186,804	$41,186,804	$160,847,216
DSS – Care 4 Kids	$60,944,846	transferred to OEC	transferred to OEC	transferred to OEC	$60,944,846

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	**Fiscal Year 2014**	**Fiscal Year 2015**	**Fiscal Year 2016**	**Fiscal Year 2017**	**Total**
SDE – • *ECIS* • *Minor Capital Improvements*	$ 17,500,000 Bond funds	-	-	-	$17,500,000
DPH- child care licensing	$2,276,721	transferred to OEC	transferred to OEC	transferred to OEC	$2,276,721
Federal Funding					
Head Start/Early Head Start (with 5.2% sequester each year)	$55,700,356	$52,803,938	$50,058,134	$47,455,112	$206,017,540
OEC • *Head Start Collaboration* • *MIECHV (2015-2016)* • *IDEA 619 (2015)*	$100,000	$17,896,510	$17,896,510	$8,986,087	$44,879,107
DPH -MIECHV (2014)	$9,936,510	transferred to OEC	transferred to OEC	transferred to OEC	$9,936,510
DDS – IDEA Part C (5.2% sequester)	$3,793,571	$3,596,309	$3,409,309	$3,232,025	$14,031,214
SDE – • *Title I* • *IDEA 611* • *IDEA 619 (2014)*	$26,000,000	$21,100,000	$21,000,000	$21,000,000	$89,100,000
United Way – Early Childhood Comprehensive System grant	$140,000	$140,000	$140,000	$140,000	$560,000
Private Funding					
Philanthropy	$16,280,776	$16,687,683	$17,000,000	$17,000,000	$66,968,459
TOTAL:	$ 357,643,699	$ 385,714,046	$ 392,593,559	$ 382,902,830	$ 1,518,854,134

The decrease from 2015 to 2017 in federal funding is due to the end of the MIECHV grant period and the continued sequester of Head Start and IDEA Part C funding. The sustainability of the MIECHV grant funding for home visiting services through Medicaid is being explored.

Section A: Specifically, key programs such as state-funded School Readiness, state-subsidized child care centers, along with state and federal funding for Head Start, the Head Start

Collaboration Office, and both state and federal funding for the Children's Trust Fund programs such as the Nurturing Family Network home visiting program and the Help Me Grow program will support Section A. The continued consolidation of early childhood programs into the Office of Early Childhood will bring the administrative portion of IDEA 619, child care licensing, all CCDF federal funding, and the state's portion of the Care 4 Kids program into the OEC in July of 2014. Following a feasibility study, the federal and state portions of IDEA Part C, currently shown in the Department of Developmental Services, may also become a key program of the OEC. The federal funding for the MIECHV home visiting (both the formula and the competitive grants) will transfer after the Department of Public Health relinquishes the grants, and the OEC is able to file a successful application with the Health, Resources and Services Administration. The Title I ESEA – specifically designated for at-risk children – will continue to support those children from birth to age five as well as Pre-K to Grade Three initiative (Priority P4)

Section B: More than $53.7 million annually in state and federal related resources will be leveraged to support the TQRIS. The existing Child Care Licensing staff will be brought to the OEC in July, 2014, to begin implementing the plan's goals of improving and expanding quality in early learning and development programs. The state is proposing to add 16 additional licensing staff over the next two years to increase the frequency of visits. In addition, the state is committed to covering the additional cost to support children receiving child care subsidies whose families seek higher quality programs. This cost will be an estimated $2 million per year in the first years of TQRIS. CCDF quality set-aside funding and state bonding for minor capital improvements will be redirected to support programs serving children with high needs to improve quality.

Section C1: To implement the state's new Early Learning and Development Standards, existing staff of the OEC will incorporate them into all approved personnel development, the TQRIS indicators, publicly funded preschool curriculums, and the Kindergarten Entry Assessment. Since the standards have already been published, sustainability will become the work of the OEC.

Section C3: To continue the work on developmental screening to identify children with high needs described in Section C(3), Medicaid and private insurance will cover the cost of the screening being conducted by pediatricians. Early care and development programs will integrate screening into their ongoing work with children and families. The state will to continue to fund the Help Me Grow program (approximately $500,000 annually) and state and federal IDEA Part B funds will continue to support the Child Development Infoline (approximately $643,000 per year). The costs of health consultants are currently covered by licensed centers. The state will seek funds to maintain support for the childcare health and child development coaches. The screening and referral database is funded with bond funds and will be maintained by the OEC.

Section D: Our state plan will sustain and improve the quality of our early childhood workforce as articulated in Section D. Through the combination of CCDF quality set-asides and School Readiness funding, approximately $2.4 million annually will be used to update and maintain the early childhood workforce professional registry and to offer scholarships to early childhood staff obtaining higher degrees or seeking the Early Childhood Teaching Certificate.

Section E1: The State Department of Education's general funds will continue to support that agency's oversight and reporting of the revised Kindergarten Entry Assessment once field-testing has been completed and statewide implementation begins.

Section E2: The state has set aside $6 million in bonding to fund the development of the Early Childhood Information System. Existing OEC and SDE information technology staff will then maintain and continue to update the system in response to user's needs.

Section P4. The state through staff of the OEC and staff of the Department of Education will continue to move forward the Pre-K to Grade Three initiative, begun with a grant from the National Governors Association. Through the Pre-K to Grade 3 Institute, we will have a cohort of facilitators trained to go into any community or district to support them in improving practices in prekindergarten to 3rd grade programs to sustain the effects of gains through the early elementary grades. Once the University of Connecticut begins to offer the P3 Executive

Leadership Certificate, it can continue to offer it through the Educational Leadership Department of the Neag School of Education.

A (4) (b) Effective and Efficient Use of Funding

1. *Are funds adequate to support the activities described in the State Plan?*
2. *Are costs reasonable and necessary in relation to the objectives design, and significance of the activities described in the State Plan and the number of children to be served?*

This planning process used a version of what is commonly referred to as the professional judgment method to determine what would be an adequate funding level to effectively and efficiently expend RTT-ELC funding. A group of highly qualified content experts, along with vastly experienced leaders from Participating State Agencies, worked scrupulously through the sections of the Plan to determine necessary and reasonable costs to implement it. Lead OEC staff for each project worked with staff from participating PSAs and outside experts to determine the strategies and activities for reaching RTT-ELC project-specific goals. These same lead agency staff drafted line item budgets that were then transposed into agency budgets. The agency budgets have been reviewed by fiscal staff in each agency to ensure that staff salaries, fringe, and indirect costs are appropriate. We have further vetted the proposed contractual line items with the OEC leadership, the Office of Policy and Management, and outside consultants to gauge the reasonableness of the figures.

Overall, the budget formulation process was guided by a professional judgment model to ensure that the budget would be adequate while efficiently and effectively using RTT-ELC resources to implement the State Plan. Our budget narrative consists of line-by-line descriptions of each expense. In this way, the agency budgets and the overall budget remain grounded in the practical details (the who, what, where, when and how) necessary to implement Connecticut's State Plan.

A (4) (b) (3) Funds for Project Partners

The table below details the amount of funds budgeted for project partners and the specific activities to be implemented with these funds consistent with the State Plan. OEC serves as the RTT-ELC Lead Agency, joined by five other PSAs. Those PSAs with RTT-ELC budgets are listed in the table below with their corresponding RTT-ELC budget figures and with the same budget information by project in the far right columns. Projects not requiring any RTT-ELC

funding are not included. The activities for these projects, of which there are dozens, are presented in detail in the work plan tables in the narrative sections for each Project.

Agency Name	RTT-ELC Funds
OEC	$31,622,256
SDE	$ 1,212,583
ECSU	$ 1,686,891
UConn – School of Education	$ 2,045,605
UConn – Health Center	$ 413,724
Charter Oak College	$ 344,392

RTT-ELC Project	RTT-ELC Funds
Project A	$ 5,123,466
Project B	$26,086,201
Project C1	$ 779,241
Project C3	$ 800,000
Project D	$ 1,200,000
Project E1	$ 1,558,151
Project P4	$ 922,500

(4) (b)(4) Demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan.

Connecticut has a strong history of local early childhood councils, and our plan takes advantage of these assets. Sixty-nine (69) local early childhood councils are supported by existing School Readiness funding and/or by the Discovery Initiative of the William Caspar Graustein Memorial Fund. The Early Childhood Partnership described in Section A(3) will be the link to these local councils. An OEC staff position of community liaison (funded through the RTT-ELC grant) will be responsible for forming and maintaining these partnerships with the OEC's ongoing work. In addition, we have $26,101,201 million in Project B which rolls up into the OEC Agency Budget planned under contractual obligations to Regional Quality

Improvement Centers to ensure that training and technical assistance addresses local service contexts and financial incentives for local programs to achieve higher levels of quality.

A (4) (c) Demonstrate that the State Plan can be sustained after the grant period ends.

The OEC and the Department of Education have considered what specific funding must be dedicated from each agency to continue the work of the State Plan after the grant period ends. The project work of the state higher education PSAs is time-limited. These amounts, which total roughly $5.6 million are reflected in the table below. It includes the future annual expenditures by the OEC of: 1) converting four positions funded by the grant; 2) TQRIS raters; 3) the cost of continuing to contract for the Regional Quality Improvement Centers; and 4) TQRIS incentives for programs. For SDE, the ongoing costs after the grant period relate to the administration of the Kindergarten Entry Assessment, including the cost of one position that will be funded under the RTT-ELC grant. Other contributions of staff time for either agency are not included.

Office of Early Childhood	State Dept. of Education
$5,500,000	$150,000

Office of Early Childhood (OEC): As the RTT-ELC Lead Agency, with $290 million in expected annual investments by the end of the grant period, OEC will have the largest sustaining annual budget increase after the grant term. Of this amount, $5.1 million will be devoted to the TQRIS (Section B) to cover the cost of raters and incentives for programs to achieve higher quality and the remaining funds will support the community liaison position for the Early Childhood Partnership (Section A(3)).

State Department of Education (SDE): SDE will absorb the cost of one position to be the point person for the Kindergarten Entry Assessment.

VI. SELECTION CRITERIA

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. ***(10 points)***

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

(1) Early Learning and Development Standards;
(2) A Comprehensive Assessment System;
(3) Early Childhood Educator qualifications;
(4) Family engagement strategies;
(5) Health promotion practices; and
(6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in selection criterion (B)(1)(a), submit--
  - A copy of the tiered Program Standards;
  - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system; and

Documentation of how the tiers meaningfully differentiate levels of quality.

Section B. High-Quality, Accountable Programs

The state of Connecticut knows the value of ensuring that children with high needs have access to high quality early learning and development opportunities as a strategy to narrow the achievement gap. It has invested resources in providing a well-defined, progressive pathway to knowing about and improving the quality of early learning and development programs, resulting in a thoughtful and robust set of tiered program standards to underpin its Tiered Quality Rating and Improvement System (TQRIS), which in our state is called ConneCT to Quality or C2Q. That effort has been matched by the creation of a new coordinated administrative structure, the Office of Early Childhood (OEC), and technology infrastructure, with the development of a new Early Childhood Information System (ECIS) through a $6 million bond. Connecticut is poised to capitalize on these investments and focused efforts. Through the funding of the RTT-ELC grant, Connecticut will propel efforts to ensure that all Children with High Needs have access to high quality early learning experiences and care.

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System

Connecticut has a High-Quality Plan to launch and fully implement ConneCT to Quality beginning in March of 2014. We have adopted program standards, which include Early Learning and Development Standards, a Comprehensive Assessment System, Early Childhood Educator Qualifications that are aligned with our adopted Workforce Core Knowledge and Competencies, Family Engagement Practices, and Effective Data Practices.

Connecticut is ready to advance its TQRIS, Connect to Quality (C2Q). The state has an ambitious yet achievable timeline to implement its program standards, technical assistance, rating and monitoring, and processes and procedures. This will allow us to achieve our goal of providing families with useful and timely information about the quality of care available in their communities. At the same time, the TQRIS will be supporting and rating programs so that they can improve the quality of care they provide children, especially our children with high needs. ConneCT to Quality will offer families and caregivers information with which to make informed

decisions about the early learning and development program they choose for their children. It will also use generous financial incentives and top-notch technical assistance, provided regionally for greater access and sensitivity to local needs, to increase the number of high-quality early learning and development programs available in the state, with a particular focus on increasing access for children with high needs.

To ensure that programs participating in ConneCT to Quality improve their quality over time and accept and recruit children with high needs, Connecticut has planned the following:

- Regulatory and policy changes to improve licensing requirements and provide incentives to participate in the TQRIS, ConneCT to Quality. Potential policy changes include reexamining licensing exemptions and linking the federal Child Care and Development Fund (CCDF) child care subsidies to program licensure.
- A system of incentives to reward programs for pursuing or attaining high levels of quality and providing care for children with high needs.
- The creation of a system of Regional Quality Improvement Centers that will provide free, high-quality technical assistance, professional development, coaching, and consultation that is relevant to Family, Friend, and Neighbor care providers (FFN), family child care, centers, and schools by providing setting- and content-specific Technical Assistance (TA) to help programs advance through the tiers of ConneCT to Quality.

To ensure that families can afford to have their children attend high-quality programs and are motivated to choose them, Connecticut will:

- Offer **a pilot effort to increase parents' purchasing power** by reducing or eliminating co-pays for subsidized children attending National Association for the Accreditation of Young Children (NAEYC) or National Association for Family Child Care (NAFCC) accredited or Head Start approved programs (Tier 4).
- **Increase funding for Care 4 Kids, our state's child care subsidy system.** Our strategy to increase the number of children with high needs who are in high-quality programs is more costly than our current system. As we move children with high needs into programs of higher quality, the state will need to increase state appropriations for Care 4

Kids. Governor Dannel P. Malloy will propose to increase Connecticut's existing generous state share of Care 4 Kids in his upcoming budget proposal to ensure that we maintain the current levels of children served by Care 4 Kids as we increase their access to high-quality programs.

- **Increase the reimbursement rate for Care 4 Kids**. Connecticut and Connecticut State Employees Association (CSEA) are in the final stages of contract negotiations for the state's newly recognized bargaining unit for home-based child care providers. The state is committed to increasing the reimbursement rate, which has not been raised since 2001, as part of these negotiations, which are expected to end this fall.
- **Conduct a community-based Early Childhood Quality public information campaign** to inform families and people who help families of the new rating system, ConneCT to Quality, its value, and the ways they can determine what program is best for their children, especially those with high needs.
- **Implement the recently developed web-based data system that will serve as the *interim* ConneCT to Quality information system** used to share early learning program ratings with families and the general public. The developers made this system completely integrated with the state's Early Childhood Resource and Referral system, 2-1-1- Child Care Infoline, in an effort to provide greatest access to information using a well-established, easily understood, and trusted system. Connecticut will use this system from January 2014 until January 2015, when we expect our Early Childhood Information System to be fully operable (See High Quality Plan in Section E(2)).

B(1)(a) Quality Rating and Improvement System Based on Tiered Program Standards

Connecticut's current ConneCT to Quality Program Standards address all of the required elements of a TQRIS, and the standards are appropriate for both home- and center-based settings. The recently adopted ConneCT to Quality Program Standards are the thoughtful product of two years of collaborative research and development, which resulted in measurable, research-and evidence-based standards that meaningfully differentiate program quality levels and underscore

Connecticut's high expectations of program excellence. The Program Standards are a strong foundation for a TQRIS that differentiates the quality of two different types of programs – home-based and center-based. It also intentionally addresses the needs associated with providing care for children with high needs. Our definition of high needs includes children from birth through age five who are from low-income families or otherwise in need of special assistance and support, including those who have disabilities or developmental delays, who are English language learners, who reside on Indian lands, or who are migrant, homeless, or in foster care.

The charts found in the Appendix 4 (B)(1) 3-7 provide brief descriptions of the quality indicators required in each standard at each Tier. The standards of each Tier are built on and reflected in Tiers of increasing quality. The ConneCT to Quality Program Standards are organized into four tiers and are grouped under five categories: Health and Safety, Learning Environment, Leadership and Management, Family Engagement and Support, and Workforce Qualifications and Professional Development. The six standards outlined in the RTT-ELC grant guidelines are reflected in Connecticut's five ConneCT to Quality Program Standards. Programs are required to maintain effective data collection practices throughout all five standards of our TQRIS. The following is an overview of ConneCT to Quality's five program standards.

Early Learning and Development Standards

The state of Connecticut has ensured that our Early Learning and Development Standards (ELDS) are fully integrated into the ConneCT to Quality Program Standards. Connecticut's strong Early Learning and Development Standards (see Section C(1)) define what all children from birth to kindergarten entry should know and be able to do. They are age-appropriate and reflect the unique needs of children with high needs, including children who are English language learners and children with disabilities or developmental delays. (See the Early Learning and Development Standards in Appendix 4(C)(1)-1, Section (C)(1).)

The ConneCT to Quality Program Standards, used to determine program ratings, require programs to use these Early Learning and Development Standards (ELDS). Specifically, ConneCT to Quality requires the following integration of program and child standards:

Early Learning and Development Standards in ConneCT to Quality

Tier 1	Licensing does not currently require use of ELDS.
Tier 2	Staff must be trained on the ELDS and those standards must be used in planning learning experiences.
Tier 3	Planning must reflect differentiated learning and a focus on the needs of individual children, particularly children with high needs, as outlined in the ELDS. Staff must plan experiences for the children that are based on documented assessment of children's progress and aligned with ELDS.
Tier 4	Stringent curriculum, observation, planning, and assessment requirements are outlined and monitored by NAEYC or NAFCC accreditation and Head Start approval systems. Because the TQRIS is a block system, at Tier 4 programs will be utilizing Connecticut's ELDS as an integral part of the planning process.

A Comprehensive Assessment System

Connecticut has developed the components of a Comprehensive Assessment System to ensure that programs and educators have the information they need to make knowledge-based decisions regarding children's learning and development and to engage in ongoing learning and reflection. These components, reflected in the Program Standards and procedures of our TQRIS, include: a) Screening Measures as discussed in Section C(3), b) Formative Assessments as discussed in Section C(1), c) Measures of Environmental Quality, and d) Measures of the Quality of Adult-Child Interactions. The first two are required as part of our Program Standards and the last two are built into the C2Q process as part of Tiers 2 and 3 described below.

Comprehensive Assessment in ConneCT to Quality

Tier 1	Licensing inspections will be required annually by the year three of the grant. Connecticut is exploring ways to bring licensing inspections up from its current rate of once every three years to annual visits by: increasing the efficiency of license inspections and increasing inspection staff by 16, to be proposed in Governor Malloy's upcoming budget proposal. These inspections verify a base standard of physical health and environmental safety in facilities. The inspections begin at Tier 1 and continue annually for all Tiers.
Tier 2	Program administrators must complete or update self-assessments and conduct classroom observations. Programs use the appropriate Environmental Rating Scale (ERS) (Infant Toddler, Early Childhood or Family Child Care) and the Classroom Assessment Scoring System (CLASS) along with other self-assessment tools yet to be determined. As a result of these self-assessments, programs must develop a Quality Improvement Plan that identifies goals and objectives for program improvement. For center- based programs, when 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. Family child care providers refer families to Help me Grow.
Tier 3	Self-assessments and environment observations are required to be conducted using an approved rater who is trained to reliability. The program assessment process must include input from family and staff, and monitor progress on the improvement plan in conjunction with a consultant. Tier 3 includes the requirement that programs meet a specific score on the ERS and receives a CLASS score upon which program improvement plans are based. In addition, Tier 3 requires the use of an approved formative assessment tool to assess all children's progress in development and learning in both center- and home-based programs.
Tier 4	The programs will be held to the Comprehensive Assessment System criteria of NAEYC, NAFCC or Head Start, which expect integrated assessment, observation, and planning that is program-wide, goal-based, and reflects external monitoring and stakeholder engagement.

Connecticut will select and develop self-assessment tools in partnership with NAEYC in order to make this assessment system fully operational in the second year of the RTT-ELC grant. NAEYC's expertise in assessment, paired with Connecticut's deep understanding of NAEYC's integrated standards for programs, children, and the workforce, will ensure that developed tools are valid, appropriate, and fully aligned with the TQRIS Tiers in the ConneCT to Quality System. This effort is described more fully in section B(3).

Early Childhood Educator qualifications

ConneCT to Quality Program Standards require an increasing demonstration of quality as related to our state's early childhood workforce competencies. The educational achievement information, such as professional development, credentials, and degrees, is currently housed in the Workforce Registry. Connecticut's Workforce Registry, which is a model for states across the country, will become fully integrated into the Early Childhood Information System (ECIS) as described in Section E(2). It will seamlessly inform the rating levels in ConneCT to Quality.

Connecticut has developed a separate set of standards, called Core Knowledge and Competencies (CKCs), which outline the knowledge and skills educators should possess. ConneCT to Quality TQRIS Standards are aligned with these more detailed workforce expectations. Institutions across the state will align all professional development, degree programs, and credentials to these Core Knowledge and Competency standards and create a

coordinated career ladder to ensure that degrees build on all other training and education (see Section D(1)).

Early Childhood Educator Qualifications in ConneCT to Quality

Tier 1	Licensure requires all program staff to have background checks. Center-based programs are required to have a designated program administrator with a minimum of 3 credits in administration and a Head Teacher (which requires a Child Development Associate credential or 12 credits and a minimum of 1080 hours of experience). All staff members are required to spend 1 percent of total annual hours worked in professional development. Licensed home-based providers are required to have a valid certificate of first aid; three reliable references; and national, state, and local police records checks.
Tier 2	Center-based programs must have at least one staff member per group of children who meets Head Teacher qualifications. For home-based care, one person must have a high school diploma or a GED at a minimum plus professional development.
Tier 3	Center-based programs achieve NAEYC Staff Qualifications for candidacy (verified using our Candidacy Calculator developed in conjunction with NAEYC). Home-based providers have a minimum of CDA or twelve credits in ECE.
Tier 4	Programs are held to the educator requirements of the NAEYC accrediting system or Head Start, and in addition, Connecticut requires the achievement of specific qualifications as outlined in Connecticut Statutes (CGS 10-16p) for educators in publicly funded programs. The state's requirements for School Readiness and Child Day Care programs exceed those of the NAEYC and are monitored through reporting mechanisms using the Workforce Registry.

Family Engagement Strategies

Connecticut understands the critical importance of family engagement in the educational process to promote the best possible outcomes for their children, beginning in early childhood. The state ensures family participation in all state-funded programs through Connecticut General Statute Sec. 19a-80e, which requires all state-funded programs to involve families in setting goals for their children, educating their children, participating in decision-making about their children with staff, creating staff/parent partnerships, and in helping to ease the transition to school. This is exhibited in programs as they utilize intake forms to learn about children's social and developmental histories, conduct family conferences, and set goals with families for children's learning.

ConneCT to Quality prioritizes family engagement in selecting Family Engagement and Support as one of the five standard areas, and by embedding it throughout the other standards.

ConneCT to Quality includes criteria to address communication, links to community resources, and family involvement using language such as "reciprocal, two-way communication" and "mutually sharing" information to reinforce the critical nature and importance of collaboration of families and caregivers in children's learning.

Family Engagement in ConneCT to Quality

Tier 1	Licensure requires unlimited parental access during program operating hours.
Tier 2	Programs must provide an opportunity for families to share information about their children's specific interests, needs, and development, as well as their family's interests, and have knowledge of community resources.
Tier 3	Programs must meet twice annually and at the request of families to share information on children's experiences, development, and learning. Staff must participate in community organizations to facilitate family access and use a nationally recognized tool to set goals and actions related to family engagement.
Tier 4	Family engagement is a component of each of the Head Start approval and NAEYC and NAFCC accreditation utilized in the Connecticut TQRIS. The state standards align with the national systems per the State Department of Education-commissioned Crosswalk Report (See Appendix 4(B) (1-2)). In addition, alignment of the ConneCT to Quality standards was completed by the TQRIS workgroup to ensure a continuum of quality leading to Tier 4.

Health Promotion Practices

Connecticut has also prioritized health promotion by establishing health as one of the five standard areas. ConneCT to Quality includes criteria to address the safety of the physical environment, health practices, nutrition, and physical activity.

Health Promotion in ConneCT to Quality

Tier 1	Licensing rules require a state-approved health form that includes family contribution of health history, a medical evaluation including immunization record, and screening for vision, hearing, TB, and oral health (See Appendix 4 (C)(3) 1-2). The licensing inspection includes review of health practices such as hand washing, food service, illness prevention and mitigation, and medication administration as part of the review of the physical environment in both center-based and home-based programs.
Tier 2	All Early Learning and Development Programs provide state-approved training on Universal Precautions, conduct an annual risk assessment screening for communicable diseases, and promote breastfeeding by coordinating with and providing space for nursing mothers. Center-based programs are required to have one staff member certified to administer medication.

Tier 3	All programs must use a nationally recognized health and safety checklist and create an action plan based on the results.
Tier 4	Health practices is included as a component of the Head Start approval and NAEYC and NAFCC accreditation utilized in the state's TQRIS. Our standards align with the national systems per the SDE-commissioned Crosswalk Report. In addition, alignment of the ConneCT to Quality standards was completed by the TQRIS workgroup to ensure a continuum of quality leading to Tier 4.

Effective Data Practices

ConneCT 2 Quality requires the collection of data on the program, workforce, and children. Requirements for effective data practices in the ConneCT to Quality Tiers include requiring documentation of workforce training, program assessments that inform plans for self-improvement and staff development, and formative assessments of children's progress that inform planning for children. The state uses this data to monitor and rate programs and assess the validity and effectiveness of the ConneCT to Quality System and Standards. Connecticut is using $6 million in bonding funds to design a powerful and fully integrated data system called the Early Childhood Information System (ECIS) linking all of the existing early childhood data systems in the state in order to coordinate data and produce reports based on unduplicated data across many areas, including licensing, quality improvement planning, workforce requirements and professional development offerings, academic achievement in school, and many others. With the completion of a new integrated data system and portal, some of this information will also be accessible to the public, including program ratings. This project is described in detail in Section E(2).

The TQRIS Program Standards provide a continuum of quality across four tiers. Early Learning and Development Programs must be licensed to enter ConneCT to Quality at Tier 1, which is built entirely on our existing strong licensing system standards[8]. Program standards increase to reflect quality through Tiers 2 and 3 and culminate at Tier 4, where programs must either meet the requirements of performance standards for Head Start and Early Head Start programs, or two national accreditation organizations, namely the National Association for the

8 Child Care Aware's "We Can Do Better – State Child Care Center Licensing: 2011 Ranking of State Child Care Center Regulations and Oversight," ranked Connecticut's center-based licensing regulations as 10th in the nation and its "2012 Leaving Children to Chance Report" ranked Connecticut's home-based licensing regulations at 15th in the nation.

Education of Young Children (NAEYC) for center-based programs and the National Association for Family Child Care (NAFCC) for home-based programs.

The following section describes how ConneCT to Quality Program Standards reflect the requirements of the RTT-ELC grant. Tiers 1, 2, 3, and 4 are referenced to show a well-defined pathway towards national accreditation of Head Start approval. Although the ConneCT to Quality Program Standards fully meet the criteria required, Connecticut will continue to improve and revise the Program Standards in Tier 1 to reflect improvements to the current licensing system discussed in Section B(2). Connecticut is also considering adding a fifth Tier to reflect higher standards required by legislation in the three major state-funded prekindergarten programs. Educators in the School Readiness, Head Start, and Child Day Care Centers are required by state statute to meet higher workforce standards than NAEYC Accreditation. We are strongly considering a proposal to add a fifth level to acknowledge the effort required to meet additional workforce qualifications.

Although Connecticut's ConneCT to Quality System currently addresses all elements required for Program Standards as required by the RTT-ELC application, Connecticut will continue to adapt and improve the Program Standards to reflect planned improvements to the licensing system and other recommended changes required to ensure the Standards are valid and measurable. This work is described in Sections B(3) and B(5). In addition, Connecticut will create plain-language guidance for terms and indicators in the standards.

B(1)(b) Quality Rating and Improvement System Reflects Program Excellence Commensurate with Nationally Recognized Standards

Connecticut has high expectations for program excellence. National Standards are an integral and well-established requirement of the ConneCT to Quality System. Connecticut's Tier 4 requires accreditation or approval through state-approved national organizations, namely the National Association for the Education of Young Children (NAEYC), the National Association for Family Child Care (NAFCC), and Head Start. These nationally recognized organizations maintain standards that reflect the best practices in the field and that are regularly updated and vetted by national experts. These expectations assure that our standards are meaningful and measureable, and will to lead to improved learning outcomes for children. The NAEYC Position

Statement *From the NAEYC Public Policy Program, as adopted by the NAEYC Governing Board, September 26, 2011,* affirms our position: "The lowest tier should start with minimal state licensing requirements and lead up to the highest tier that includes program accreditation by a national early childhood program accreditation system, including the National Association for the Education of Young Children (NAEYC) accreditation for center-based and school-based programs, or other recognized national accreditation systems for family child care and school-age care."

Connecticut educators and families already trust and rely on these national standards. NAEYC Accreditation is in widespread use across the state. In fact, Connecticut ranks third in the nation for the number of NAEYC Accredited programs in any state at 462, following our neighboring state of Massachusetts with 787, and California with 489 NAEYC-accredited programs. There are currently only two NAFCC-accredited programs in Connecticut. We recognize that the challenges to achievement of accreditation for home-based programs include funding for NAFCC fees, program improvements, and professional development. However, we also recognize that our experience providing state-funded support for NAFCC accreditation in three small pilots two decades ago yielded over two dozen NAFCC-accredited providers.

Increasing the number of NAFCC-accredited programs will be a primary focus of Connecticut's RTT-ELC efforts. We know it is an achievable goal based on the past experience of the pilot described above. Family child care providers made it clear in numerous stakeholder meetings and during the early childhood planning team's listening tour (described in Section A(3) that the main reason there are so few NAFCC-accredited programs in Connecticut is because the state has not articulated its value. *ConneCT to Quality will reverse that pattern by incentivizing programs to become accredited and explaining the importance of choosing NAFCC-accredited programs to families.*

The TQRIS Program Standards reflect a progression along the quality continuum from licensing to national accreditation and approval systems designed to be measurable and to meaningfully differentiate program quality levels. Two activities in our standards development processes ensured that our alignment was strong and that our standards are progressive. The first activity enlisted the expertise of the staff of the Connecticut Accreditation Facilitation Project and All Our Kin, a community-based organization providing resources and support to home-based providers, in an exercise to examine a draft of the standards and to identify every indicator that was included in NAEYC and NAFCC Accreditation. The results of this review required the

TQRIS workgroup to adjust indicators in order to build a sequential set of criteria that would lead to accreditation. The second activity engaged participants at the stakeholder review meeting, including Head Start representatives, in an examination of criteria and indicators by tiers (e.g. all Tier 2 items; all Tier 3 items) for the purpose of identifying misalignments. These activities resulted in a progressive set of Standards developed to build program quality from Tier 1 (licensure) to Tier 4 (national accreditation or Head Start approval).

Connecticut has High Quality Plans to ensure that this is the case. This work is described in more detail in Sections B(3) and B(5). For example:

- The State plans to partner with national professional early childhood organizations to develop self-assessment tools for levels 2, 3, and 4 that will discriminate between quality levels at the lower Tiers.
- The TQRIS Program Standards will be validated during the course of the grant.

B(1)(c) Quality Rating and Improvement System Linked to the State Licensing System for Early Learning and Development Programs

Tier 1 of the TQRIS Program Standards is the achievement of licensing, and it applies to both home- and center-based programs in order to provide healthy and safe environments for children. As of July 2014, our licensing division will move from the Department of Public Health (DPH) to formally become part of the Office of Early Childhood, including licensing data, licensing staff, and related operations. With the completion of the Early Childhood Information System (ECIS), licensing data will be fully integrated as part of ConneCT to Quality.

Tiers 2, 3, and 4 do not replicate existing licensing requirements but continue to require licensure. Careful review of the ConneCT to Quality Standards by Department of Public Health licensing staff was conducted at two points in our development process to ensure the alignment with regulations. This process involved identifying corresponding licensing requirements for each criterion or indicator in the system, and then ensuring that all items required by licensing were removed from Tiers 2, 3, and 4. In addition, multiple members of the DPH participated in the stakeholder review process to examine the criteria by Tier (e.g. all Tier 2 items; all Tier 3 items) to ensure alignment. This resulted in the purposeful and specific alignment of

Connecticut's licensing regulations at Tier 1, the foundation of the system. Licensure information, including violations and history, will be included in the ConneCT to Quality rating information and will be available to the public as well.

The next steps to advance Connecticut's link between ConneCT to Quality and the state licensing system include:

- Conclude the National Association for Regulatory Administration (NARA) study of the Connecticut child care licensure regulatory system and incorporate findings from this study into the ConneCT to Quality system. Recommendations from NARA that relate to licensing regulations will require a legislative process to implement, and then alignment with the C2Q standards will take place again. This process ensures continued alignment between Level 1 and advancing levels of the system. This work is described in more detail in Section B2.
- Implement a plan to phase out licensing exemptions for early childhood center-based programs operated by public schools, including state prekindergarten and IDEA 619 (See Section B(2)).

B(1) High Quality Plan

Section B (1): Developing and Adopting a common, statewide Tiered Quality Rating and Improvement System

Key Goal: Improve and enhance implementation of Connecticut's common, statewide Tiered Quality Rating and Improvement System by:

- Ensuring the TQRIS is clear and has standards that are measurable;
- Ensuring that the levels, as articulated, meaningfully differentiate program quality levels;
- Strengthening links to the licensing system; and
- Transitioning from the interim ConneCT to Quality Information System to the Early Childhood Information System.

Key Activity 1: Develop guidance and evidence requirements for the ConneCT to Quality Program Standards
Description: In order to support programs to progress to higher levels of quality, additional guidance related to the program standards at the various levels of TQRIS is necessary. To this end, we will define the terms, expectations and evidence requirements related to the TQRIS Standards. We will make explicit the links to ELDS and CKC's and evidence requirements to document programs' implementation of standards with specific focus on strategies to support children with disabilities, children who are English language learners, and children with high needs. **Initial Implementation/Statewide Scale Up:** N/A **Rationale:** Guidance documents provide clarity of definitions, expectations for performance and evidence required to support providers' ability to achieve the required tiers, to ensure technical assistance is focused on achievement of levels, and to support reliability and validity of monitoring. This builds a statewide, common understanding of the standards across all sectors and stakeholders. **Parties Responsible and Key Personnel:** OEC staff, with guidance from a contracted facilitator and input from stakeholder groups. **Performance Measure:** Publish guidance documents through print and web-based resources.
Key Activity 2: Integrate information from NARA Project into the TQRIS Program Standards and Processes
Description: Conclude the National Association for Regulatory Administration (NARA) study of the Connecticut regulatory (licensing) system. Utilize recommendations and focus on licensing as an opportunity to: • Improve the licensing process and procedures to create efficiencies and transparency for all sectors. • Update licensing requirements through statutory change. • Incorporate technology (field tools and web-based systems) • Re-align licensing requirements with TQIS standards.

Initial Implementation/Statewide Scale Up: N/A

Rationale: A strong licensing system establishes the foundation of a TQRIS. In Connecticut, we have engaged NARA to conduct a needs survey which gathered stakeholder input that requires our thoughtful response. Since the licensing functions transition into OEC in July 2014, there is an unprecedented opportunity to link licensing processes, public information dissemination, and monitoring into the state's ECIS.

Parties Responsible and Key Personnel: DPH and OEC staff with guidance from NARA.

Performance Measure(s):

- Data from ECIS related to licensing which can be used in ratings and for use by families and other members of the public.
- Data from validation study related to differentiated tiers.
- Data from surveys conducted with families programs related to TQRIS tiers establishing a continuum of quality and differentiation of levels that is clear, measurable and non-duplicative.

Key Activity 3: Phase out license exemptions

Description: Implement a plan to phase out licensing exemptions for early childhood center-based programs operated by public schools, including state Pre-Kindergarten, charter and magnet schools, and programs serving children funded by Part B IDEA 619.

- Propose legislation to require license-exempt center-based programs to petition for exempt status.
- Conduct study of barriers to licensing and to inform improvements to licensing process.
- Propose legislation to eliminate license-exemptions for center-based programs.

Initial Implementation/Statewide Scale Up: N/A

Rationale: License exemptions reduce the state's ability to know about and influence the quality of early childhood programs. Programs that operate outside of licensing do not undergo monitoring by an external entity to guide their implementation of health and safety practices that ensure a firm baseline for operations.

Parties Responsible and Key Personnel: OEC (and DPH staff who will become OEC staff 7/1/14) to convene stakeholder group under guidance from a contracted facilitator.

Performance Measure(s):

- 100 percent of license exempt center-based programs will be identified.
- License-exempt center-based status will be eliminated as a category of center-based care in Connecticut.

Key Activity 4: Transitioning from the interim ConneCT to Quality Information System to the Early Childhood Information System.

Description:
Ensuring that the Early Childhood information System (see Section E2) includes all pertinent data and that the information from the interim ConneCT to Quality Information System is transferred to the new system is critical for full implementation of the ConneCT to Quality system in January 2015. OEC staff and consultants working on ConneCT to Quality rating and monitoring systems will coordinate on an

ongoing basis with the ECIS team to ensure a smooth transition which will allow for expanded access to the TQRIS once the ECIS is complete.

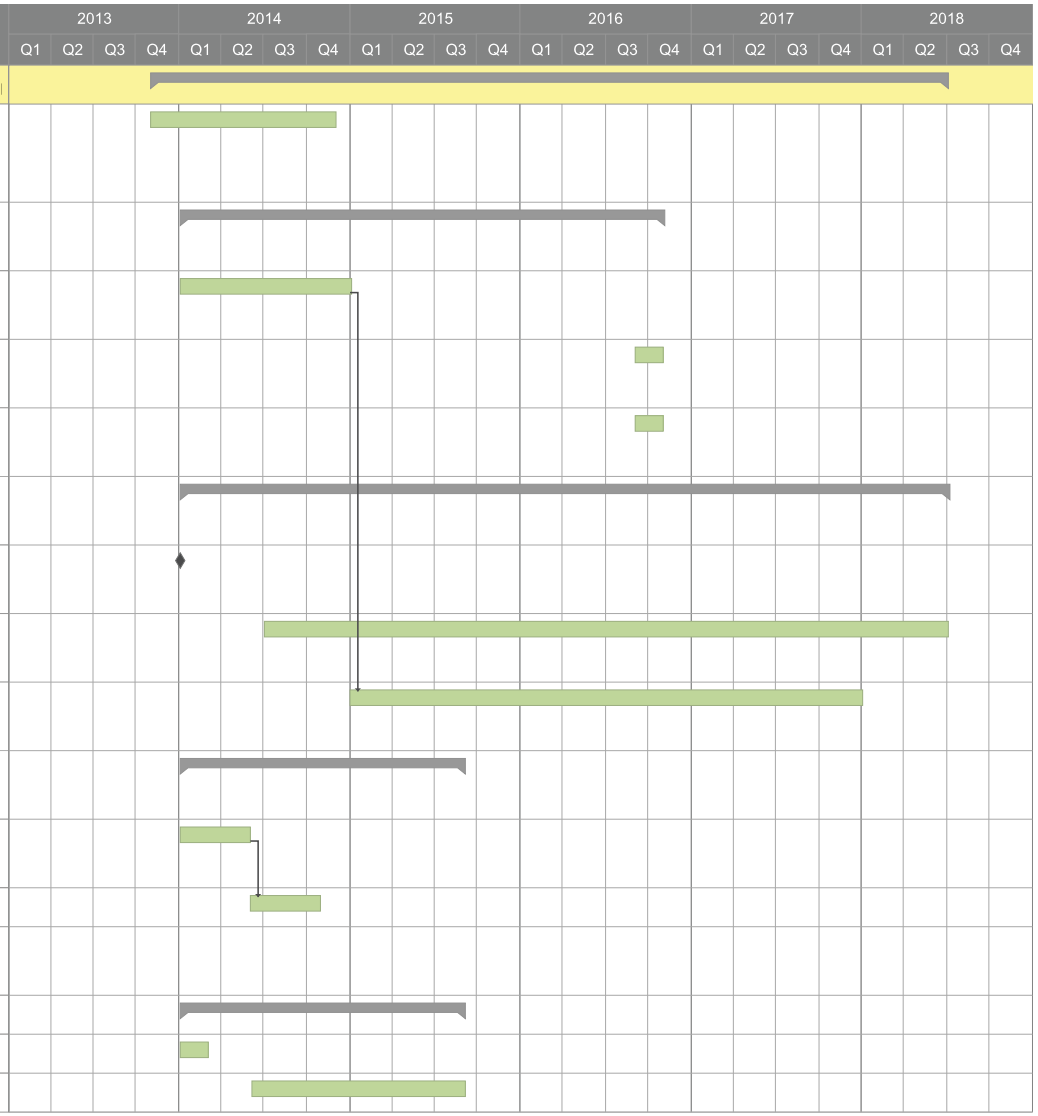
Initial Implementation/Statewide Scale Up: The interim ConneCT to Quality Information System serves and the initial implementation of the TQRIS while the transition to the Early Childhood Information System allows for the statewide scale up of the TQRIS.

Rationale: The Early Childhood information System (see Section E2) will house data from a variety of agencies and will include unique identifiers for staff and programs, allowing for full implementation of the ConneCT to Quality system.

Parties Responsible and Key Personnel: Executive Director, Office of Early Childhood

Performance Measure(s): Implementation of data field relevant to TQRIS within the ECIS

Sectic	Task Name
B1	Developing and adopting a common, statewide Tiered Quality Rating and I
	Key Activity 1: Develop materials explaining the TQRIS Standards, criteria, and Indicators to care providers in all sectors and settings (including guidance, evidence requirements, etc.)
	Key Activity 2: Integrate information from NARA Project into the TQRIS Program Standards and Processes
	Conduct study of barriers to licensing and make modifications to improve licensing process
	Propose legislation or policy changes to eliminate license exemptions
	Revise TQRIS standards and levels to reflect regulatory changes in childcare licensing
	Key Activity 3: Phase out license-exemption of early learning and development programs
	Propose legislation to require license-exempt programs to petition for license exempt status
	Provide license-exempt programs with technical assistance on how to become licensed
	Phase out eligibility of unlicensed programs or caregivers to recieve CCDF funds
	Increase the frequency, efficiency, transparency, and value of licensing inspections
	Propose and adopt statutory change to require annual licensing inspections for centers
	Hire 14 new inspectors to conduct annual inspections
	Develop plain language guidance on how to meet licensing regulations
	Institute electronic data collection and analysis system
	Purchase and train on tablets
	Link data to ECIS and build reporting system



Financial Resources to Support Successful Implementation of the Plan		
Key Activity	**Estimated Total Budget**	**Estimated Amount Leveraged From Other Sources**
Key Activity 1: Develop guidance and evidence requirements for the ConneCT to Quality Program Standards	$22,500	$0
Key Activity 2: Integrate information from NARA Project into the TQRIS Program Standards and Processes	$0	$400,000
Key Activity 3: Phase out license exemptions	$0	$0

Required Evidence	Submitted Evidence
The completed table that lists each set of existing Program Standards currently used in the state and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other),	See Table (B)(1)-1).
A copy of the tiered Program Standards	Appendix 4 (B)(1)-1
Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the state's licensing system	Appendix (B)(1)-1
Documentation of how the tiers meaningfully differentiate levels of quality	

VI. SELECTION CRITERIA

B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System. ***(15 points)***

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

(1) State-funded preschool programs;

(2) Early Head Start and Head Start programs;

(3) Early Learning and Development Programs funded under section 619 of Part B of IDEA and Part C of IDEA;

(4) Early Learning and Development Programs funded under Title I of ESEA; and

(5) Early Learning and Development Programs receiving funds from the State's CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (*e.g.*, maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).

Evidence for (B)(2):

- Any supporting evidence the State believes will be helpful to peer reviewers.

B(2) Promoting Participation in the State's Tiered Quality Rating and Improvement System

Connecticut has an ambitious yet attainable plan to increase the participation of all programs in our TQRIS so that it is inclusive of the major sectors serving children with high needs, including home- and center-based programs and public schools. At the end of the four year grant, we propose to have nearly 4,000 providers in the system. The following chart provides an overview of the C2Q participants.

Who is in ConneCT to Quality (C2Q)?		
	Required	Voluntary
Home-based	Programs in which **1 or more children receive Care 4 Kids child care subsidy***	Programs in which 0 children receive Care 4 Kids child care subsidy
Center-based	School Readiness Programs	Programs in which fewer than 10% of children, based on enrollment, receive Care 4 Kids
	Child Day Care Programs	
	Head Start & Early Head Start Programs	
	Programs in which **10% or more of the children, based on enrollment, receive Care 4 Kids***	
License-exempt, including programs funded by IDEA 619 Part B	*Plan to phase in a licensing system that is applicable to currently license-exempt programs*	*License-exempt programs that are NAEYC-accredited and maintain their accreditation are eligible to enter C2Q at Tier 4 and remain there until the plan to phase in an applicable licensing system is adopted.*
Home-visiting,	*Plan to work with New Mexico to develop C2Q standards that are*	

including IDEA Part C	*appropriate for home visiting programs.*

* Once our Early Childhood Information System is functional, we will be able to broaden this to include special education, English language learners, homeless children, and our full definition of children with high needs.

Connecticut's plan is to increase the number of publicly-funded early learning and development programs participating in ConneCT to Quality while at the same time ensuring that high-quality choices are available to and affordable for families with high needs. To accomplish this goal, Connecticut is implementing policy changes to and supports for licensure to dramatically reduce the number of unlicensed publicly-funded early learning and development programs. In addition, we are implementing a system of generous incentives for programs, educators, and families that are purposefully targeted to achieve our most essential outcome: serving more children with high needs in high-quality settings.

Connecticut will have its public launch of the initial ConneCT to Quality (C2Q) in March of 2014. The full implementation of ConneCT to Quality will occur at the start of year two of the RTT-ELC grant, once all policies and procedures related to the rating, monitoring, and technical assistance of Tiers 2 and 3 of ConneCT to Quality are firmly in place. The initial ConneCT to Quality will consist of two levels: C2Q Licensed and C2Q Accredited. Programs in ConneCT to Quality at the initial launch will either be a licensed home- or center-based program or an accredited/Head Start or Early Head Start approved home- or center-based program. This policy will allow Connecticut to capitalize on the existing monitoring infrastructure for licensure and accreditation that is already securely in place. More importantly, the initial launch will provide families with clear, easily accessible information about the availability of licensed and accredited programs in their communities in one place.

Today, the state of Connecticut currently serves over 22,000 children with high needs in programs that already meet the standards of Tier 4 because of Connecticut's long-standing policies of requiring its publicly-funded preschool programs to provide only the highest level of quality for children with high needs. Connecticut now plans to shift its focus on other sources of significant public funds used for early learning and development programs in the state, including the Child Care and Development Fund (CCDF) child care subsidies and IDEA 619 Part B. These and other state funding sources provide early learning and development services to an

additional 25,000 children with high needs. The goal is to ensure that all public dollars devoted to support the early learning and development of children with high needs go to high-quality programs. We expect that by the end of the grant period, using a system of generous incentives and fair policy implementation, Connecticut will have close to 4,000 programs in the ConneCT to Quality System and more than 9,000 children in programs at the highest quality levels, Tiers 3 and 4. Our High Quality Plan for increasing the number and types of early learning and development programs details how this will be achieved.

(B)(2)(a) Implementing Effective Policies and Practices to Publicly Funded Early Learning and Development Programs to Participate in the System

When Connecticut's TQRIS has its public launch in March 2014, it will include 1) all of our state-funded preschool programs (School Readiness and Child Day Care Centers), 2) Early Head Start and Head Start, and 3) the majority of programs receiving funds from the state's CCDF program (our Care 4 Kids child care subsidy program). Connecticut's plan to maximize participation consists of directing our initial efforts to bringing more of the Care 4 Kids providers and public schools into the system, focusing our initial efforts on public school programs funded under section 619 of Part B of IDEA and Title I of ESEA. Finally, we will enhance the capacity of the system to include our Part C of IDEA early intervention and home visiting programs. From the beginning we will offer incentives for all other programs to participate voluntarily.

ConneCT to Quality already has a high number of state-funded preschool programs that meet the requirements of Tier 4. In fact, 100 percent of Connecticut's state-funded preschool programs, including School Readiness, Child Day Care, Early Head Start, and Head Start programs, meet this Tier. In addition, 100 percent of our licensed Family Child Care programs (this does not include Family Friend and Neighbor providers) and center-based programs with children who receive Care 4 Kids meet Tier 1 standards.

As of January 2014, our TQRIS will be populated into a data system that is developed and ready for use with these 3,400 programs (see Table (B)(4)(c)(1)). The public launch of our TQRIS, ConneCT to Quality (C2Q), in March 2014, will include only Licensed and Accredited Tiers. Early in year two of the grant, we will fully implement all four tiers of ConneCT to

Quality, with Tier 4 reflecting accreditation or Head Start approval at the top and Tier 1, the entry tier, requiring licensure for entry.

By the end of the grant period, the strategies described below will have resulted in an increase in TQRIS participation by 15 percent, or more than 500 programs, including Family, Friend, and Neighbor providers who have become licensed, license-exempt public schools that have met licensing standards, and other home- or center-based programs that have voluntarily entered the TQRIS to promote their quality rating or in order to serve children with high needs and become eligible for the associated incentives. Specifically, Connecticut will:

- Provide support for **home-based programs** to become licensed and enter the TQRIS by implementing technical assistance, expediting the licensing process, and making policy changes to our child care subsidy system.
- Provide incentives for license-exempt **public school programs** to enter the TQRIS and develop a plan to phase in a licensing system applicable these programs, especially those serving children with special needs using IDEA 619 Part B.
- Increase the **system of incentives** available only to programs in ConneCT to Quality encouraging **voluntary participation** in the TQRIS to increase the pool of high quality programs serving and serve children with high needs.
- Enhance **families'** expectations and understanding of high quality and provide incentives for them to choose programs in ConneCT to Quality, rather than unlicensed care.
- Adapt TQRIS Program Standards to enable TQRIS participation by **Home-Visiting** programs, including those funded by Part C of IDEA.

These strategies to increase the TQRIS participation of these groups are explained in greater detail below.

Enhance and Improve Licensing System

We anticipate that more than 100 new programs will be licensed each year of the grant. At the same time, technical assistance will be provided through the Regional Quality Improvement Centers and the state will be working to increase the efficiency of the licensure process. Licensure currently utilizes a paper-based system (see inspection forms for centers and homes in Appendix 4 (B)(2) 1-2. During the grant period, the 40-person licensing staff will

transition from the Department of Public Health to the Office of Early Childhood. With this transition, OEC will seek a statutory change to increase inspections to an annual requirement. To achieve this goal, Connecticut plans to increase the licensing staff by 16 people and to transition to updated electronic record-keeping using field computers and the new Early Childhood Information System (ECIS) (See Section E(2)). In addition, Connecticut will develop written interpretive guidelines for the licensing regulations to help programs achieve compliance. These strategies will add clarity to the licensing regulations and improve the integrity of the oversight process.

The state has a $400,000 contract with the National Association for Regulatory Administration (NARA), which began August 2013 and extends to June 2014, to improve the licensing process and requirements. This effort includes a needs assessment involving a survey of stakeholders, regulatory review for homes and centers, literature review, policy review, and training and professional development for licensing staff. The project will culminate in recommendations for rule revisions and policy changes and training and professional development for licensing staff.

Provide Support for home-based programs to become licensed

Connecticut plans to dramatically increase the support available to programs seeking to become licensed, particularly for home-based programs that may face additional barriers. One key strategy for providing this support is the establishment of Regional Quality Improvement Centers, which will act as integrated sources for Early Learning and Development Program Technical Assistance, including coaching, mentoring, consultation, and professional development (See Section B(4) for more detail). One of the three functions of these Regional Quality Improvement Centers is to provide Pre-licensure Support (see the Regional Support Diagram in section B(4)). Each of these Centers will include a staff person dedicated solely to providing Technical Assistance on licensure. The Centers will provide supplemental support for home-based programs seeking licensure that will be based on recognized successful state models delivered by local organizations, including All Our Kin's Tool Kit model and the 2-1-1 Childcare Infoline Provider Orientation Project as described in B(4).

Once the pre-licensure and supports are in place, Connecticut will seek to establish policies that limit providers from being eligible to enroll children who receive Care 4 Kids child

care subsidies unless they are licensed and participating in ConneCT to Quality. This strategy will move programs serving children with high needs into the licensing system and on to Tiers of increasing quality. The state recognizes that Family Friend and Neighbor care is the only option available to many parents and caregivers who work non-traditional hours. The state will provide waivers to this policy when families have evening or weekend childcare needs or where language requirements present a unique concern. These items are discussed in greater detail in section B4.

Provide Incentives and a Plan to Phase in a Licensing System for Public Schools

Public schools are serving 92 percent of our preschool age children with special needs, and yet they currently fall outside of an early childhood monitoring system. While some public school classrooms easily meet early childhood licensing standards for health and safety, families do not have assurance that this is the case. The public schools, on the other hand, are understandably reticent to undertake a licensing process that may involve capital improvements to their facilities, such as age-appropriate bathroom and playground facilities. In order to provide incentives for public schools to enter the TQRIS, we propose to devote half of our $37.5 million in early childhood facilities bond funds over the period of the grant to encourage public schools to become licensed. We would make these funds available to public schools for minor capital improvements to early childhood facilities for public schools that make a commitment to enter the TQRIS. Public schools could access these funds by providing a dollar-for-dollar match, encouraging them to devote some of the state school construction funds already available to early childhood projects.

Finally, once incentives are in place, policymakers will work with a broad base of stakeholders to create a plan to phase out license exemption for school-based programs and phase in a licensing system that is applicable to public schools and other license-exempt programs.

Incentives for Programs in the TQRIS

Currently in Connecticut program supports vary tremendously by setting and services provided to young children. Financial incentives are only available to settings that receive state funds. We realize this disparity is working against our goal to raise program quality for programs serving children with the highest needs. Developing an incentive structure to reach

more programs serving children with high needs is critical in our efforts to close the opportunity gap. We also recognize that programs in the lowest tiers of ConneCT to Quality will require more support and incentives to help them improve. Therefore, we have developed a menu of technical assistance and financial supports targeted to various settings. Exhibit (B)(2) describes the incentives and target programs.

ConneCT to Quality Incentive Eligibility					
	Care 4 Kids Subsidized Programs	**School Readiness Head Start Child Day Care**	**Public Schools**	**Requirements like 10% or tiered to TQRIS**	**Match**
Capital Improvement Grants	yes	yes	yes*	yes	*1-1 dollar match
Quality Improvement Plan Grants	yes	yes	yes	yes	
Scholarships	yes	yes	n/a	yes	
Care for Kids Rate Increase	yes	yes	n/a	yes	
Priority Status for TA	yes	yes	yes	no	
Quality Achievement Awards	yes	no	yes	yes	
Copay Elimination Pilot	yes	yes	n/a	yes	
Workforce Bonuses	yes	yes	n/a	yes	

Quality Achievement Awards

All publicly-funded programs rated by ConneCT to Quality will have at least 10 percent of their enrollment serving children with high needs, so they will receive an annual financial incentive based on their C2Q level, total enrollment, and the number of children with high needs served. Children with high needs, in this case, will be identified by their use of CCDF funds. Financial rewards will be greater for programs with higher quality ratings, larger programs, and those serving more children with high needs. A Quality Achievement Award payment matrix for centers and home-based programs is included in Appendix 4(B)(1)-9. The awards will help offset the costs of meeting higher quality standards or serving children with high needs and can be used to improve program quality or reward teachers. This strategy creates a desirable situation for programs and will help maintain the supply of high quality programs.

Enhance Families' Expectations and Understanding of High Quality and Incentives to Choose Programs in the TQRIS, rather than unlicensed care

In addition to concrete program incentives, Connecticut's Early Childhood Quality Public Awareness Campaign includes training community providers (as discussed in Section B(3)) to increase their understanding of the need for high quality Early Learning and Development experiences and to inform the public of the resources available through ConneCT to Quality. These efforts will help families determine the quality of the programs they are considering for their children. This shift in perception and knowledge will also create an incentive to programs to participate in ConneCT to Quality and to improve their quality.

Adapt TQRIS Program Standards to Enable Participation by Home-Visiting Programs

As described in Section B(1), the ConneCT to Quality Program Standards will be expanded to include application to home visiting programs to enable their participation in the TQRIS. Connecticut is interested in including this sector of Early Learning and Development Programs because of the expansive reach of home visiting programs to the population of children with high needs. Our IDEA Part C programs alone serve more than 4,000 infants and toddlers with high needs. Including these programs in the TQRIS will require the development of additional program standards, guidance, and rating and monitoring protocols. It will be necessary to create technical assistance mechanisms to guide and support program improvement. We expect these efforts to result in a continuum of quality standards that identify a pathway for the achievement of high quality. By year four, Connecticut will, after working with the New Mexico IDEA Part C program, include both Part C and home visiting programs in ConneCT to Quality (See Appendix 3 for New Mexico's letter in support of this collaboration). Using the existing TQRIS program standards, Connecticut will develop different indicators and measures for the levels of ConneCT to Quality that will apply to IDEA Part C and home visiting programs. (also see Competitive Priority 2 for description of this and related strategies).

(B)(2)(b) Implementing Effective Policies and Practices to Help Families Afford and Maintain the Supply of High-Quality Child Care in Areas with High Concentrations of Children with High Needs

Connecticut is investing in financial incentives as a core strategy to help families afford higher quality care and is committed to ensuring that the state maintains a supply of high-quality child care in areas with high concentrations of children with high needs. For example, the state is currently in discussions with Connecticut State Employee Association Local 2001, the state's newly formed Child Care Union, regarding increasing the Care 4 Kids child subsidy rates, which have not been increased since 2001. The last time rates were increased 2-1-1 Child Care Infoline, the state's early childhood resource and referral system, reported an increase in the number of families who chose licensed care over unlicensed Family Friend and Neighbor care. Families were able to afford more expensive care when their purchasing power increased with the rate increase. Connecticut hopes to see a similar trend if contract negotiations result in a rate increase for Care 4 Kids reimbursement.

Governor Malloy is also committed to funding increases to Care 4 Kids resulting from more families selecting higher quality care options. The state's existing reimbursements for the child care subsidy program, Care 4 Kids, are currently tiered, creating an incentive for quality. For example, there is an additional 5 percent increase to the subsidy amount if a family chooses an accredited program, and licensed care is reimbursed at a higher rate than unregulated care. Over half of our child care subsidy program is state funded, and the tiered reimbursement system will increase the cost of providing child care subsidies as children move to licensed rather than unregulated care and as they move to higher quality tiers. We have calculated the proposed increases based on our projections (see Appendix 4 (B)(2)-3) to be about $1.5 million in the first year and increasing in the subsequent years. Governor Malloy is committed to providing quality early learning and development for Connecticut's children with high needs and will put this funding increase for Care 4 Kids in his next budget in order to assure that we can continue to serve the same number of children as we increase the quality of the programs they attend.

Family Quality Selection Awards

To give families even greater incentive to select the highest quality programs, we are also proposing an award to families who select Tier 4 programs. Publicly-funded School Readiness and Child Day Care programs utilize sliding fee scales for parent fees. Connecticut will test the effectiveness of eliminating family co-payments for these programs and Care 4 Kids child care subsidies for Tier 4 programs. This pilot program is described in Section B(4).

(B)(2)(c) Ambitious Yet Achievable Targets For Participation In TQRIS

Connecticut will increase the number of programs participating in ConneCT to Quality by over 500 programs over the next four years. The growth in the system is mostly accounted for by home based programs becoming licensed. This is an ambitious goal because home based providers are, for the most part, not part of any organized network. However, Conecticut is confident in achieving this goal because the High Quality Plan (found at the end of Section B4) calls for a aggressive combination of incentives, supports, and regulatory changes. Below, is the projected annual growth over the course of the grant cycle and table B(2)(c) demonstrates TQRIS participation by program type and funding stream, though the numbers may be duplicated.

Number of Programs in the TQRIS at Each Level				
Total	Year 1	Year 2	Year 3	Year 4
Tier 1	2,817	2,732	2,581	2,434
Tier 2	-	238	412	545
Tier 3	-	-	133	241
Tier 4	583	605	617	695
Total	3,400	3,575	3,743	3,915

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	**Number of programs in the State**	*Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System*									
		Baseline (Today)		**Target- end of calendar year 2014**		**Target -end of calendar year 2015**		**Target- end of calendar year 2016**		**Target- end of calendar year 2017**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
State-funded preschool9	217	0	0%	217	100%	217	100%	217	100%	217	100%

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	**Number of programs in the State**	*Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System*									
		Baseline (Today)		**Target- end of calendar year 2014**		**Target -end of calendar year 2015**		**Target- end of calendar year 2016**		**Target- end of calendar year 2017**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Child Day Care Centers[2]	103	0	0%	103	100%	103	100%	103	100%	103	100%
Early Head Start and Head Start	123	0	0%	123	100%	123	100%	123	100%	123	100%
Programs funded by IDEA,Part C[3]	43	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619[4]	168 schools	0	0%	66	39%	72	43%	80	50%	88	52% Note A
Programs funded under Title I of ESEA[5]	25 schools	0	0%	5	20%	8	32%	9	36%	10	44% Note A
Programs receiving CCDF funds:											
1. Licensed Family Child Care[6]	1,357	0	0%	1,452	100%	1,547	100%	1,642	100%	1,737	100% Note B
2. Licensed Child Care centers[6]	1,310	0	0%	1,310	100%	1,310	100%	1,310	100%	1,310	100% Note B
Other: Public School Preschool[7]	133	0	0%	7	5%	13	10%	22	16%	35	26% Note A
Licensed Family Child Care (not receiving CCDF subsidies)[8]	1,120	0	0%	35	3%	70	6%	105	9%	150	13% Note C
Licensed Centers (not receiving CCDF subsidies)[8]	186	0	0%	26	14%	46	25%	66	36%	86	46% Note C

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	**Number of programs in the State**	*Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System*									
		Baseline (Today)		**Target- end of calendar year 2014**		**Target -end of calendar year 2015**		**Target- end of calendar year 2016**		**Target- end of calendar year 2017**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**

[1] This is our School Readiness program. Data is from School Readiness database at the OEC, May 2013.

[2] These are state funded centers. Data from the Child Day Care Center database at the OEC, May 2013.

[3]In Connecticut this is our Birth-to-Three Program. These are home- or center-based early intervention services. A TQRIS model for these programs will be developed in the last year of the grant. Source is Birth-to-Three, Department of Developmental Services, October, 2013.

[4] Schools serving 10 or more children receiving Part B section 619 services. Source file is PSIS October 2012, State Department of Education. Schools serving less than 10 children were assumed to be providing itinerant support services of less than 3 hours a week rather than classroom based programing.

[5] These are public schools where preschool age children are served using Title 1 funds. Source file is PSIS October 2012, State Department of Education. This is an unduplicated count which excludes schools reported in rows above in School Readiness or Head Start.

[6]These are the providers and programs accepting Care 4 Kids child care subsidies funded through CCDF. Data are from 2-1-1 Child Care, June, 2013. These programs are serving children with high needs and are the second targeted sector for our HQ4HHN reform agenda. They will be required to enter C2Q and will be prioritized for support and incentives.

[7] This is actual data from the PKIS and PSIS databases of the Department of Education for point in time numbers from October, 2012. This includes Charter and Magnet schools and other public school preschools under the auspices of local school districts. It excludes School Readiness and Head Start programs that are administered by the public schools and 619 and Title 1; these are included in the rows above.

[8]This is the total number of licensed Family Child Care providers (2,477) and Licensed Child Care Centers (1,496) in Connecticut based on Connecticut Department of Health Child Care Licensing database retrieved October 5, 2013 MINUS the providers and Centers accepting Care 4 Kids listed above under "programs receiving CCDF funds."

Note A: Not all public school programs are required to be in the TQRIS. These calculations assume that programs currently accredited will voluntarily enter the TQRIS and more will become accredited each year as part of HQ4HN agenda, sector 3. The TQRIS numbers are based on actual current number of accredited programs obtained from the OEC Accreditation Facilitation Project, October 2013, and projections from our HQ4HN reform agenda proposing 9 newly accredited programs in year 1, and 12 each subsequent year. In addition 3 new public schools will be licensed in year 2, 6 in year 3, and 10 in year 4. All these newly accredited and licensed programs are in the TQRIS and they are distributed among the 3 rows of public school programs (indicated with Note A).

Note B: We propose in our HQ4HN to license 95 new Family Child Care provider accepting Care 4 Kids each year of the grant. The number of Family Child Care providers in C2Q increases by 95 each year in these projections. All licensed Family Child Care providers accepting Care 4 Kids are required to be in C2Q so the percentage is always 100%.
Note C: These programs are not serving children receiving Care 4 Kids subsidies and not specifically targeted for incentives in the HQ4HN reform agenda. However, C2Q is open to all providers and programs and will be widely publicized; it is assumed that 35 Family Child Care and 20 Licensed Centers will voluntarily enter C2Q each year.

VI. SELECTION CRITERIA

(B)(3) Rating and monitoring Early Learning and Development Programs. *(15 points)*

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are written in plain language, and are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(3):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(B)(3) Rating and Monitoring Early Learning and Development Programs

Confidence in the TQRIS for early learning and development programs is of the utmost importance for families who are making important decisions about their children's care; for the state as many financial incentives and program resources are tied to the levels of ConneCT to Quality; and for providers whose reputations and livelihood rely on reliable ratings of the quality of their programs. Connecticut is committed to ensuring that the rating and monitoring tools, raters, and frequency of rating and monitoring will inspire confidence in the system. The state will build on its existing monitoring practices for licensure, accreditation, and Head Start approval, used for the initial two levels (C2Q Licensed and C2Q Accredited) at the launch of ConneCT to Quality, and then at Tiers 1 and 4 when ConneCT to Quality is fully implemented a year later. During the time between ConneCT to Quality's launch in the first year of the RTT-ELC grant period and its full implementation in the second year, we plan to:

- Partner with NAEYC, NAFCC, and Head Start to develop valid and reliable self-assessment and monitoring tools for Tiers 2 and 3.
- Expand and codify the use of the Classroom Assessment Scoring System (CLASS) and the Environment Rating Scales (ERS) as part of ConneCT to Quality.
- Establish reliable processes, policies, and procedures for Tiers 2 and 3 of the rating system.

This is our High Quality Plan for the implementation of the TQRIS. To ensure that families are able to understand and use rating information in order to help make decisions about the care of their children with high needs, the state plans to:

- Develop materials in plain and simple language in English and Spanish (the predominant second language spoken in Connecticut) accessible to families in print, online, and on a mobile device.
- Train and support community partners, including librarians, social workers, housing authority employees, home visitors, Birth-to-Three staff and public school staff, including those in Family Resource Centers, to provide information, referrals, and case management (where appropriate).

- Conduct a ConneCT to Quality Public Awareness Campaign using print, broadcast, and social media in English and Spanish and designed to reach all parents, especially those in communities with high needs in urban and rural areas, and tribal lands.

B (3)(a) Using A Valid and Reliable Tool for Monitoring Programs

Connecticut's integration of existing rating and monitoring systems for Tier 1 (licensing) and Tier 4 (national accreditation and Head Start approval) into ConneCT to Quality sets the foundation of the monitoring system. Connecticut will build on its existing status as the state with the third largest number of NAEYC-accredited programs into a project with NAEYC to finish developing the rating and monitoring system for ConneCT to Quality for Tiers 2 and 3. It will also pursue working with NAFCC and Head Start to ensure that the rating and monitoring system for Tiers 2 and 3 is aligned with those accrediting and approving bodies. Connecticut has a High Quality Plan to ensure that the rating and monitoring systems for Tiers 2 and 3 are valid and reliable.

Launching the TQRIS: As described in the introduction to Section B, ConneCT to Quality will have its public launch in March of 2014 with the initial first two tiers, C2Q Licensed and C2Q Accredited.

C2Q Licensed will rely on the state's existing licensing system at the Department of Public Health (DPH), which is scheduled to move from DPH to the Office of Early Childhood in the first year of the RTT -ELC grant period. This single licensing system will provide annual inspections. During the first year of the grant, the OEC will pursue a process to make the standards for compliance with licensing regulations clearer and less burdensome to programs, as described in Section B(2). The system will also have increased reliability and transparency by year two of the grant, when ConneCT to Quality will be fully implemented, as a result of the state's investment in the Early Childhood Information System, described in Section E(2).

C2Q Accredited will rely on national accreditation by NAEYC, NAFCC, or Head Start approval because of their thorough and ongoing assessment systems to ensure consistent, reliable, and valid program quality measurement. The NAEYC and NAFCC monitoring processes utilize valid tools and reliable processes to monitor programs. The Office of Head Start Monitoring

Review Protocol is incorporated as Tier 4 for Head Start programs. The protocol includes use of standard Head Start measures including the CLASS, and the appropriate federal follow-up requirements for non-compliances and deficiencies. The ConneCT to Quality system will require the submission of reports from these national entities.

Fully Implementing TQRIS Systems: To develop the additional rating and monitoring components of the system for Tiers 2 and 3, the state will:

1) ***Develop Tools with NAEYC, NAFCC, and Head Start:*** The state will create and validate reliable self-assessment tools aligned with Connecticut's TQRIS Program Standards that discriminate quality at lower tiers of ConneCT to Quality in partnership with NAEYC, NAFCC, and Head Start. The tools will be developed utilizing comparison data from Connecticut programs including ERS scores, staff self-assessment ratings, data on workforce qualifications, staff longevity and turnover, and the program's improvement status to inform and align the scoring system of the tools with indicators of quality. The tools will be applicable to center- and home-based programs of all quality levels, serving all age groups and settings and appropriate for programs serving children with high needs, disabilities and English language learners. By developing these tools, we are enhancing the contribution of Head Start and national accreditation program standards and criteria to improve processes for all levels. Because NAEYC Accreditation, in particular, is so well integrated into our state's existing system, this streamlining activity is an opportunity to reduce duplication of work while driving programs' advancement toward Tier 4 in ConneCT to Quality.

2) ***Incorporate CLASS and ERS:*** Connecticut will build on its investment in Environmental Rating Scales (ERS) as the tool to monitor all programs for the purpose of rating in the ConneCT to Quality. The state has utilized the Early Childhood Environmental Rating Scale (ECERS) in School Readiness funded programs since the early 2000's by maintaining a cadre of trained raters and a reliability process that requires 85 percent inter-rater reliability and retraining of trainers who achieve annual reliability with staff of Environment Rating Scale Institute (ERSI). The same high standards for inter-rater reliability will be maintained for raters using the Infant Toddler Environmental Rating Scale (ITERS) and the Family Child Care Environmental Rating Scale (FCCERS) in programs participating in

ConneCT to Quality. A similar system will be established for the use of the Classroom Assessment Scoring System (CLASS).The ConneCT to Quality system will be based on contractual agreements to engage raters, which will insure that Connecticut has the capacity to deploy raters and implement the rating system required to meet our goals for advancement of programs through Tiers 2 and 3, and ultimately to Tier 4. Policies and procedures will be developed to address rating protocols, confidentiality, conflict of interest (raters will not provide Technical Assistance to programs where they conduct ratings) so that providers and raters understand the functions and results of these opportunities. The state will require the use of the appropriate ERS and Classroom Assessment Scoring System (CLASS) in Tiers 2 and 3 of ConneCT to Quality and will determine minimum passing scores for ERS for Tier 3 from our validation study (See Section B(5)).

3) ***Establish reliable processes, policies and procedures for rating system*:** The state will develop operational policies, procedures, and accountability mechanisms to insure a clear and fair rating and monitoring process for Tiers 2 and 3, linked to and compatible with Tiers 1 and 4. It is critical that policies and procedures generate accurate and timely decisions based on verification of accurate information.

This process will be led by staff at the Office of Early Childhood, who will work with stakeholders to design a system. It will be implemented through trained OEC staff who will utilize rubrics for the assessment of submitted documentation, such as health and safety checklists and family engagement documentation. Those staff will integrate the documentation and rating information into the Early Childhood Information System (as described in Section E(2)). Once fully developed, the rating and monitoring system will include components as described in Exhibit B3a-1 below.

Exhibit B3a-1

Level	Valid and Reliable Tools	Trained and Reliable Raters	Frequency of Monitoring
Level 1: Licensure	• Well established and standard licensing inspection forms, procedures, and documentation • Workforce qualification verification	Existing state licensing staff, trained and rated reliable as part of their evaluations	Annual*
Level 2: Self-Assessment and Document Review	• Self-evaluation using CLASS and ERS Self-evaluation tools developed in partnership with NAEYC, NAFCC, and Head Start • Workforce qualification verification	• Document Reviews by staff rated reliable • Self-reviews by programs	Self-paced schedule.
Level 3: External ERS Rating and Self-Assessment	• CLASS with documented improvement plan • ERS with minimum scores (to be determined in year one of the RTT-ELC grant period) and improvement plan • Self-evaluation tools developed in partnership with NAEYC, NAFCC, and Head Start • Workforce qualification verification	• CLASS Trained and Reliable Raters • ERS raters annually assessed by the Environmental Rating Scale Institute • Document Reviews by staff rated reliable as part of their evaluations • Self-reviews by programs including input from staff, families, and stakeholders	Frequency determined by needs of individual programs.
Level 4: National Accreditation	• Tools developed and implemented by Head Start, NAFCC, and NAEYC	• Trained and Reliable raters from Head Start, NAFCC, and NAEYC	As required by national system with submission of reports and action plans to C2Q

B(3)(b) Providing Quality Rating and Licensing Information to Parents

Although some information is publicly available, Connecticut has planned a *significant* transformation in the way information is shared with families and the public to ensure that quality ratings, licensing history, and information about Early Learning and Development Programs are **easy to access**, **easy to understand**, and **easy to use**, particularly for families of children with high needs. The ConneCT to Quality Public Awareness Campaign will incorporate technology development, grassroots community partnerships, existing information pathways, and the expertise of public relations professionals. The following strategies will be used:

1) **Develop ConneCT to Quality Website:** As part of the development of the Early Childhood Information System (ECIS), we will create a public website, with mobile device capability, which provides real time information to the public in an easy to use display. The website will allow users to see and search for Early Learning and Development Programs based on location, age groups served, accreditations earned, quality rating earned, languages spoken by staff, staff credentials, program type and setting, CCDF and other state program participation, and licensing status and history, including complaints, inspection dates, violations, and resolutions. Information will be written in plain language and be easy for families to use in making decisions. The website will also be translated into Spanish. It will house and explain all of the standards, including Program, Workforce (CKC's), and Early Learning and Development Standards (ELDS). It is important to note that this system will also be accessible using mobile devices, because studies have shown that, while computer usage in low-income households remains lower than middle- and upper-income households, the use of smart phones has proliferated across all income levels.

2) **Engage Community Partners in Outreach, Training, and Referral:** Recognizing that some families with high needs children will not have access to the website to select a program, the state will train a broad array of community partners (such as Community Health Centers, Department of Children and Families staff, WIC office staff, religious organizations, social workers, librarians, etc.) on how to help families find, select, and pay for higher quality care. Training will include specific strategies for working with

families, particularly adults and caregivers of children with high needs, who have low literacy, or are English language learners, to ensure that families access services to address their needs. The state will also offer enhanced referral to help struggling families with extra support to enroll their child through phone, web chat, and case management.

3) **Conduct a Public Awareness Campaign*:*** Using the expertise of a public relations firm, the state will craft clear and compelling messages about the importance of high quality early care and education and how to find and pay for it using the new ConneCT to Quality System. The messages will be tailored to and targeted at specific groups, including low-income families, families with children with disabilities or developmental delays, educators, Early Learning and Development Programs, newspapers/bloggers, community partners, speakers of Spanish and other languages, parents of young children, the unemployed, pregnant women, migrant and homeless families, etc. The state will create a dissemination plan for releasing this information to coincide with the various projects and supports that are meaningful to the public and use the most appropriate method of information dissemination for each group, including press releases, Public Service Announcements in English and Spanish, community events, posters, etc.

4) **Create Printed Materials:** The state will create written materials for distribution on all ways families and programs can access, use, and benefit from ConneCT to Quality resources to be used in outreach and as durable reminders in settings where there is high traffic of children with high needs and their families.

Note: The B3 High Quality Plan is found at the end of Section B4.

VI. SELECTION CRITERIA

(B)(4) Promoting Access to High-Quality Early Learning and Development Programs for Children with High Needs

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (*e.g.*, through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.
Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).
Evidence for (B)(4):

Any supporting evidence the State believes will be helpful to peer reviewers

(B)(4) Promoting Access to High-Quality Early Learning and Development Programs for Children with High Needs

Connecticut has proposed a thoughtful and robust set of tiered program standards to underpin its Tiered Quality Rating and Improvement System (TQRIS), which in our state is called ConneCT to Quality or C2Q. Connecticut 's High-Quality Plan will be ready to launch and fully implement in January 2014. It is the mechanism by which we propose to have 900 more high quality settings available for more than 9,000 children with high needs.

We will create a system of Regional Quality Improvement Centers that will provide free, high-quality technical assistance, professional development, coaching, and consultation that is relevant to Family, Friend, and Neighbor care providers (FFN), family child care, centers, and schools by providing setting- and content-specific Technical Assistance (TA) to help programs advance through the tiers of ConneCT to Quality.

Our High Quality Plan describes how we will build these Centers on existing strengths in providing center-based technical assistance while enhancing their capacity to boost quality in the Family Child Care, as well as the public school sectors.

B(4)(a) Developing and Implementing Policies and Practices that Provide Support and Incentives for Continuous Improvement

Connecticut plans to invest heavily in expanding the incentives and supports for programs to achieve higher quality, while ensuring that they maintain a commitment to children with high needs. To meet higher standards, programs need both funding and support. Connecticut has a High Quality Plan to reach these goals by:

- Substantially expanding and replicating successful **technical assistance** models using Regional Quality Improvement Centers to ensure that programs and providers have the resources to improve in locations that are convenient and sensitive to the specific needs of local communities.
- Maintaining and substantially expand the current system of **financial incentives** to ensure programs are both motivated and adequately financed to improve.

Technical Assistance System – Regional Quality Improvement Centers

The five Regional Quality Improvement Centers will be centrally governed by the Office of Early Childhood and managed by the ConneCT to Quality Program Coordinator. Each Regional Quality Improvement Centers will coordinate technical assistance to early learning and development programs and providers in all school-, center-, and home-based settings, including licensed and license-exempt programs. Technical assistance from the Regional Quality Improvement Centers will be offered free of charge to programs required to be in ConneCT to Quality.

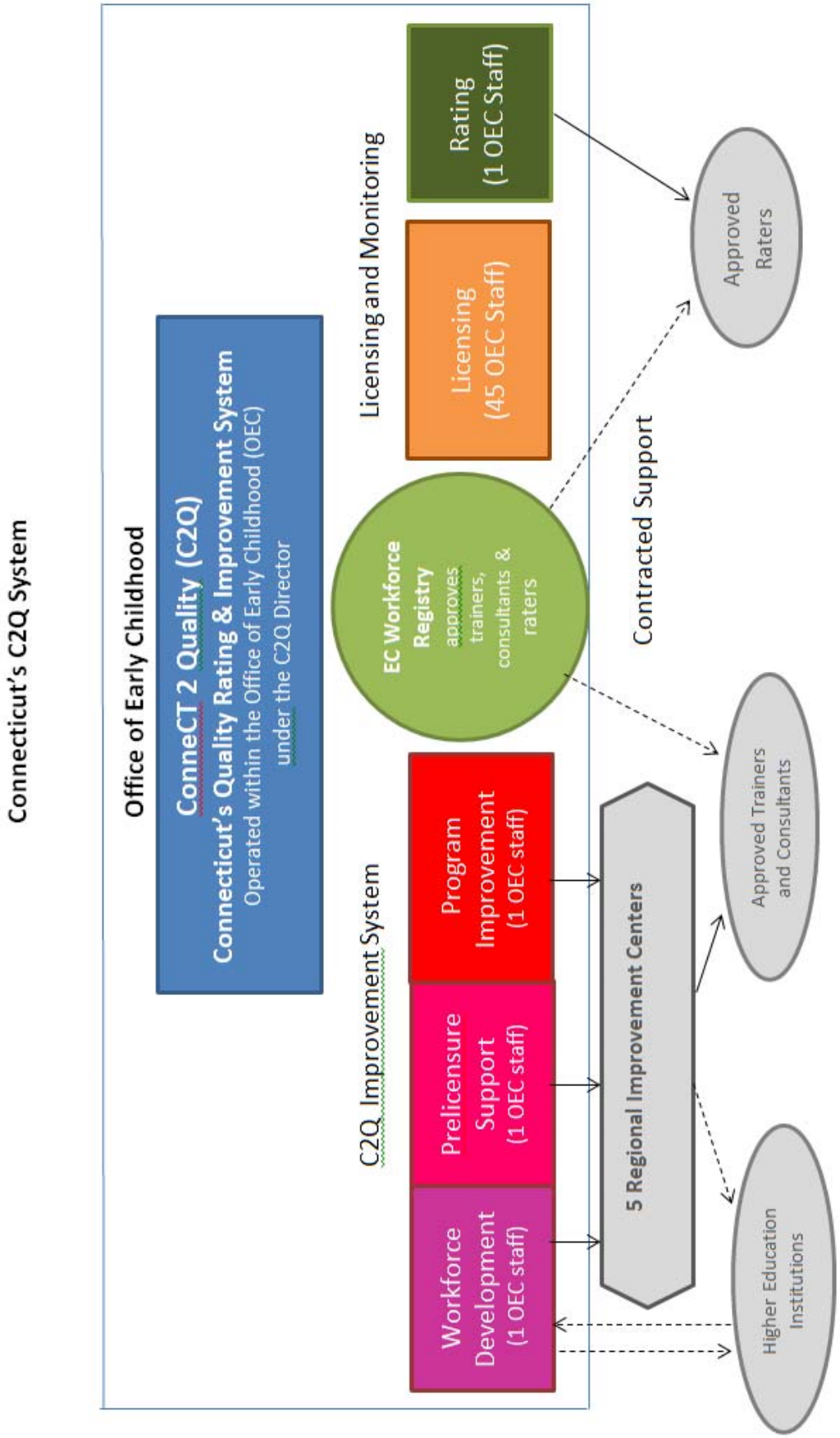
Connecticut's Existing System

The Regional Quality Improvement Centers technical assistance system will be built by expanding and replicating successful models that are already in place in the state as outlined in Exhibit B4a below. The expansion will provide a continuum of supports that are appropriate for home-based and center-based programs to advance from being unlicensed to achieving accreditation.

The RTT-ELC grant will provide Connecticut with the opportunity to coordinate the existing program improvement efforts, described in exhibit above, in order to create a fully integrated system that is able to reach all early learning and development providers serving children with high needs. The Regional Quality Improvement Centers will offer a full array of Technical Assistance (training, professional development, coaching, and mentoring) appropriate for both home- and center-based programs throughout the state.

Exhibit B(4)(a): Existing Program Support Models

Model	Support Type	Selected Strategies	Impact	Intended Action
CT Charts-A-Course See Appendix 4(B)(4)-1	Workforce and Technical Assistance	• Workforce Registry • TA System • Career Ladder • Career Counseling • Trainer / Consultant Approval • Scholarships • Program Leadership Initiative	14,526 Registry participants	Maintain and expand the TA and approval systems to provide trainers for the 5 Regional Centers
Accreditation Facilitation Project (AFP) See Appendix (B)(4)-2	Accreditation Support for Center-based Programs	• Support system and networking for licensed centers • Cohort network model with monthly meetings • On-site TA • Funds to achieve Quality Improvement Plans • NAEYC fees for programs serving children with identified disabilities	100 programs served per year with 85% achievement of accreditation	Maintain and expand to include home-based program accreditation and program improvement, TA for all levels of TQRIS.
All Our Kin See Appendix (B)(4)-3	Licensing Support, Program Improvement and Workforce Development for Family, Friend, and Neighbor care	• Community -based networking and cohort support • TA and support	552 Family Child Care Providers trained in one year (2012)	Replicate in Regional Quality Improvement Centers
Provider Orientation Project See Appendix (B)(4)-4	Licensing Support for Family, Friend and Neighbor Care	• Training on children's growth and development • Overview of Department of Public Health licensing requirements • Provider kits on health and safety	300 providers per year	Expand to reach 500 providers per year through the Regional Improvement Centers


Connecticut's C2Q System
Office of Early Childhood
ConneCT 2 Quality (C2Q)
Connecticut's Quality Rating & Improvement System
Operated within the Office of Early Childhood (OEC)
under the C2Q Director
Licensing and Monitoring
Rating
(1 OEC Staff)
Licensing
(45 OEC Staff)
EC Workforce
Registry
approves
trainers,
consultants &
raters
Contracted Support
Approved
Raters
C2Q Improvement System
Program
Improvement
(1 OEC staff)
Prelicensure
Support
(1 OEC staff)
Workforce
Development
(1 OEC staff)
5 Regional Improvement Centers
Approved Trainers
and Consultants
Higher Education
Institutions

Three key coordinating activities of the Regional Quality Improvement Centers are: Program Improvement, Pre-Licensure Support and Workforce Development. These are described below and shown in the diagram below to articulate the relationship between the Office of Early Childhood, its internal functions, the Regional Quality Improvement Centers, external raters, technical assistance providers and higher education institutions.

1. Program Improvement

The Program Improvement function of the Regional Quality Improvement Centers will focus on assisting programs to improve quality and advance through the tiers of ConneCT to Quality to Tier 4. Leveraging the existing Accreditation Facilitation Project (AFP) work, program improvement activities will incorporate ConneCT to Quality program standards that are aligned with Connecticut's Early Learning and Development Standards (ELDS) and Workforce Core Knowledge and Competencies (CKCs). The AFP staff and all technical assistance trainers and consultants working through these Centers will be approved and registered in the Early Childhood Workforce Registry to ensure that the training and consultation are guided by these three sets of standards. Each Center will be staffed with a lead trainer to facilitate this work.

2. Pre-licensure Support

A critical element of Connecticut's plan to bring high quality early learning and development experiences to children with high needs is to reach out to settings that are not licensed. Each of the Regional Quality Improvement Centers will be staffed with a Licensing support person to assist programs that are not yet licensed and not yet at Tier 1 in ConneCT to Quality. This support is targeted to home-based providers using the All Our Kin model and to public schools that are currently license-exempt. The process for licensing public schools will be developed based on the results of the study of barriers to licensing described in Section B (2). Once an eligible program is licensed, it moves into ConneCT to Quality and is eligible for program improvement and workforce development support.

3. Workforce Development

Workforce development for all providers will be coordinated through the Office of Early Childhood via the Regional Quality Improvement Centers to ensure alignment with Connecticut's Workforce Core Knowledge and Competencies. Pre-service and in-service

development will be delivered through Connecticut's 2 and 4-year institutes of higher education and the five Regional Quality Improvement Centers using trainers approved and registered in the Workforce Registry. All training materials and resources will be developed through the state-of-the-art video technology labs at the Center for Early Childhood Education at Eastern Connecticut State University. These efforts are explained in Sections D(1) and D(2).

Regional Quality Improvement Centers will serve as a source for training and technical assistance for all programs serving young children with high needs who are enrolled in early learning and development centers. Publicly funded programs participating in the TQRIS and serving children with high needs are eligible for free technical assistance; others will be able to access on a fee-for- service basis. RTT-ELC will significant support to the Regional Quality Improvement Centers initially to get them up and running. In the later years of the grant, the Regional Quality Improvement Centers will offer support through a fees-for-service structure.

One special grant-supported project, however, is training and technical assistance for the staff who serve children in homeless shelters. This training and technical assistance will focus on developmentally effective ways to provide comprehensive support for young homeless children and their families. Supports will include the provision of learning materials, including books and other developmentally appropriate supplies, as well as technical assistance to develop familiarity with Connecticut's new Early Learning and Development Standards and how to use materials provided to support children's learning and development. Staff at the Regional Quality Improvement Centers will also support children at homeless centers to locate local early learning and development programs within proximity to their shelter and to assist in making recommendations for accommodations that take into consideration the child's unique and difficult circumstances. This effort links to the larger project to train those who work with families of young children to provide complete and consistent advice about accessing high quality early learning and development programs (see Section B(2)).

In order to ensure that programs have the information, incentives, and funds to improve in quality while also allowing them to provide services to high needs children at an affordable rate, Connecticut will use the following strategies:

***Quality Achievement Award*:** The large incentive we will put in place for programs is the Quality Achievement Award, a powerful annual quality incentive based on Ohio's model and described in Section B(2). This annual award will be calculated based on the program's size, population of children with high needs the program serves, and quality rating; it will be available to all programs serving a minimum percentage of children with high needs (see Appendix 4 (B)(1)-9 for award calculations). This annual award leverages both quality and services to children with high needs.

The Quality Achievement Awards would be funded with RTT-ELC funds, with the expectation they will jumpstart a number of programs to advance along the quality pathway during the four-year grant period. Other funding is available to programs to support quality enhancement activities through CCDF quality enhancement, state quality enhancement funds, and a $37.5 million state bond for early childhood capital improvements. These funding sources will be more specifically directed to improvement activities related to the TQRIS tiers.

Quality Enhancement Funds: With the initiation of the TQRIS, quality enhancement funds will now be available to programs in the TQRIS that meet the criteria for serving children with high needs as described in Section B(2).

Early Childhood Capital Improvement Bond Funding: Half of the $37.5 in Capital Improvement Bond Funding will directed to offering incentives to public school preschool programs to participate in the TQRIS and move towards licensing and accreditation, as described in Section B(2). The other half of the funds will be available to other eligible TQRIS participants with documentation of the connection to their TQRIS program improvement plans.

NAEYC Accreditation Incentives: Connecticut already has a practical set of financial incentives for programs to continue to improve while ensuring program quality as seen in Exhibit B(4)(A)-1. These incentives are directed to programs to encourage NAEYC accreditation. The new package of financial incentives is much more expansive and inclusive of all program types and geared toward promoting progress at all levels of quality. The same incentives described previously in Section B(2) to promote entry into the TQRIS will also promote advancement through quality enhancement.

Exhibit B4a-1

Incentive	Target Audience	Target Outcome
NAEYC Accreditation fee payments	School or center-based programs serving 3-,4-, and 5- year olds with identified disabilities	NAEYC Accreditation within two years
Program-wide Technical Assistance funding	Licensed centers that are active AFP sites and have a documented program-wide need for technical assistance	NAEYC Accreditation within two years.
Additional CCDF bonus of 5% of subsidy rate per week	Accredited providers	Access to high quality for families; program support for maintenance of high quality .

ConneCT to Quality Web Portal: A critical element of our High -Quality Plan for program improvement is for program's to have easy to access, easy to understand, and easy to use information. To insure that Early Learning and Development Programs have the information that they need to be informed consumers of the ConneCT to Quality system, ECIS will include a portal with specific information for early learning and development programs and educators. The site will house and explain all of the standards, including Program, Workforce (CKC's), and Early Learning and Development Standards (ELDS).The site will house all of the guidance and tools for programs to engage in self-assessment for rating and monitoring. It will also house information on the operational features of the systems and forms and required documents and it will provide access to technical assistance and coaches as well. This website will provide access to training calendars and registration for professional development and training at the Regional Quality Improvement Centers and will link use of these events to individual registry accounts for the purpose of recording participation.

B(4)(b) Providing Supports to Help Working Families who have Children with High Needs Access High-Quality Early Learning and Development Programs

Connecticut is aware of the importance of providing families with access to early learning and development programs that meet their needs. This commitment has been the

strength of our current early learning and development system, and we have a plan for maintaining this priority as we make policy changes that ensure continued flexibility for families as well as high quality programs for children with high needs.

Our three types of state-funded prekindergarten programs—School Readiness, Child Day Care Programs, and Head Start meet high quality standards and are available in a variety of configurations to meet the needs of families. Head Start provides the most comprehensive services to families) to inclusive of meals, transportation, and family support and other services, with hours of operations and locations accessible to families of children with high needs. The School Readiness and Child Day Care Programs provide similar but less comprehensive supports to families, as they are required to have relationships with community-based services. Connecticut's School Readiness Program provides a full-day, full-year high quality program for 3- and 4-year old children, making it one of the most far-reaching state prekindergarten programs in the country according to the National Institute for Early Education Research annual report, "The State of Preschool 2012."

The Care 4 Kids child care subsidy program, our primary target for quality enhancement, is family-friendly and flexible, allowing parents to use the subsidy in programs or with providers of their choice, including Family, Friends, and Neighbors (FFN). Traditionally, support for these home-based providers has been quite limited. They are often isolated and have fewer opportunities for sharing and collaboration that are so important to developing best practices. Under Governor Malloy's direction and in keeping with a recent statewide report, "A Snapshot of the Family Child Care Landscape in Connecticut," September 2013 (see Appendix 4(B)(4)-5), the Office of Early Childhood has placed an emphasis on supporting home-based providers in order to close the state's opportunity gap for close to 4,000 children with high needs, 55 percent of whom are infants and toddlers, who use federal- and state-funded child care subsidies for unregulated FFN care.

In an effort to ensure that children with high needs receive the highest quality of care, Connecticut will:

- Incentivize Family, Friends, and Neighbor providers to become licensed and/or receive pre-licensing support as described in Section B(2);
- Incentivize families to choose higher quality by increasing Care 4 Kids reimbursements rates to enhance their purchasing power; and

- Implement policies that limit the use of Care 4 Kids to licensed early learning and development programs.

We believe that this policy change is an essential part of our High Quality for High Needs agenda, but we also are cognizant of the importance of maintaining choice and access for working families. Recognizing the significance of the parental need for flexibility in hours, days and services, including meals and extended days, Connecticut will provide time-limited exemptions for families in which parents and caregivers work non-traditional hours or when language preferences can only be met outside of licensed care. Families with these needs can obtain a waiver to use the Care 4 Kids childcare subsidy for FFN care. We are aware that approximately 43 percent of the infants and toddlers and 42 percent of preschoolers whose families use child care subsidies have schedules that require them to use programs that span second shift, third shift, and weekends (2-1-1- Child Care, September 2013). We also know that 55 percent of FFN providers speak a language other than English, primarily Spanish, but not exclusively (All Our Kin provider training, September 2013), another important consideration for parents who speak those languages. Still, the children in these care settings deserve the highest quality of care, and therefore the providers serving them will be heavily recruited to take part in pre-licensure programs as described in Section B(2). By the end of the grant period, our ambitious but achievable goal is to reduce the number of children with high needs using childcare subsidies in unregulated FFN care by 50 percent, and to put a waiver policy in place for families whose needs cannot be met in any regulated program.

We will carefully monitor the impact of this policy change using our 2-1-1 statewide resource and referral system implemented by United Way of Connecticut, which offers families assistance via phone, web chat, and online to select care that meets families' needs. The care coordination capacity of this system will be enhanced and connected to local early childhood councils and the philanthropically-supported Discovery Communities as part of our Early Childhood Quality information campaign as described in Section B(2).

B(4)(c) Setting Ambitious, Achievable Goals

The state of Connecticut has set an ambitious target for increasing the number of children with high needs in high quality settings. Our target is to double the number of high quality

settings available to children with high needs in Connecticut. At the end of the four-year grant period, we will have increased our numbers from 443 programs in a carefully monitored system to close to 4,000 programs in a much more rigorous and powerful TQRIS providing the potential for sustained quality enhancement in the future. As a result of our High Quality for High Needs reform agenda we will have over 900 more high quality settings available for more than 9,000 children with high needs.

We currently have 22,000 children with high needs in the 443 high quality settings in our carefully monitored three types of state prekindergarten programs. At the end of calendar year 2017, we are projecting that 936 programs will be in Tiers 3 and 4 of our TQRIS as seen in Table (B)(4)(c)(1). We anticipate that we will not quite double the number of children because we have added Family Child Care settings, which do not serve as many children per program. The number of children with high needs projected to be served by these programs is 9,477.

The calculations in this table are based on conservative estimates of children with high needs because we currently only have data on income and disability and developmental delay status. These programs serve many more children than those identified as high needs, and when our Early Childhood Information System is fully operational, we will have more nuanced data on the children we are serving as described in Section E(3).

The numbers may belie how ambitious this goal is. We are targeting programs that have been outside of recent quality enhancement efforts in the state. As outlined in our High Quality for High Needs plan in Section A(2), we propose to do this by improving the quality in three settings that serve large numbers of young children with high needs:

- Unregulated home-based settings;
- Licensed centers and home-based settings; and
- Public school settings

More than half of the programs in these settings are of unknown quality and the remainder of the programs are of baseline quality (licensing). Each of these settings pose particular challenges to include in our TQRIS. For example, the home-based providers are difficult to access because of a lack of any organized oversight structure, and the public schools have been resistant to the notion of early childhood quality oversight, particularly the licensing requirement. However, we are confident that our Reform Agenda strategies will enable us to

make this important shift in Connecticut to ensure greater oversight and quality for all early learning and development programs for children with high needs.

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	**Target- end of calendar year 2014**	**Target- end of calendar year 2015**	**Target- end of calendar year 2016**	**Target- end of calendar year 2017**
Total number of programs covered by the Tiered Quality Rating and Improvement System Note A	0	3,400	3,575	3,743	3,915
Number of programs in Tier 1 (Lowest Tier)	0	2,817	2,732	2,581	2,434
Number of programs in Tier 2	0	N/A	238	412	545
Number of programs in Tier 3	0	N/A	0	133	241
Number of programs in Tier 4 (Highest Tier)	0	583	605	617	695

Note A: We chose not to use the totals in columns of Table (B)(2)(c) because there is some duplication in number of programs that receive multiple funding streams. Every effort was made to eliminate duplications among the rows in table (B)(2)(c), however, for this table we used a spread sheet model to project as accurately as possible the number of programs at each level accounting for the reduction at the previous level when a program advances. Our model is based on these assumptions.

1. The following programs are required to enter the TQRIS as of March 2014:
    1. School Readiness programs
    2. Child Day Care Centers
    3. Head Start and Early Head Start
    4. Licensed Centers providers serving 10% or more children with Care 4 Kids child care subsidies
    5. Licensed Family Child Care providers serving one or more Care 4 Kids subsidized child
2. In the first year of the grant Connecticut will have a two-tiered TQRIS, consisting of Licensing at the bottom and Accreditation at the top. Current Licensing and Accreditation numbers were used to populate Tiers 1 and 4 in year 1.
3. Tiers 2 and 3 open January, 2015.
4. 95 newly licensed Family Child Care providers enter the TQRIS each year.
5. Newly accredited and licensed public schools enter each year as projected in the HQ4HN reform agenda: 9 newly accredited programs in year 1, and 12 each subsequent year; 3 new public schools licensed in year 2, 6 in year 3, and 10 in year 4.
6. It is assumed that 80% of Tier 1 programs will move to Tier 2 each year; 60% of Tier 2 programs will move to Tier 3; and 50% of Tier 3 will move to Tier 4.
7. The TQRIS is open to all other licensed Family Child Care providers, licensed Centers, and public preschools on a voluntary basis. It is assumed that 35 Family Child Care providers will enter voluntarily each year and 20 licensed Centers in order to take advantage of incentives to serve children with high needs.
8. It is assumed that all currently NAEYC and NAFCC accredited programs and providers who are not required to enter the TQRIS will voluntarily enter in the first year in order to be recognized in the Public Information Campaign.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	*Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System*									
		Base-line (To-day)		**Target-end of calendar year 2014**		**Target - end of calendar year 2015**		**Target-end of calendar year 2016**		**Target- end of calendar year 2017 Note B**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
State-funded preschool[1]	10,041	0	0%	10041	100%	10041	100%	10041	100%	10,041	100%
Child Day Care Centers	3,687	0	0%	3,687	100%	3,687	100%	3,687	100%	3,687	100%
Early Head Start and Head Start	8,956	0	0%	8,773	100%	8,773	100%	8,773	100%	8,773	100%
Programs funded by IDEA,Part C	4,410	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA,Part B,section 619	4,625	0	0%	1,206	26%	1376	30%	1,546	30%	1717	37%
Programs funded under Title I of ESEA[1]	450	0	0%	117	26%	134	30%	135	36%	167	37%
Programs receiving from CCDF funds:											
• Licensed Family Child Care	2,662	0	0%	2	0%	2	0%	196	7%	447	17%
• Licensed Child Care centers	9,616	0	0%	365	4%	456	5%	638	7%	911	10%
Other: Public School Preschool	6,305	0	0%	1,644	26%	1,876	30%	2,108	33%	2,340	37%
Family Child Care (not receiving CCDF subsidies)	5,600	0	0%	0	0%	0	0%	0	0%	16	1%
Licensed Centers (not receiving CCDF subsidies)	9,114	0	0%	294	3%	294	3%	294	3%	637	7%

Note A: The top tiers of the TQRIS, C2Q, are tiers 3 and 4. The data on the number of children are the same sources and the data on number of programs in Table (A)(1)-3.

Note B: The number and percent of children reported in this table are based on the percentage of programs in the level using the program counts in table (B)(2)(c) and then applying that proportion to the number of children with high needs served by the program as reported in this table. The data in this table represent the number and percent of children with high needs at each level rather than the number of all children impacted by the quality enhancements. In most cases the data on high needs are income and special needs. It is therefore likely that we have underestimated the children with high needs impacted.

[1] This is an unduplicated count which excludes children who have been reported in rows above in School Readiness or Head Start. This accounts for the difference in between this data point and the 3,998 reported in table (A)(1)-3 for the total number of preschool-age children funded by Title 1 of ESEA.

B2, B3, B4 High Quality Plan

Section B (2): Promoting Participation in the State's Tiered Quality Rating and Improvement System;

Section B (3): Rating and Monitoring Early Learning and Development Programs; and

Section B (4): Promoting access to high-quality Early Learning and Development Programs for Children with High Needs

Key Goal: Ensure participation in the ConneCT to Quality system by early care and education programs and use of information by families to access high quality programs by:

- Implementing policies and practices to reach the goal of having all publicly funded early learning and development programs participate in the TQRIS;
- Rating and monitoring the quality of early learning and development programs participating in the TQRIS and make rating information available to families so they can make informed choices regarding early childhood options; and
- Expanding our robust system of Technical Assistance to help programs achieve higher tiers in the TQRIs and expand families' choices for higher quality programs.

Key Activity 1: Provide powerful financial incentives available only to programs in the TQRIS.
Description: The RTT-ELC grant will enable us to increase the package of incentives available only to programs in the TQRIS. These incentives include: Quality Achievement Awards; Increased CCDF Tiered Reimbursement Rates; Piloting Parent Quality Choice Awards and Copay Elimination; Early Childhood Capital Improvement Bond Funding; and Quality Enhancement Funds. **Initial Implementation/Statewide Scale Up:** Various incentives will be phased in or priorities adjusted over the first years of the grant to provide a full array of incentives by the time of full implementation of the TQRIS system in January 2015. **Rationale:** Connecticut is an outlier with regard to the high number of unlicensed childcare providers who receive Care 4 Kids. Some of children with highest needs are in settings in which very little is known about the health and safety or quality of care provided. This key activity increases financial incentives that will improve parents' ability to move from programs of unknown quality into higher quality care. **Parties Responsible and Key Personnel:** OEC Staff with 2-1-1 Child Care **Performance Measure(s):** • Care 4 Kids data related to parent choice of care indicating a trend toward use of higher quality. • An increase in the number of programs at each tier of the ConneCT to Quality system.
Key Activity 2: Adapt TQRIS Standards to enable participation by Home-Visiting programs.
Description: Connecticut seeks to develop Standards for the inclusion of home-visiting programs in the TQRIS. We will partner with the state of New Mexico, which is already investigating this option, to outline tiers standards that address the practices and expectations for high quality home-visiting. This

activity will include the development of parallel systems to meet the needs of these programs, including standards and guidance, and eventually a system for rating and monitoring.

Initial Implementation/Statewide Scale Up: N/A

Rationale: Connecticut has an active and effective home visiting system that reaches many children with high needs. The majority of children receiving home visiting services do not participate in early learning and development programs, so these children are not likely to be affected by efforts to improve family child care or center-based settings. By including the home visiting programs in the TQRIS, we will ensure that this service delivery system is of high quality and linked to our efforts to assist children to enter school ready to succeed.

Parties Responsible and Key Personnel: Department of Developmental Services Staff, OEC Staff, New Mexico partners, Home visiting program representatives

Performance Measure(s):

- Stakeholder group membership, meeting schedule, agendas and meeting minutes
- TQRIS Standards and guidance for home visitors developed by stakeholder group by 2017.
- A plan for the inclusion of home visiting programs in the TQRIS, including the development for systems to rate and monitor these programs.

Key Activity 3: Finalize and Implement Rating and Monitoring Tools and Processes for Tiers 2 and 3

Description: Connecticut will develop tools in partnership with NAEYC that discriminate quality at lower Tiers of a TQRIS. This process will involve sharing data with NAEYC to inform comparisons between NAEYC observation data and other quality indicators of programs (ERS scores, staff self-assessment ratings, data on workforce qualifications, longevity, turnover, and the program's improvement status).

In addition, work will proceed to incorporate the Classroom Assessment Scoring System (CLASS) and Environmental Rating Scales (ERS) into the TQRIS system, utilizing reliable raters to provide valid results that inform program planning. This work will involve providing training on the tools to establish reliable raters and ensure that TA providers and educators are well versed in the expectations of the tools, their link to the TQRIS Tiers, and the performance requirements established by the tools. Validation studies to identify appropriate ERS cut scores for Tier 3 of the system.

Finally, we will establish reliable processes, policies, and procedures for the rating system, including creating a system to ensure the reliability of staff processes for review of documentation submitted by programs by developing rubrics to guide the work.

Initial Implementation/Statewide Scale Up:

- Pilot project with NAEYC will select a group of center-based programs representing all sectors and quality levels (known and unknown) for participation in the project.
- Pilot of the system under the guidance of the Validation study will test operations, ensure differentiation of levels of quality, and ability of programs to understand and use the system as a guide to program improvement.

Recommendations from the pilot of the system will result in a fully-operational effective TQRIS.

Rationale: It is critical that the TQRIS utilize valid and reliable tools from which program ratings are generated. We must insure that the tools used in the system support our goals, have reliability and validity, and consistently identify program quality. Rating and monitoring must have transparency for participants and consumers of early childhood services.

Parties Responsible and Key Personnel: OEC staff in conjunction with NAEYC and UConn MEA

Performance Measure:

- Data gathered by NAEYC during site visits using existing tools from its Accreditation system.
- Share results of data from use of environmental rating scales (ERS) on participating programs with NAEYC and programs.
- NAEYC will generate tools that will allow programs to self-assess, identify level of quality, and plan quality improvements in alignment with pursuit of NAEYC Accreditation.
- UConn MEA will assist with implementation of pilot of system.

Key Activity 4: Conduct a Public Awareness Campaign.

Description: Connecticut will engage a contractor to develop a broad public awareness campaign and associated products including messaging, materials and outreach using print, electronic, and media strategies. This campaign will incorporate all aspects of quality early learning and development programs, including program standards (TQRIS), workforce standards (CKCs), and child learning standards (ELDS). This public awareness campaign will reach families, care providers, and other professionals and will involve the dissemination of materials and the development of the ConneCT to Quality Website. Regional Improvement Centers, community partners, and other stakeholders will be engaged in outreach, training, and referral.

Initial Implementation/Statewide Scale Up: Materials and information dissemination on the ELDS will be the first strategy of the plan, as these are currently available. As all components of the TQRIS system are fully operational, focus will shift from what young children should know and do to the early learning and development programs that support them to progress relative to the ELDS.

Rationale: Building a common understanding of the definition and the various types of standards used in Connecticut (TQRIS, ELDS) will help increase families' knowledge and help them to make choices regarding higher quality care.

Parties Responsible and Key Personnel: Contractor and OEC staff

Performance Measure(s):

- Data related to dissemination of materials, website hits, and participation in TQRIS
- Availability of materials in multiple languages

Key Activity 5: Create Regional Quality Improvement Centers for Early Learning and Development Programs

Description: Create a system of Regional Quality Improvement Centers to deliver high quality technical assistance, professional development, coaching, and consultation that is relevant to all types of programs at every Tier of ConneCT to Quality, and that provides assistance to programs trying to enter the C2Q system. Provide targeted support to improve the numbers of programs in the top tiers of the TQRIS and the number and percentage of children with high needs enrolled in those programs.

Expand existing TA model of the AFP in the Regional Improvement Center to include:

- Staff to provide support to achieve and maintain licensure; to facilitate family child care accreditation; to deliver approved training and train trainers; and to provide behavioral and mental health consultation.
- Workforce development activities as described in D2.

Initial Implementation/Statewide Scale Up: N/A

Rationale: Connecticut has a robust system of highly effective technical assistance in support of the achievement of NAEYC Accreditation, the Accreditation Facilitation Project, which has served as a national model for over 20 years. This relationship-based model will be expanded into the Regional Quality Improvement Centers to ensure that providers benefit from guidance on the tools used in the system, resources, and information that will drive quality improvement efforts.

Parties Responsible and Key Personnel: OEC staff in conjunction with Contractors

Performance Measure(s):

- Regional Improvement Centers will be staffed with highly qualified technical assistance providers.
- Rate of participation of programs in TA offered by the Regional Quality Improvement Centers to advance in the ConneCT to Quality system.
- Targets for newly licensed and newly accredited programs are achieved.

Key Activity 6: Develop Technical Assistance Content and Trainings for all Standards (QRIS Program Standards, Early Learning and Development Standards, and Workforce Standards (CKC's)

Description: Working closely with the workforce activities (see section D) and guided by Connecticut's existing system for trainer and training approval, expand and develop training content on TQRIS, ELDS, and Workforce standards so that programs and providers have access to the content that will help them improve their programs. This work will include:

- Development of trainer and training approval processes.
- Development of training content on TQRIS Standards, ELDS, and other program improvement topics as identified.
- Utilization of web-based systems to manage access of and publish information to approved users.
- Development of a training calendar and registration portal so that providers can access details on schedules, locations, and descriptions of training events.
- Deliver training through the Regional Quality Improvement Centers

Initial Implementation/Statewide Scale Up: Processes for training trainers, developing competency-based content, and for approving trainers will be piloted with the implementation of ELDS training in Fall of 2013-Spring 2014. Once these systems are in place, the Regional Quality Improvement Centers will be able to incorporate additional trainers and modules (including those to be developed by Eastern Connecticut State University as discussed in D2)

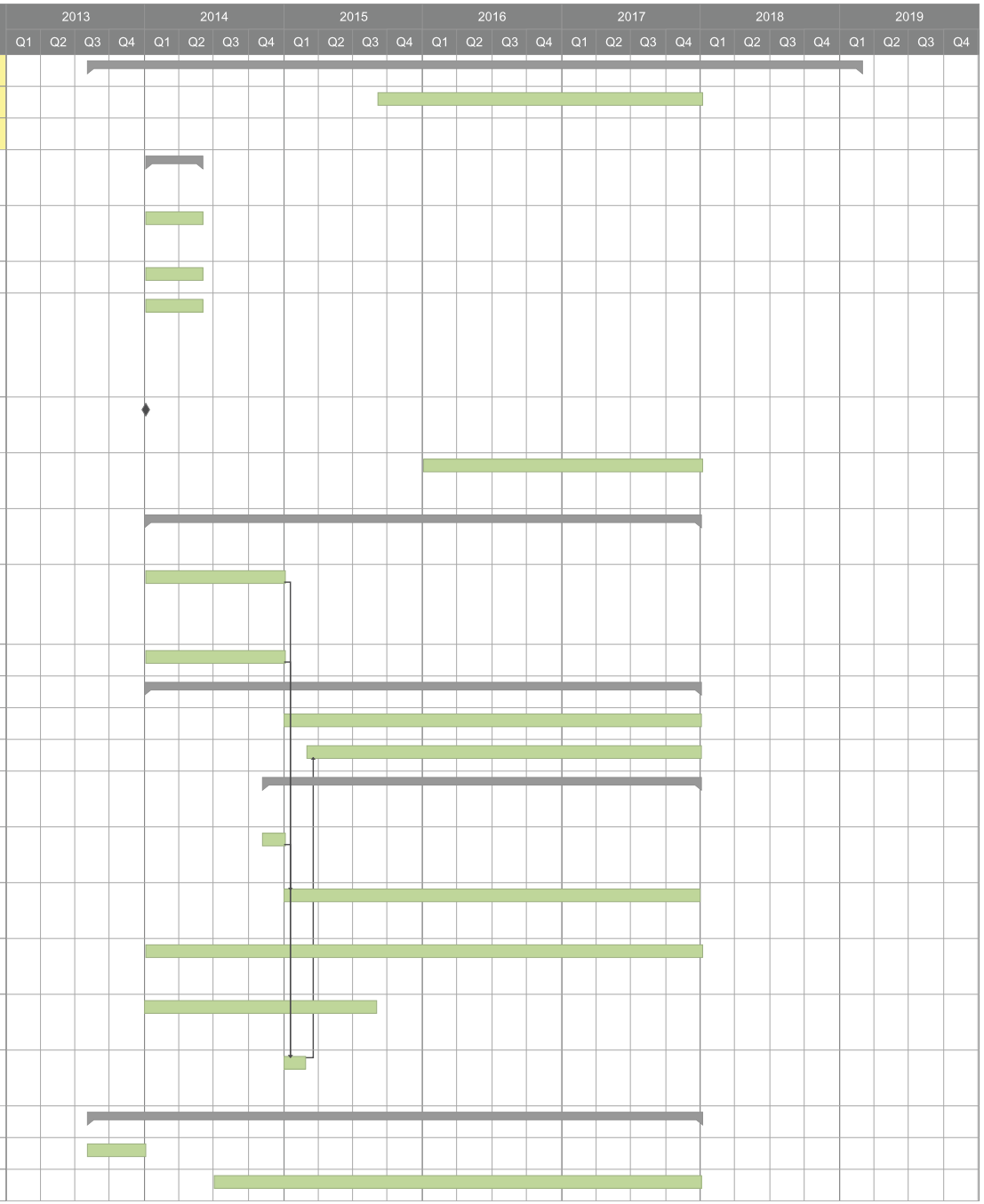
Rationale: Connecticut must provide a structure for the approval and delivery of training content and ensure that quality assurance mechanisms monitor for high quality delivery of training and of content.

Parties Responsible and Key Personnel: OEC Staff

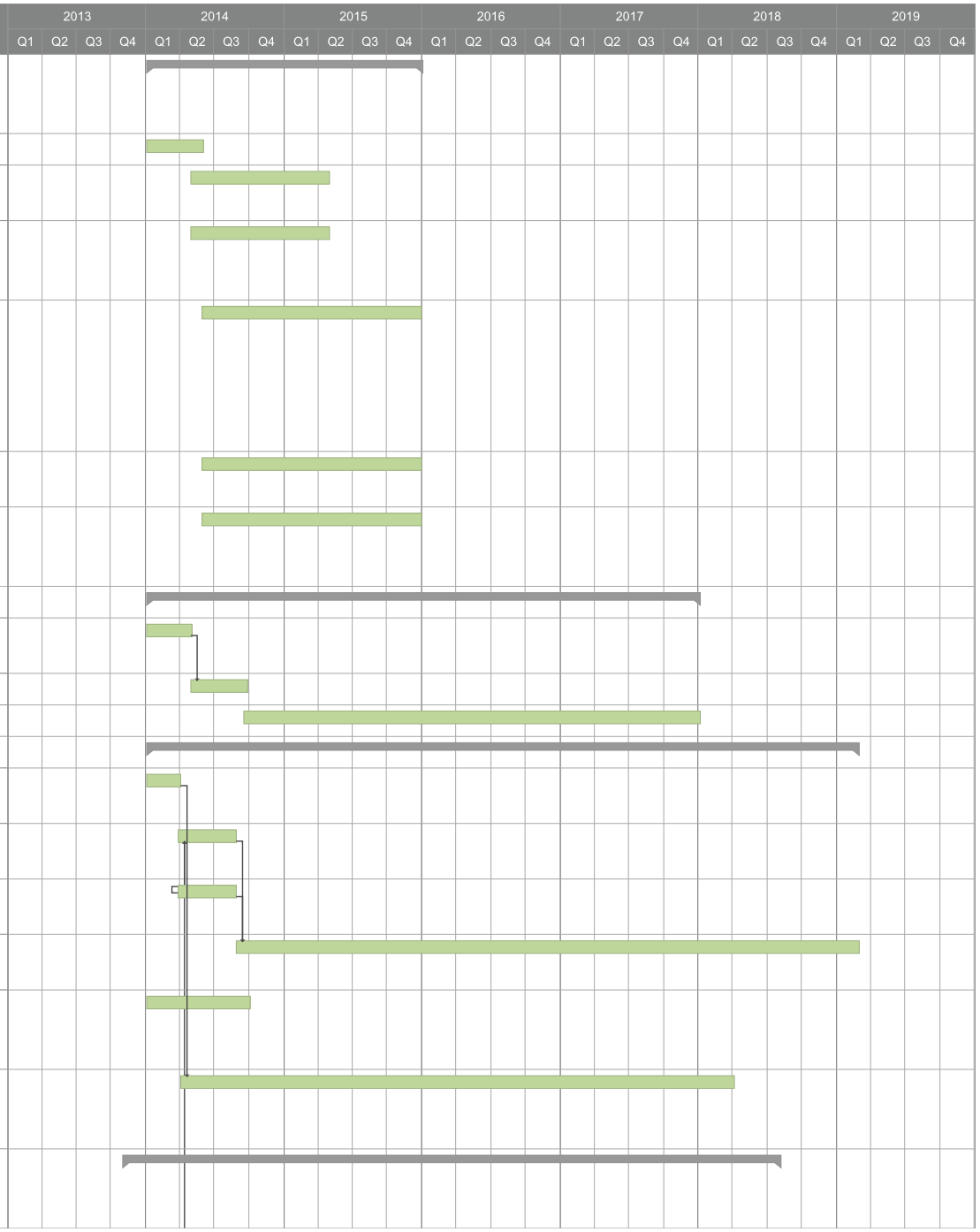
Performance Measure:

- Sufficient approved training is available to providers so that they meet the requirements of the TQRIS standards.
- Training to meet TQRIS requirements is content approved and delivered by approved trainers.
- Training calendar (electronic) publishes information on all approved information.

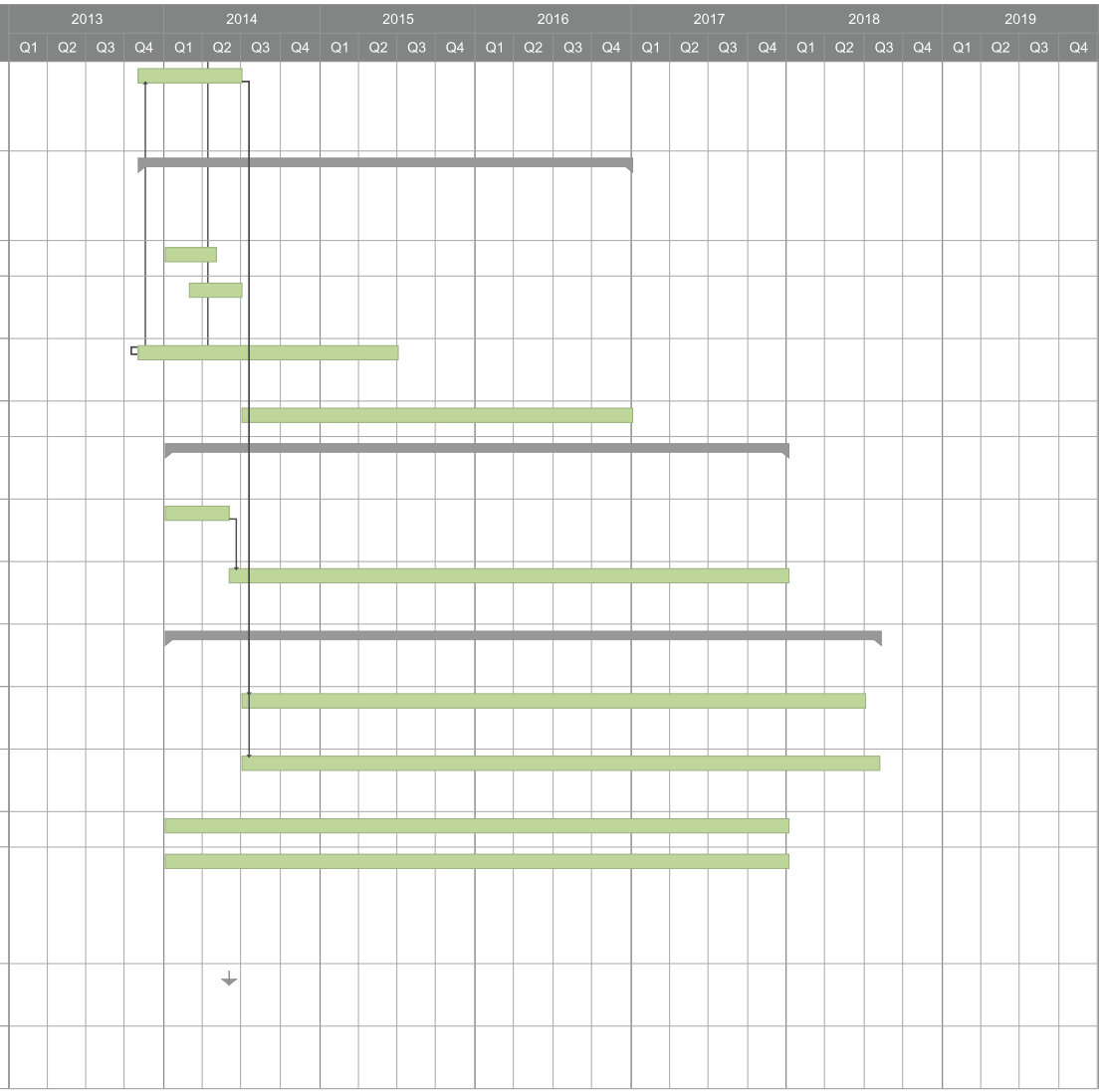
Sectic	Task Name
B2	Promoting participation in the state's Tiered Quality Rating and Improveme
B3	Rating and Monitoring Early Learning and Development Programs
B4	Promoting access to high-quality early learning and development progra
	Key Activity 1: Provide powerful financial incentives available only to programs in the TQRIS
	Create a comprehensive menu of incentives for providers to increase quality
	Establish guidelines and protocols for new incentive programs
	Shift structure and requirements of existing incentive funding to most effective strategies to reach programs serving children with high needs (scholarship, capital improvements, consultation services)
	Increase tiered subsidy reimbursements to incentivize parents to choose quality programs
	Key Activity 2: Adapt TQRIS Standards to enable participation by Home-Visiting programs
	Key Activity 3: Finalize and Implement Rating and Monitoring Tools and Processes for Tiers 2 and 3
	Partner with national professional early childhood organizations to develop self assessment tools for levels 2, 3, and 4 (e,g., NAEYC AND NAFCC)
	Gather existing supplementary assessment tools
	Institute a system for rating and monitoring all programs for TQRIS
	Level 1: Shift to annual visits for licensing for rating system
	Level 2: Start processing self-assessments
	Level 3: Implement Environmental Rating Scales (ERS) with trained, reliable raters
	Deliver training to raters and technical assistance providers on ERS and CLASS
	Repeat trainings periodically to ensure reliability of raters and to increase number of trained raters
	Level 4: Gather reports from national accreditation and approval organizations for TQRIS rating
	Design operational policies for TQRIS rating and monitoring system
	Add assessment material toolbox to website (including assessment tools, resources, and sample materials)
	Key Activity 4: Conduct a Public Awareness Campaign
	Develop website
	Make rating information available in 211 parent information system



Sectic	Task Name
	Create a cadre of people statewide who can advise parents on how to access high quality progams for their children with high needs
	211 creates a training
	Engage key professionals to distribute materials (including librarians, physicians, home visitors, etc.)
	Provide training for case workers who work with high needs families on how to advise families on how to identify and select high quality programs
	Train providers on how to help families who have children with high needs on how to access appropriate high quality programs (including Home visitors, Head Start Family Service Workers, WIC Offices, Social Workers, Family Resource Centers, Birth to Three, Help Me Grow, community partnerships and school readiness councils, and others)
	Partner with Parent Leadership Training Institute to develop cadre of parents
	Establish a care coordination model at 211 Childcare for high needs families seeking help finding high quality early learning and development programs
	Conduct a targeted Media Campaign
	Select public relations person/agency (through RFP) and plan campaign
	Broad initial public relations campaign
	Continued targeted media campaign
	Key Activity 5: Create Regional Quality Improvement Centers
	Issue detailed RFP for contracts for staff, supplies and equipment for 5 Regional Improvement Centers
	Develop approval system for trainers and consultants (Define trainer requirements and approval system)
	PILOT: Train trainers and coaches (based on new role specific CKCs)
	Train trainers on Technical Assistance content and best practices in adult learning
	Develop a website with Technical Assistance calendars searchable by competency and TQRIS requirements that allows for online registration, training approval
	Provide technical assistance and support for programs to increase quality towards achievement of national accreditation (Levels 2, 3, and 4)
	Key Activity 6: Develop Technical Assistance Content and Trainings for all Standards (TQRIS Program Standards, Early Learning and Development Standards, and Workforce Standards-CKCs)



Sectic	Task Name
	Develop Technical Assistance related to Connecticut Standards (CKC's, ELDS, QRIS) and create process for training content approval
	Develop traditional and technology-based training modules and related facilitator training and professional development for onsite coaching (through Eastern CT State Univ.)
	Conduct a needs assessment of Technical Assistance content
	Adopt or adapt existing Technical Assistance content from national search
	Develop training module content (based upon previous technical assistance, CKCs and new ELDS)
	Create video component of training modules where appropriate
	Accreditation Support: Replicate AFP Technical assistance model for Family Childcare Providers
	Develop technical assistance curriculum for Family Childcare Providers
	Provide technical assistance to family childcare providers to work toward accreditation
	Licensure Support: Provide training and technical assistance for unlicensed programs to become licensed (TQRIS Level 1)
	For center-based licensed-exempt programs: Implement technical assistance to achieve licensing
	For Family, Friend, and Neighbor Care: Implement provider orientation project, All Our Kin Model, and technical assistance
	Expand AFP with training specialists
	For publicly-funded center-based programs serving a high percentage of children with high needs (priorized subsidy recipients): Recieve priority for scholarships, AFP, and consultation to move up the levels of the TQRIS
	Quality Improvement Support: Provide standards based training and technical assistance to programs
	Train consultants on Health, Behavioral Health, Workforce, and Early Learning technical assistance



Financial Resources to Support Successful Implementation of the Plan		
Key Activity	**Estimated Total Budget**	**Estimated Amount Leveraged From Other Sources**
Key Activity 1: Provide powerful financial incentives available only to programs in the TQRIS	$11,476,350	$37,500,000
Key Activity 2: Adapt TQRIS Standards to enable participation by Home-Visiting programs	$0	$125,000
Key Activity 3: Finalize and Implement Rating and Monitoring Tools and Processes for Tiers 2 and 3	$313,480	$0
Key Activity 4: Public Awareness Campaign	$750,000	$100,000
Key Activity 5: Create Regional Quality Improvement Centers	$8,520,360	$750,000
Key Activity 6: Develop Technical Assistance Content and Trainings	$0	$0

VI. SELECTION CRITERIA

(B)(5) Validating the effectiveness of State Tiered Quality Rating and Improvement Systems. ***(15 points)***

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), that the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(a) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

.In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(5):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(B)(5) Validating the Effectiveness of State Tiered Quality Rating and Improvement Systems

Quality ratings are the foundation of ConneCT to Quality. Connecticut has a High Quality Plan to engage in a robust validation process to study the extent to which the ratings define quality across the early childhood programs available throughout the state. Validation is not determined by a single study, but should be viewed as an iterative process with the ultimate goal of program improvement and increased transparency for stakeholders. Connecticut views validation as a critical component of continuous quality improvement in which the ultimate goal is effective communication with families about high quality care for their children. Our studies are designed to evaluate the psychometric integrity of the system as well as the context in which the system is used. Studies will also focus on the extent to which the strategies used to combine the measures and develop the rating system work within the community as intended.

The OEC will establish a Technical Advisory Group to guide the development of and implementation of the validation process. This group, comprised of representatives with expertise in research and commitment to assisting C2Q to achieve its goal, will accomplish two important aspects for our work: it will ensure contribution and buy-in to the system from this stakeholder group; and it will generate input from a variety of experts regarding the components, studies, and processes used to validate our TQRIS.

B(5)(a) Validation Using Research-Based Measures

Connecticut plans to engage researchers in the Measurement, Evaluation, and Assessment Program in the University of Connecticut's Department of Educational Psychology to provide an independent validation of the ConneCT to Quality to ensure that the system accurately reflects differential levels of program quality.

2015: Validation of Definitions of Quality

The validation process will begin in 2015. Data will be collected on early learning and development programs across the state from January to September 2015, at which point, 3,375 early learning and development programs will be in the TQRIS. A sampling plan will be designed to ensure representation from several types of early learning and development

programs, including, but not limited to: center-based programs such as School Readiness, Child Day Care Centers, Head Start and Early Head Start, Part B 619 and other public school programs, and home-based family child care providers. The validation work will focus on two central research questions.

Research Question 1: Is there sufficient evidence that the appropriate measures were used to define program quality for the C2Q?

The research team will solicit stakeholder feedback on the measures used to define program quality for C2Q. Studies to support this initiative will include:

- **Expert review** – An advisory group of local and national experts will be convened to review the standards and indicators as well as the criteria used to rate each indicator. The expert review will focus on the feasibility of the system, including the appropriateness of documentation requirements and the capacity of consultants to address programs' needs for technical assistance.
- **Early childhood educator/childcare review** – C2Q rating levels will be shared with a representative sample of early learning and development programs across Connecticut for review and feedback. This group will be asked for feedback on the quality of technical assistance provided to them and on the appropriateness of supports provided for program improvement.
- **Family review** – C2Q rating levels will be shared with a representative sample of Connecticut families for review and feedback. Sampling will be designed to include families from all high needs populations and will include holding focus groups in languages other than English.
- A comprehensive review of the literature will be conducted to ensure that appropriate measures have been included or excluded from consideration for the C2Q system.

Research Question 2: Do the C2Q ratings exhibit expected statistical properties?

ConneCT to Quality ratings will be analyzed for psychometric integrity at the end of 2015. Studies to support this effort will include:

- Examination of the distribution of ratings by program type (analysis would include standard measures of central tendency such as mean, standard deviation, median, and mode).
- Examination of the distribution of sub-score ratings by program type (analysis would include standard measures of central tendency such as mean, standard deviation, median, and mode).
- Correlations among the different types of information used to establish a rate (including documents submitted, ERS scores, and observational and self-assessment tools in development by NAEYC) used to establish the C2Q ratings.
- Latent class analysis (LCA) is a statistical technique used to explore latent variables, which are characteristics of people or places that cannot be directly observed or measured. In C2Q, the latent construct is "quality" and the ratings are ordered categories, not necessarily on an equal scale (i.e., the difference between a rating of '1' and '2' is not necessarily the same as the difference between '2' and '3'). LCA is used to explore classification structures in these latent variables through the analysis of variation on observed measures or dependent variables. LCA will be used to create a classification structure based on existing program data. Classifications from this analysis will be compared with C2Q ratings. Findings from this analysis may be used to refine the C2Q rating scale and will contribute to the continuous quality improvement goal of the C2Q program.
- Examination of the distribution of ratings by program type (analysis would include standard measures of central tendency such as mean, standard deviation, median, and mode).
- Examination of the distribution of sub-score ratings by program type (analysis would include standard measures of central tendency such as mean, standard deviation, median, and mode).
- Correlations among sub-scores.

<u>2016: Inter-rater Reliability Study</u>

Reliable raters are the backbone of the C2Q system. If programs are not evaluated reliably in the field, the system will produce weak or little effects. Validation efforts in 2016

will focus on documentation of inter-rater reliability. Inter-rater reliability refers to the degree of agreement among raters. All raters will undergo a rigorous training process and achieve rater reliability as described in Section B3. We expect that 3,743 programs will have received C2Q ratings by 2016 and the state will identify a sub-sample of early learning and development programs to be evaluated twice.

2017: Psychometric Analyses

In 2017, the University of Connecticut will conduct analyses on C2Q data collected in 2016. Analyses conducted on the 2015 data will be repeated and expanded. This approach involves examination of the elements or concepts that are to be included in program ratings. It is an important validation activity, because it provides the foundation for the quality components, standards, and indicators that together will produce program-level ratings and that will be the focus of quality improvement activities. The psychometric analysis focuses on a third research question.

B(5)(b) Assessing Using Research Designs and Measures of Progress

Connecticut has a High Quality Plan to examine the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness. In October 2016, Connecticut will implement the Kindergarten Entry Assessment (KEA) statewide. The purpose of the KEA is to inform efforts to close the school readiness gap at kindergarten entry, to inform instruction in the early elementary school grades, and to inform parents about their children's status and involve them in decisions about their children's education, as well as provide information to stakeholders at the local, regional, and state levels about how prepared children are for kindergarten. The KEA will be administered by trained teachers in the first eight weeks of school and will provide valid, reliable, and fair information on children's readiness for school across all the essential domains of school readiness, including Social Foundations, Language and Literacy, Mathematics, Motor Development and Physical Well-being, Science, Social Studies, and The Arts. This information will be drawn from multiple methods of assessment, including 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. Additional detail about the KEA is available in Section E(1).

In 2017, the University of Connecticut will study the association between KEA outcome data and C2Q program ratings. Findings from this analysis will not be used to evaluate individual Early Learning and Development Programs. These research designs are non-experimental and will be used only to validate the C2Q ratings and not for program evaluation. We further acknowledge that a primary challenge in the execution of these studies is the inability to control for factors that may vary among children whose families choose different programs. Studies of children's progress will be guided by a fourth research question.

Research question 3: Do children who attend programs with higher quality ratings have higher KEA scores?

Statistical evidence would include:

- A descriptive data collection will help researchers develop an understanding of participating providers and the characteristics of the children they serve. Program-level variables collected will include: program location, program type, populations served, educator training and credentials, licensure history, and child care subsidy receipt. Child-level data will include: race/ethnicity, family income, age, home language, childcare subsidy receipt, and any indicators of increased risk (such as mother's education level). Children identified as having high needs as defined in this grant application will also be noted (see Section A(1)). This information will help researchers to determine if C2Qis reaching all children in targeted populations or if additional outreach is needed to increase participation among some groups.
- Simple correlation between KEA overall and domain scores (e.g., including Social Foundations, Language and Literacy, Mathematics, Motor Development and Physical Well-being, Science, Social Studies, and The Arts) and TQRIS program rating.
- Hierarchical linear modeling (HLM) would also be used to validate the TQRIS ratings. HLM is a statistical technique designed for data structured as individuals within groups. Individuals clustered together within a larger population tend to be more similar within their group as compared to individuals from other groups. Moreover, the relationship between individuals and their context may also vary across groups. HLM is used to

quantify these differences.

For this research question, the units of analysis are the children who are nested in early learning and development programs. Predictor variables can be included to reflect variability in children (such as demographics) and variability in programs (TQRIS ratings). The dependent variable, or outcome of interest, is the overall score on the KEA. Note that the KEA and KEA scoring will be developed over the 2013-2014 and 2014-2015 academic years.

KEA data is the outcome measure for young children collected by the OEC and incorporated in the ECIS. Though formative assessments are available for young children ages 0-36 months and 36-72 months, formative assessment data will not be collected at the state level. Furthermore, the OEC will not monitor children's progress over time within early learning and development programs.

The RTT-ELC grant period will coincide with the launch and expansion of the C2Q program. As such, the activities described above were designed to inform and refine a burgeoning system. Though statewide data collection will begin in 2016, the system will not be considered stable until 2017 if plans are executed as intended. Once the system is considered stable and these studies are complete, researchers will begin to consider the impact of participation in a C2Q program on learning and development for individual children. Such studies may include a study of learning and development over time and quasi-experimental comparisons of children's outcomes based on participation or non-participation in a C2Q program.

B(5) High Quality Plan

Section B (5): Validating the Effectiveness of the State Tiered Quality Rating and Improvement System

Key Goal: To study the extent to which the TQRIS ratings define quality across the early childhood programs available throughout the state.

Key Activity 1: Provide an independent validation of ConneCT to Quality

Description: In conjunction with the University of Connecticut, Department of Educational Psychology, Measurement, Evaluation, and Assessment Program (UConn MEA), OEC will implement validation process in four activities:

- Validation of Definitions of Quality
- Inter-rater Reliability Study
- Psychometric Analyses
- Study of the association between KEA outcome data and C2Q program ratings.

Initial Implementation/Statewide Scale Up: N/A

Rationale: To ensure that the ConneCT to Quality system promotes program improvement, recognizes and differentiates levels of quality, and provides usable information to families as they make choices about care for their children.

Parties Responsible and Key Personnel: OEC, UConn MEA

Performance Measure(s): Data from validation studies listed above

Key Activity 2: Establish Technical Advisory Group

Description: The OEC will establish a Technical Advisory Group to work with UConn to define and contribute ideas to the validation study process. The group will meet regularly to advise OEC and UConn on the planning, implementation, and use of results of the validation study.

Initial Implementation/Statewide Scale Up: N/A

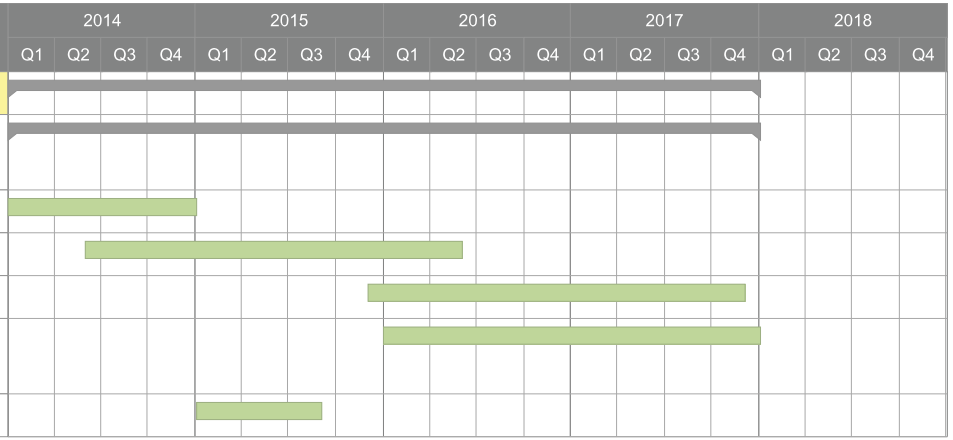
Rationale: The technical expertise of a group such as this contributes to the success of the validation study, increases confidence in the system itself, and supports buy-in from this important group of experts.

Parties Responsible and Key Personnel: OEC and UConn

Performance Measure:

- Technical Advisory Group is established, input solicited, validation studies planned and implemented.
- Results of implementation studies inform revisions to the TQRIS.

Sectic	Task Name
B5	Validating the State's Tiered Quality Rating and Improvement System
	Key Activity 1: Provide and Independent Validation of ConneCT to Quality (TQRIS)
	Validate definitions of quality
	Conduct Inter-Rater Reliability Study
	Conduct Psychometric Analysis
	Study association between KEA outcomes and C2Q program ratings
	Key Activity 2: Establish a Technical Advisory Group



Financial Resources to Support Successful Implementation of the Plan		
Key Activity	**Estimated Total Budget**	**Estimated Amount Leveraged From Other Sources**
Key Activity 1: Contract for Evaluator	$750,000	$0
Key Activity 2: Meeting space for advisory group * # meetings per year	In E(1) we have $80K for 2-3 meetings per year for four years.	$0

Highlights of Narrative relating to required scoring criteria
Addressing the Needs of Different Types of Early Learning and Development Programs: Quantitative analyses of CQ2 inputs and outcomes will incorporate every type of early learning and development program in Connecticut, including center-based programs such as Head Start and Early Head Start, 619, magnet and charter programs, state-funded School Readiness and Pre-Kindergarten, and home-based family child care. Participating programs will include those receiving tiered reimbursement and those operating solely on parent fees.
Meeting the Needs of Children with High Needs and Special Populations of Children with High Needs: Focus groups will include families of children with high needs. Feedback from the family focus groups will be used to develop the system and to refine the system after the pilot. In addition, analysis of child outcomes will incorporate child-level demographics to target the association between program quality and early learning and development for these high needs populations.
Sustainability: Once the C2Q system is validated, it will be sustainable over time with the state's existing funding streams.

C. Promoting Early Learning and Development Outcomes for Children

Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points

The applicant must address two or more selection criteria within Focused Investment Area (C), which are as follows.

VI. SELECTION CRITERIA
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that-- (a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness; (b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics; (c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and that they are shared with parents and families along with suggestions for appropriate strategies they can use at home to support their children's learning and development; and (d) Includes evidence that the State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. *.If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.* *In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality*

of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet the elements in selection criteria (C)(1)(a) and (b), submit--
    - Proof of use by all types of Early Learning and Development Programs in the State;
    - The State's Early Learning and Development Standards for:
        - Infants and toddlers
        - Preschoolers
    - Documentation that the standards are developmentally, linguistically, and culturally appropriate for all children, including children with disabilities and developmental delays and English learners;
    - Documentation that the standards address all Essential Domains of School Readiness and that they are of high quality; and
    - Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards.

Section C: Promoting Early Learning and Development Outcomes for Children

Connecticut has strong Early Learning and Development Standards and a deep commitment for ensuring the health and wellbeing of our young children. CT Has a High Quality Plan to ensure the Early Learning and Development Standards are appropriately tailored to all high needs children and a High Quality Plan to ensure that our strong network of existing health and behavioral health consultants is increased in numbers and trained on the new health standards in order to support high needs children in all settings.

C(1) Developing and Using Statewide, High Quality Early Learning and Development Standards

Connecticut's new Early Learning and Development Standards (ELDS) provide a comprehensive set of learning standards for birth to age five and are aligned to our state K-12 standards (Appendix 4(C)(1)-1). Through broad cross-sector implementation, they will open new doors for families, educators, care providers, and other professionals to work together to support all young children, no matter where they live, play, and learn.

Connecticut's previous early learning standards existed in multiple documents created at different times for different purposes (see Exhibit C1A). The only policy regarding the use of these tools was a requirement for programs participating in the state-funded preschool program, called School Readiness, to use curriculum and assessment tools aligned to state learning standards. Multiple documents and the lack of a cohesive policy resulted in a disjointed array of goals articulating outcomes for young children. The following table outlines Connecticut's previous learning standards and the new coordinated approach to learning standards and assessments.

Connecticut's new ELDS are coordinated and comprehensive, and we have new incentives that will ensure widespread implementation. The ConneCT to Quality system includes the use the ELDS as the basis for planning, curriculum, and assessment within the Learning Environments Program Standard. By shifting to stronger and more streamlined learning standards, adding incentives for programs through the TQRIS, and involving more than 100

early childhood professionals from across sectors in the standards development work, we have set the stage for successful implementation of the ELDS across settings.

Exhibit:C1A

	Previous Learning Standards/ Guidelines	**State Assessment Tools**	**New State Learning Standards**	**Planned Assessment Approach**
Birth to Three Years	Connecticut's Guidelines for the Development of Infant and Toddler Learning (2007)	None	Connecticut Early Learning and Development Standards (birth through age five or kindergarten entry, developed in alignment with CCSS and other content area K-12 standards)	Birth to Age Three Formative Tool (to be built upon KEA Consortium formative tool but not funded through this grant)
Three to Five Years	Connecticut Preschool Curriculum Framework (1998)	Connecticut Preschool Assessment Framework (2003)		Early Childhood Comprehensive Assessment System (EC-CAS) as a part of seven-state consortium led by Maryland. This system includes a formative tool for 36-72 months and census administration of KEA component at K entry
	Prekindergarten Grade Level Expectations in Science, Social Studies			
Kindergarten	Common Core State Standards in English Language Arts and Mathematics (2010)	Kindergarten Entrance Inventory (2007)	Common Core State Standards in English Language Arts and Mathematics (2010)	
	Grade Level Expectations in Science, Social Studies		Grade Level Expectations in Science, Social Studies (national standards under consideration)	

<u>Implementation</u>: While the stage has been set, appropriate and meaningful implementation of the ELDS requires public outreach, guidance on implementation, technical assistance, and aligned assessment tools. In preparation for statewide cross-sector roll out of the new standards, a needs assessment study was conducted by the Center for Collaborative Evaluation and Strategic Change examining what various sectors need to support effective implementation (See

Appendix 4(C)(1)-4). Recommendations included clear and simple descriptions, crosswalks, and the use of multiple formats and materials to support implementation. These recommendations have guided the first steps already taken toward statewide implementation and form the basis for the key activities described in this application. In response to the information gained through the needs assessment, the state has begun to promote and publicize the new ELDS through brochures, professional development, media, and events. One example of promoting the ELDS was a Block Party held in Bushnell Park in Hartford, where families were able to engage in activities based upon the ELDS and to take home information about how to support their children's growth and development.

As Connecticut moves to wider implementation of the new standards, next steps include:

- Development and roll-out of guidance specific to the use of the ELDS for children with high needs;
- Guidance with multiple levels of detail for families and professionals in various roles;
- A Governor's Symposium planned for the Week of the Young Child in April 2014 will promote an Age 3 to Grade 3 approach among early childhood leaders by highlighting the new ELDS and new K-3 learning standards in Social-Emotional Development and Cognition (including Approaches to Learning and Executive Functioning);
- The design and delivery of statewide cross-sector professional development; and
- The development/adoption of assessment tools that will allow adults to communicate about children's growth and learning and to target support for children in need.

Assessment Tools: The ELDS are statements of what children should know and be able to do, while child assessment tools provide information about individual children so that families, caregivers, and professionals can communicate effectively about how children are progressing. Assessment tools are also necessary to plan appropriate supports for children with high needs and to monitor their progress. Connecticut will put in place both developmental screening and formative assessment tools clearly connected to the ELDS.

The use of the Ages and Stages Questionnaire, through the Help Me Grow system, will be incorporated into broad-level technical assistance on the ELDS. The use of a screening tool will allow families and teachers who might not have competency at using formative assessment tools

to consider a child's development more broadly and to determine when they should seek access to additional assessments.

As programs advance to higher levels in the ConneCT to Quality system and adults progress to higher levels of competency within the CKCs, a formative assessment tool to guide curriculum and instruction is necessary and appropriate. To this end, Connecticut's High Quality Plan for C(1) includes the piloting of a formative tool for children from 36 months to 72 years. This tool will be developed through collaboration with a seven-state consortium led by Maryland, and will form part of the Early Childhood Comprehensive Assessment System (EC-CAS). Connecticut hopes to eventually extend this tool for use along the entire birth to five age range covered by the ELDS, although this work will not be funded as a part of this grant. Finally, Connecticut will also consider a process for approval of other formative tools aligned to the ELDS as a part of the ConneCT to Quality toolkit.

Communication with families around children's progress related to ELDS is critical, and the assessment tools described above will provide a basis for such conversations. A recent study in the United Kingdom (Humprey and Squires, 2011) showed significant achievement gains for student with disabilities when families were engaged in structured discussions about their children's progress. However, teachers need support in leading these conversations. To help promote effective discussions, the state will integrate the Connecticut's School Family Community Partnership's protocol for parent-teacher conversations about learning into technical assistance for teachers to ensure effective sharing of information (See Appendix 4(C)(1)-5).

In addition to implementing ELDS across early care and education programs, Connecticut will collaborate with our community partners to achieve broad family and community outreach through a public relations campaign. This campaign will promote family and community engagement around the ELDS as a set of common goals for children. Through this partnership, the distribution of the broad, domain-level guidance will be achieved as described in B3.

(C)(1)(a) Standards are developmentally, culturally, and linguistically appropriate across each age group and over all essential domains of school readiness

Connecticut has taken many steps to ensure that its new ELDS are not only rigorous and comprehensive, but also developmentally, culturally, and linguistically appropriate for all children from birth to age five. In order to set the stage for proper implementation, the ELDS

include Guiding Principles that directly address development, culture, and language. The examples from the full set of Guiding Principles below state that early learning environments must:

- Support children's language development in their primary language.
- Provide meaningful inclusion of children with special needs.
- Provide opportunities for children to benefit from diversity.
- Reinforce the importance of the cultural context of young children, families and communities (See Appendix (C)(1)-1).

In addition, the Connecticut ELDS have been developed in a manner that supports their use for children with varying needs. Because the ELDS span the age range from birth to age five in one document and align to kindergarten standards, they are valuable for use with children with any variations in development. By focusing on indicators that fall along learning progressions rather than performance of specific tasks, these standards are in line with the principles of universal design.

Connecticut elicited feedback related to the appropriateness of the ELDS at multiple points during development and made revisions based upon this input. The most recent such effort was a Content Validation Study conducted by NAEYC. This study included the question, "Overall, do the standards adequately account for diversity in community, cultural, and linguistic backgrounds, and developmental abilities?" The question requested specific input from reviewers regarding potential revisions to ensure their appropriateness for a diverse population (see Appendix 4(C)(1)-6).

Connecticut has also included a supplementary Dual Language Learning Framework within the ELDs. While the Language Development Domain is applicable to all children and supports strong acquisition of students' home language(s), the Dual Language Learning Framework is designed to support professionals working specifically with children acquiring a second language. This document's intent is to promote understanding of the general progression of second language acquisition, while still stressing the critical importance of development of the primary home language.

The A.J. Pappanikou Center for Excellence in Developmental Disabilities (UCEDD) is currently developing general guidance related to implementing the ELDS including evidence-based practices to promote children's growth and development. It is expected that the general

guidance documents will be complete by December of 2013. However, there is still a need for more specific guidance around the use of the ELDS with children with high needs. The state will continue its collaboration with the UCEDD to develop ELDS guidance related to supports along a tiered intervention model and strategies to support children who are English language learners using the supplemental framework. Information related to the implementation of the ELDS specific to children with identified disabilities will also be developed (e.g. the use of ELDS to develop IEPS). Finally, the UCEDD will collaborate with OEC and Eastern Connecticut State University in the development of training modules accompanied by technical assistance related to these topics (see D2 for information on the development of training modules accompanied by technical assistance and the integration of modules into the Regional Quality Improvement Centers).

Exhibit: C1B

<table>
<tr><th rowspan="2">Essential Domains of School Readiness</th><th colspan="2">CT's Birth to Five ELD Standards</th><th rowspan="2">CT K-12 Standards</th></tr>
<tr><th>Birth to Three Domains</th><th>Three to Five Domains</th></tr>
<tr><td>Language and Literacy Development</td><td>Early Language, Communication and Literacy</td><td>Language and Literacy</td><td>Common Core State Standards in English Language Arts</td></tr>
<tr><td rowspan="3">Cognition and General Knowledge (including Mathematics and Early Scientific Development)</td><td>Early Mathematical Discovery</td><td>Mathematics</td><td>Common Core State Standards in Mathematics</td></tr>
<tr><td>Early Scientific Inquiry</td><td>Science</td><td rowspan="2">2010 Science Curriculum Standards and Assessment Expectations (CT is currently studying the implications of NGSS adoption)</td></tr>
<tr><td colspan="2">Cognition: Logic and Reasoning Strand</td></tr>
<tr><td>Approaches Toward Learning</td><td colspan="2">Cognition :Approaches to Learning and Executive Functioning strands</td><td>Under Development: Cognition and Approaches to Learning Standards for K-3</td></tr>
<tr><td>Physical Wellbeing and Motor Development (including adaptive skills)</td><td colspan="2">Physical Health and Development</td><td>Healthy and Balanced Living Framework</td></tr>
</table>

Social-Emotional Development	Social and Emotional Development		Under Development: Social and Emotional Development Standards for K-3.
Additional Domains	Early self-concepts required for foundation of social studies are embedded in Social and Emotional Development	Social Studies	Connecticut Social Studies Framework (in draft with revisions due based upon national C3 Framework
	Creative Arts		Connecticut's Arts K-12 Goals and Standards

(C)(1)(b) Standards Aligned With the State's K-3 Academic Standards

As part of the development of the ELDS, Connecticut undertook an intensive, multi-step process to document the alignment between sets of learning standards, including alignment with the *Head Start Child Development and Early Learning Framework*. Collecting this information provided a strong foundation for the process of developing new standards. Connecticut carefully considered alignment and gaps in order to draw upon previous sets of standards. But we recognized the need to ultimately develop new standards that were, from the outset, aligned to K-12 standards in a meaningful and intentional way. K-12 content area specialists and early childhood professionals collaborated in the ELDS development process, basing the work upon the alignment studies, the Common Core State Standards in Mathematics and English Language Arts, and other pertinent research and national frameworks.

The most current national guidance documents at the time were used to develop the ELDS for Science and Social Studies, including the 2011 National Research Council's Framework for K-12 Science Education, the draft Next Generation Science Standards and the National Council on Social Studies' ten curricular themes. As Connecticut considers the adoption or integration of the Next Generation Science Standards and/or the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, a revisiting of the alignment between the ELDS and state K-12 standards may be necessary.

In addition to aligning the ELDS to existing K-12 standards, Connecticut has begun work to create kindergarten to 3rd grade standards in areas not currently addressed beyond preschool. Specifically, Connecticut has created a first draft of these standards in the areas of *Social and Emotional Development* and *Cognition and Approaches to Learning*. Local expertise will be

used to provide feedback on the standards with regard to content, age appropriateness, and use with diverse populations. After making these revisions, the state will seek out national expertise to provide additional input.

(C)(1)(c) Standards Incorporated in Program Standards

Chart C(1)(c)

Component	Connecticut's Approach
Program Standards	ConneCT to Quality will require curricula and activities to be based upon state Early Learning and Development Standards, thereby expanding use to home care settings, Part C and Part B, Section 619 programs.
Curricula and Activities	ConneCT to Quality requires curricula and activities to be based upon state Early Learning and Development Standards. The ConneCT to Quality toolkit will include the Connecticut Preschool and Kindergarten Curriculum Development Guide (appendix C-G), a self-assessment for ensuring strong curricula that clearly shows connections to commonly used measures of quality (NAEYC accreditation, Head Start approval, ECERS-R, and CLASS). Regional Quality Improvement Centers will support implementation in a variety of settings, including home care and center-based settings (see key activity 5).
Comprehensive Assessment Systems	**Screening Measures:** Integrate Ages and Stages into broad level technical assistance in conjunction with domain level guidance and connect to ELD guidance. **Formative Assessments:** New 36-72 month formative tool developed in conjunction with Maryland-led consortium. Other approved tools will be included in ConneCT to Quality consortium. **Measures of Environmental Quality:** Environmental Ratings and ELDS are both part of the Learning Environments Standard in ConneCT to Quality. **Measures of the Quality of Adult-Child Interactions:** Measures of the Quality of Adult-Child Interactions and ELDS are both a part of Learning Environments Standard in ConneCT to Quality.
Workforce Knowledge and Competency Framework	The Connecticut Early Childhood Workforce Core Knowledge and Competency Framework incorporates ELD Standards and related tools into the following domains: Building Meaningful Curriculum, Promoting Child Development and Learning, and Observing, Documenting and Assessing (see Section D1). Additional sets of competencies are scheduled for development, including early childhood specialist roles that support teachers in the implementation of ELDS, curricula, and assessment.
Professional Development	OEC partners with the State Board of Regents to embed the use of ELDS across coursework and practicum experiences. Initial technical assistance related to the release of ELDS offered to center and

Component	Connecticut's Approach
	home-based providers. Web-enabled and video-enhanced technical assistance on the implementation of the ELDS will be developed, approved trainers trained, and TA incorporated into the Regional Quality Improvement Centers in conjunction with on-site coaching and/or mentoring (as discussed in section D2).
Shared with parents and families along with strategies they can use at home.	Broad public relations campaign promoting the ELDS as a common language about what we want children to know and be able to do (as discussed in B3). The ConneCT to Quality system will then be promoted as a mechanism for choosing high quality early care and education settings that will help children to achieve these goals. Guidance will be expanded in an online format so that families can access additional strategies and more detailed information as desired. (As discussed in E2).

(C)(1)(d) Supports in Place to Promote Understanding Of and Commitment to Early Learning and Development Standards Across All Programs

Connecticut will use a multi-pronged approach to offer technical assistance on the new ELDS. A great deal of highly successful technical assistance has been offered related to the implementation of previous Connecticut standards documents, including a training and coaching model *(Training Wheels)* which demonstrated a significant positive impact on teacher practice (See Training Wheels appendix included for D1). In addition, training and coaching on *Connecticut's Guidelines for the Development of Infant and Toddler Learning* was provided in English and Spanish in both center- and home-based care settings. We will draw upon these successful training and coaching models to develop in-depth technical assistance based upon the CKCs and addressing implementation of the new ELDs.

Initial technical assistance will be offered to programs that have been using previous standards documents, and crosswalks to assessment tools and the *Head Start Child Development and Early Learning Framework* will be provided. This technical assistance will occur simultaneously with the development of the ELDS training content, which will begin prior to the grant award. It is anticipated that ELDS training, with accompanying coaching and mentoring, will roll-out as a part of the Regional Quality Improvement Centers in early 2014. The ELDS training will serve as a pilot for the Regional Quality Improvement Center processes, including training approval, trainer-of-trainer processes, and the development and provision of competency-based technical assistance. Following implementation of the initial ELDS training,

this content will be converted to a web-based, video-enhanced training module in conjunction with a partnership with Eastern Connecticut State University (as described in D2). Additional training modules accompanied by technical assistance developed through that collaboration will build upon the ELDS work and will include evidence-based strategies to support develop across domains as well as strategies specific to supporting children with high needs.

Because Connecticut will draw from technical assistance that was offered in both center-based and home-care settings, and because mentoring and coaching will allow for differentiation and targeted support, this technical assistance can be easily tailored to individual settings. Both the guidance documents and the training modules accompanied by technical assistance related to the ELDS will be offered at various levels of specificity. This graduated or tiered approach to guidance and technical assistance will promote increasing knowledge and competency for families and caregivers. In addition, guidance and/or training modules accompanied by technical assistance specific to the use of the ELDS for various professionals (home visitors, physicians, etc.) will also be developed and will link to the development of CKCs for certain roles. A *Principal's Guide to the Early Learning and Development Standards* has been developed through a grant from the National Governors Association (see Appendix 4 (C) (1)-3). The Connecticut Principal's Guide includes a brief introduction designed to promote the implementation of the ELDS in public school preschools, encourage school districts to assume a significant role in the local early childhood community, and build awareness of the birth to 3rd grade continuum. Chart C1c outlines this coordinated system of guidance, technical assistance, and child assessment and highlights the relationship to the TQRIS and the CKC framework.

The policies, guidance, assessment tools, technical assistance, and public outreach outlined in this application all clearly support broad cross-sector implementation of Connecticut's high quality ELDS. With such wide implementation, the ELDS can help the many adults (parents, families, home-visitors, physicians, and teachers) who touch children's lives to adopt and embrace a common understanding and language regarding what young, healthy, and developing children need across domains. This will allow all caregivers to connect programs and services across the years into an articulated continuum of development that builds over time.

Written Guidance	Technical Assistance	Corresponding Child Assessment		
Domain Guidance • Domain Information Pages and additional online guidance • What to expect for infants, toddlers and preschoolers • The importance of observing children and clear connections to Ages and Stages Questionnaire screening tool • Research-based strategies to support global development in this domain Audience: Families, care providers	**Introductory Sessions** • Introductory training sessions offered on new Early Learning and Development Standards • Sessions on using Ages and Stages in conjunction with Domain Guidance These sessions will eventually be a part of the continuum of online training modules	**Ages and Stages Questionnaire** • A developmental screening tool. Depending upon knowledge and training, care providers may refer families to Help Me Grow or may use the tool with families and then access the Help Me Grow system. Use of developmental screening continues as providers or programs gain the competencies and resources to also use formative tools.	Beginner Levels of CKCs	Level 2 of TQRIS
Subdomain and Indicator Guidance • Use of learning progressions to plan learning environments • Evidence-based strategies to support children in particular areas • Strategies to support children with disabilities and children who are dual language learners Audience: Classroom teachers, direct care providers, home visitors, families who desire greater depth of information	**Training Modules with Onsite Coaching** • Series of online training modules offered in group settings or utilized by individuals • These sessions will address the use of new standards (immediate) and assessment tools (as they are developed or adopted) to implement the cycle of intentional teaching Offered in conjunction with on-site coaching and/or mentoring.	**Formative Tool(s) for Birth to Five** • Crosswalks between the new ELD Standards and the CT Preschool Assessment Framework for use during transition phase • 36 to 72 month formative tool adapted for use in CT in conjunction with MD-led assessment consortium • Birth to 36 month tool will be developed outside of RTT grant	Middle Levels of CKCs Advanced levels of CKCs	Level 3 of TQRIS Level 4 of TQRIS
Role-Specific Guidance • Information on the use of ELDS within a specific role, with a focus on supporting children with high needs • Developed in conjunction with professionals to include the level of detail necessary for their role and to compliment other resources. Audience: specialists such as principals, early interventionists, special education teachers, etc.	**Role-specific Modules or Sessions as Appropriate** Modules will be developed to support individuals in specific roles, with a focus on roles that support children of high needs (ex. a module on using standards as a basis for developing IEPs or IFSPs).	**Diagnostic Assessments or Other Tools Appropriate to Specific Role** • Tools appropriate to specific disciples may be used (e.g. assessments specific to language development used by a speech and language pathologist or behavioral rating scales used by a mental health specialist. • Some roles, such as librarians, may not use assessment tools	Role Specific CKCs (also includes other specialist roles which will not be part of CKC work)	

C(1) High Quality Plan:

Section C(1): Developing and using statewide, high-quality Early Learning and Development Standards

Key Goal: To ensure high-quality Early Learning and Development Standards are effectively implemented statewide by Early Learning and Development Programs.

- Develop guidance and technical assistance to support implementation of ELDS with children with high needs, specifically addressing the needs of students with disabilities and those who are English language learners.
- Wide dissemination and cross-sector implementation of ELDS standards
- Provide intensive training and coaching related to implementing the new ELDS
- Pilot formative assessment tools and screening measures to be used in conjunction with the Connecticut ELDS.

Key Activity 1: Develop guidance to support implementation of ELDS with children with high needs, specifically addressing the needs of students with disabilities and those who are English language learners.

Description

The A.J. Pappanikou Center for Excellence in Developmental Disabilities will:

- Develop guidance centered upon the use of ELDS with students with high needs
- Collaborate with OEC and Eastern Connecticut State University around content for web-based, video-enhanced technical assistance modules

Guidance will be available on line (see section E2) and technical assistance around utilizing Connecticut ELDS as a basis for supporting children with disabilities and children who are English language learners will be fully embedded within the Regional Quality Improvement Centers (see sections B4 and D2).

(Initial Implementation/Statewide Scale Up): N/A

Rationale:

- The Connecticut ELDS include a supplemental Dual Language Development Framework designed to promote awareness of the unique needs of children who are learning multiple language(s) during their early years. Based upon this framework, guidance is needed on evidence-based strategies to support children who are English language learners in their acquisition of language and communication skills, as well as in all other areas addressed in the Connecticut ELDS.
- Additional support is needed for teachers, home visitors, and families to pair evidence-based practices with the developmental trajectories within the standards in order to support children's growth and development.
- Specific guidance on adaptations, alternative ways of demonstrating competence or understanding, and strategies to support children with disabilities is needed.

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Parties Responsible and Key Personnel: Office of Early Childhood and the A.J. Pappanikou Center for Excellence in Developmental Disabilities (UCEDD)

Performance Measure:

- Guidance documents developed, disseminated. Data collected on distribution of hard copies and website hits.
- Number of participants in targeted professional development.
- Data related to change in adult practice from implementation of the technical assistance specific to these topics.
- Data regarding rate of implementation of ELDS in settings targeting children with special needs.
- Monitoring data from Part C and Part B, Section 619.

Key Activity 2: Wide dissemination and promotion of cross-sector implementation of ELDS standards

Description:

- Dissemination of transition guidance to programs known to currently use state tools.
- Translated documents (the ELDS document and guidance in Spanish and the Domain Information pages in 5 most common languages) will be available statewide via website.
- Dissemination of documents and TA for institutes of higher education for use in courses in Fall 2014.
- Development and pilot of professional development in conjunction with Regional Quality Improvement Centers, subsequent conversion of content into web-based, video-enhanced training modules to be implemented on an ongoing basis through the Regional Quality Improvement Centers.
- Limited publication of ELDS and guidance documents.

(Initial Implementation/Statewide Scale Up):

- Development and pilot of professional development in conjunction with Regional Quality Improvement Centers, subsequent conversion of content into web-based, video-enhanced training modules to be implemented on an ongoing basis through the Regional Quality Improvement Centers
- Ongoing dissemination and public relations will be in conjunction with TQRIS and the Regional Quality Improvement Centers.

Rationale:

- Many early care and education providers (including home care providers) have been implementing previous sets of learning standards. They will need specific and targeted technical assistance in transitioning to the use of new standards and tools, including guidance about the continued use of the Connecticut Preschool Assessment Framework while a new assessment tool is under development.
- Connecticut SDE Data Bulletin (June 2012) indicates that approximately 72.3 percent of English language learners in Connecticut schools have Spanish as a home language. All state standards and related guidance documents will be translated into Spanish. The Parent Pages

will also be translated into the five next most commonly represented languages in Connecticut schools (Portuguese, Creole-Haitian, Arabic, Mandarin and Polish).

- The state's pre-implementation research has shown that there is variation in the format of guidance desired both within and across sectors (see Appendix (C)(1)-4). While some sectors embrace the use of technology as a means to provide detailed information effectively, many care providers still do not have easy access to technology or are more comfortable with tools they can readily use and access within the care setting. While relying heavily on technology for widespread dissemination, publication of hard copies remains an important strategy to support widespread implementation.
- The use of ELDS is embedded within the CKCs. Distribution of hard copies of documents to institutes of higher education will ensure that they are distributed to the workforce as they are learning to use these tools.

Parties Responsible and Key Personnel: OEC staff will oversee the small projects and the coordination of efforts with other projects and activities (including the website, the public awareness campaign, and the Regional Quality Improvement Centers.

Performance Measure:

- Number of documents disseminated
- Data related to the number of people accessing website over time

Key Activity 3: Pilot of Formative Assessment Tool for children 36-72 months aligned to the new Early Learning and Development Standards, developed in conjunction a 7 state consortium, led by Maryland.

Description:

- Following alignment study and any necessary revisions to the tool or standards, Connecticut will pilot and field test the 36-72 month old formative tool. The state will partner with UCONN MEA to work with the Maryland consortium, study the alignment, and pilot and validate the use of this formative tool to birth in Connecticut
- As an incentive for participating in the pilot, programs will be provided with tablet computers to facilitate their use of the technology-based tools associated with the ELDS and the formative tool.

(Initial Implementation/Statewide Scale Up):

- Technical assistance modules related to the use of the formative tool(s) will be developed and implemented through the Regional Quality Improvement Centers (see sections B4 and D2).

Rationale:

- Current tool (Connecticut Preschool Assessment Framework) is based upon prior standards. Connecticut is a member of a seven-state consortium, led by Maryland, which will be refining their KEA and further developing a formative tool for use with 36-72 month old children.
- Connecticut will need to ensure alignment of new standards with this tool. Based upon the degree of alignment, the state will adopt the tool as is, or will consider revisions of the tool or standards to ensure a good fit.

Parties Responsible and Key Personnel:
OEC in partnership with UCONN Measurement, Evaluation and Assessment program

Performance Measure:
Data from pilot
Data collected through TQRIS related to the rate of implementation of tool in association with progression along TQRIS levels.

Key Activity 4: Develop guidance on use Early Learning and Development Standards with widely used screening tool, the Ages and Stages Questionnaire

Description:

(Initial Implementation/Statewide Scale Up):

- Access to Help Me Grow system and use of the Ages and Stages Questionnaire will be promoted with home care providers.
- The use of development screening or participation in a program such as Help Me Grow is included in the Learning Environment Standard of the ConneCT to Quality System. Training on the importance of development screening and the use Ages and Stages will be embedded in the broad ELDS training.
- Training on the Help Me Grow system and the use of Ages and Stages screening tool will be integrated into the regional quality centers in conjunction with C2Q requirements related to use of developmental screening tools.

Rationale:

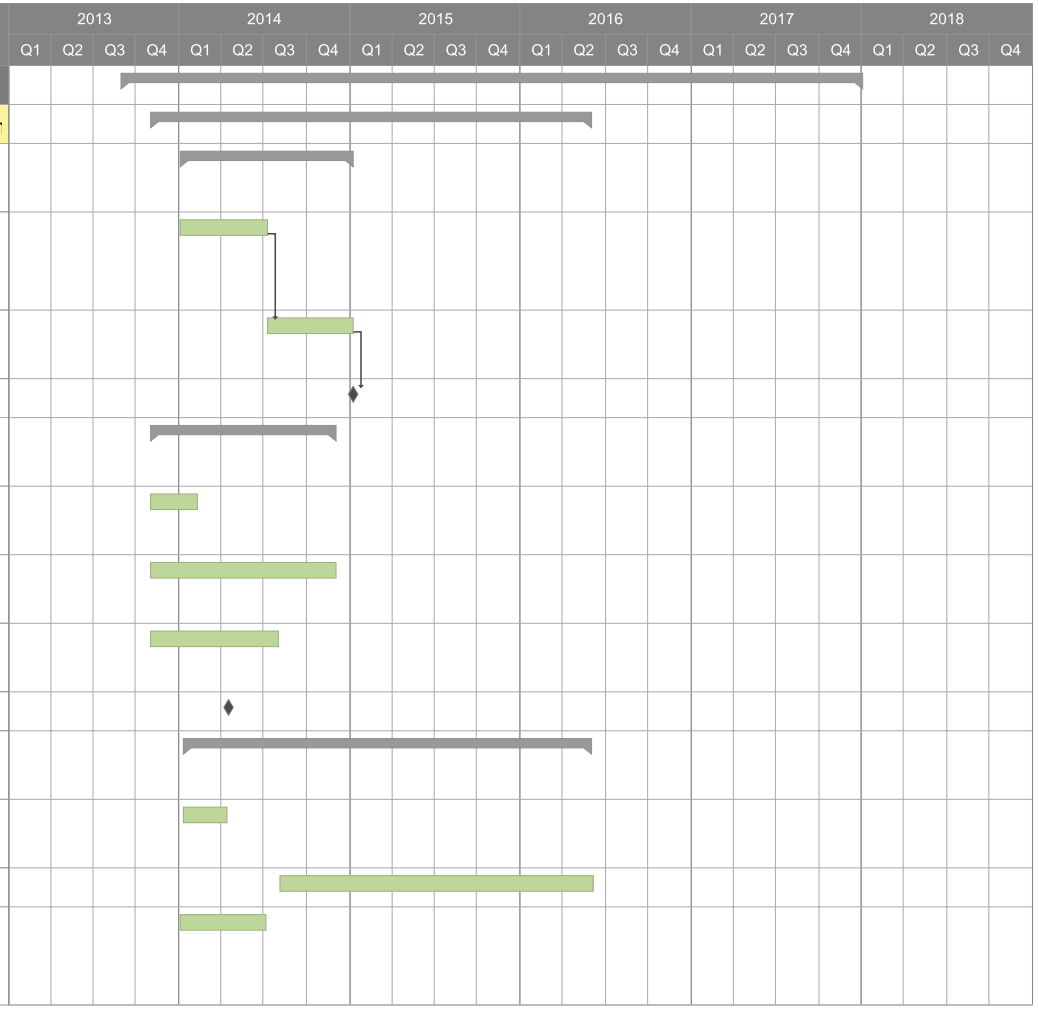
- The Ages and Stages Questionnaire is widely used in Connecticut as a screening tool as a part of the Help Me Grow system. Section C3 highlights the effectiveness of this nationally replicated model. By documenting the alignment between the skills and abilities within the Ages and Stages Questionnaire with those in the state's ELDS and embedding this within technical assistance, we will:
  - Increase the use of a developmental screening process in home and center-based settings and increase understanding of the purpose of developmental screening in relation to the ELDS.
  - Promote the use of domain guidance and the ELDS for providers currently utilizing the Ages and Stages.

Parties Responsible and Key Personnel: OEC

Performance Measure:

- Data from TQRIS on programs utilizing a screening tool, as evidenced by progression along ConneCT to Quality levels.
- Data from Help Me Grow related to number of families or caregivers accessing system

Sectic	Task Name
C	Promoting Early Learning and Development Outcomes for Children
C1	Developing and using statewide, high quality Early Learning and Developm
	Key Activity 1: Develop guidance around the use of the Connecticut Early Learning Development Standards for children with high needs
	Develop written guidance regarding how to use Early Learning and Development Standards with children with disabilities and dual language learners
	Develop Technical Assistance Modules for childcare providers in alignment with the CKCs
	Technical Assistance Modules finalized and available for use
	Key Activity 2: Wide dissemination of new Connecticut Early Learning and Development Standards (ELDS)
	Provide detailed guidance on the transition to new ELDS, including Crosswalk of ELDs and current assessment tool
	Translate standards documents into Spanish (all documents) and the next five most common languages (some)
	Institutes of Higher Education embed new Early Learning and Development Standards into their curriculum
	Week of the Young Child Governor's Symposium
	Key Activity 3: Pilot Formative Assessment Tool aligned to new Early Learning and Development Standards
	Align Maryland's Formative Assessment Tool for 36-72 months to Connecticut's Early Learning Development Standards
	Pilot Implementation of Formative Assessment Tool
	Key Activity 4: Develop guidance and technical support relating to the use of ELDS resources in conjunction with Ages and Stages Questionnaire.



Financial Resources to Support Successful Implementation of the Plan		
Key Activity	**Estimated Total Budget**	**Estimated Amount Leveraged From Other Sources**
4. **Key Activity 1: Guidance Development**	$250,000	Ongoing work supported by $100,000 in Quality Enhancement funding $19,000 in Quality Enhancement funds for technical assistance on ELDS to support content development to begin immediately
5. **Key Activity 2: Dissemination Strategies (translation, money for larger dissemination strategies in B3)**	$50,000	
6. **Key Activity 3: Pilot Formative Assessment**	$325,000	Resources through the MD KEA consortium will largely support this effort.
7. **Key Activity 4: Guidance on Ages and Stages**	No budget required-work completed through OEC and in conjunction with other projects' key activities	

Highlights of Narrative relating to required scoring criteria

Addressing the Needs of Different Types of Early Learning and Development Programs:

As we strive for the ELDS to provide a foundation of common language around children's growth and development, it is critical to provide the appropriate support for various types of early learning and development programs. Because needs vary across and between sectors, we have planned an approach that focuses on varying the specificity and depth of information that may then be accessed based on need, readiness, and interest (see figure C-2). Therefore, families

who want specific information regarding the next steps for their child may access more in-depth information typically used by center-based teachers. Conversely, home-or center- based providers who are just starting in the field may access more general domain information to provide strategies to support children in their care. Below are multiple ways in which our plan addresses the varying needs in the early childhood field.

- Multi-layer approach to guidance on ELDS focuses on competency level of individual. TA will be developed in a manner that can apply to various settings.
- Use of training modules with on-site coaching allows for differentiation (see section D2).
- The High Quality Plan includes guidance offered at various levels appropriate for families, early care and education settings (home and center) and for other professionals who support children or providers.
- Role and sector-specific guidance will include a crosswalk of the ELDS to the *Head Start Child Development and Early Learning Framework*, a crosswalk to the Common Core State Standards (see Appendix C-A), and guidance on using the ELDS in home visiting programs.
- Use of ELDS is embedded in the TQRIS, which will include guidance and supports for different sectors.
- Use of ELDS is embedded within the CKCs for teachers and will be a part of CKCs developed for other early childhood specialists.

Meeting the Needs of Children with High Needs and Special Populations of Children with High Needs:

- The Birth to Five age span that both the standards and planned assessment tools cover will promote use with children with high needs, including children with disabilities and children who are English language learners.
- By addressing crucial Social and Emotional foundations such as developing trusting relationships with a primary caregiver and other adults, the ELDS support awareness of the challenges facing children who are homeless and/or are in foster care.
- Universal design principles were used in crafting standards so that they meet the needs of all children.
- Detailed guidance is planned for use of the ELDS, and eventually the assessment tools, with children with disabilities and children who are English language learners. This guidance will include evidence-based strategies.
- Our Supplementary Dual Language Learning Framework supports providers in recognizing the importance of first language development while helping children to acquire skills and knowledge across domains.

Research Agenda: N/A

Sustainability:

The ELDs and the related tools and technical assistance provide a long-term and durable resource to the state of Connecticut. It is likely that the ELDS will need refinement and/or revision in the future as a result of new research, developments related to the Maryland-led KEA consortium, and feedback from stakeholders following implementation. By focusing on technology as a means of dissemination, many of the struggles with revisions will be lessened. Much of the guidance related to research-based practices will remain pertinent, even if the articulation of the standards needs adjustment, and any new information on evidence-based

practices will be integrated into the guidance. With major ELDS development work complete and a High Quality Plan that includes the development of the guidance and assessment tools, the long-term, ongoing work of updating these foundational pieces can easily be addressed by the OEC staff.

The technical assistance modules developed through grant funding will be available for use in the Regional Quality Improvement Centers on an ongoing basis. The use of these modules by approved trainers and coaches will be a part of the ongoing support available to programs entering the TQRIS system. In addition, individuals, programs, schools, and communities will be able to access these modules and coaching utilizing their own technical assistance or Quality Enhancement funds. Finally, by partnering with the Maryland-led consortium working with WestEd, John Hopkins University, and the University of Connecticut, we will have access to sustainable resources, such as the data and technical assistance systems created to support the use of the Early Childhood Comprehensive Assessment System (EC-CAS).

VI. SELECTION CRITERIA

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--

(a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; promoting children's physical, social, and emotional development across the levels of its Program Standards; and involving families as partners and building parents' capacity to promote their children's physical, social, and emotional health;

(b) Increasing the number of Early Childhood Educators who are trained and supported on an ongoing basis in meeting the health standards;

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity, and providing information and guidance to families to promote healthy habits at home;

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who—

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and, where appropriate, received follow-up; and

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care; and

(e) Developing a comprehensive approach to increase the capacity and improve the overall quality of Early Learning and Development Programs to support and address the social and emotional development (including infant-early childhood mental health) of children from birth to age five.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and

addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.
Additionally, States must provide baseline data and set targets for the performance measures under (C)(3)(d).

Evidence for (C)(3)(a):

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in selection criterion (C)(3)(a), submit--
  - The progression of health standards used in the Program Standards and the State's plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; social and emotional development; family involvement and capacity-building; and health literacy among parents and children;

Evidence for (C)(3)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, the State must submit documentation of these data. If the State does not have these data, the State must outline its plan for deriving them.

Evidence for (C)(3)(c):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Evidence for (C)(3)(d):

- Documentation of the State's existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening and referral of and follow-up for all Children with High Needs, and how families will be engaged in the process; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

Evidence for (C)(3)(e):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(C)(3) Identifying and address health, behavioral, and developmental needs

Children cannot reach their potential if they have unaddressed chronic health problems or developmental, behavioral, or emotional conditions that go untreated. Chronic absence in the early grades as a result of physical or mental health issues is a major barrier to the acquisition of skills, such as reading on grade level by the 3rd grade, that are critical to success in school and have a significant impact on graduation rates.

Connecticut has long recognized this correlation and has become a national model[1] for training, screening, and referrals for children with high needs. Help Me Grow is a prevention program of the Connecticut Children's Trust Fund designed to identify children at risk for developmental or behavioral problems and to connect these children to existing community resources. The Help Me Grow initiative, launched in 2001, helps families access more than 44,000 health, behavioral health, child development, and family support services across the state. It also provides direct access to IDEA parts B and C and Title V Children and Youth with Special Health Care Needs (CYHCN) through a shared phone line called the Child Development Infoline (CDI)[2]. Children likely to meet the eligibility criteria for parts C, B, or the Title V (CYHCN) programs are referred for evaluation and services. For high-risk, vulnerable children unlikely to fulfill these criteria, CDI links them and their families to community-based programs and services included within the HMG resource inventory. Thus, HMG and CDI ensure that all children in Connecticut, not only those meeting program eligibility criteria, have access to the services they need to best promote their healthy development.

Several hundred pediatric health, family service, and early childhood educators participate in the Help Me Grow system. These providers are trained through the Educating Practices in the Community program (EPICS)[3] to ask parents if they have concerns about how their child is learning, behaving, or developing. They are also trained to use the Ages & Stages Child Monitoring Questionnaire (ASQ-ASQ-SE) and other screening tools to recognize developmental and behavioral needs and to contact Help Me Grow when they do. Help Me Grow also helps train parents to use the ASQ-ASQ-SE to monitor their child's development and offers a centralized phone-line to assist them.

In 2013, the state received a federal Early Childhood Comprehensive Systems (ECCS) grant[4] to expand this effort and build an integrated system across early learning and development programs and health care practices. The goal of the grant is to increase developmental screening, follow-up, and regular well-child visits through targeted pediatric training and better coordination across financing structures, the early childhood workforce, and policy reforms.

In the area of mental health, the state is enhancing its services as it implements legislation passed in 2013. The legislation requires several state agencies to develop and implement a comprehensive approach for improving the mental health and development of children from birth to age five. The legislation, Public Act No. 13-178, An Act Concerning the Mental, Emotional and Behavioral Health of Youths, calls for a comprehensive implementation plan across agency and policy areas for meeting the mental, emotional, and behavioral health needs of all children in the state and to prevent or reduce the long-term negative impact of mental, emotional, and behavioral health issues on children.

(C)(3)(a) Establish a Progression of Standards for Ensuring Children's Health and Safety

Connecticut has established licensing regulations (19a-79-6a), TQRIS Program Standards, and Core Knowledge and Competencies for health and safety across all levels of TQRIS. Licensing standards include broad categories of health, healthy environments, outdoor and indoor safety, medication administration and emergency preparedness, compliance with staff health records, child health records including immunizations, and the condition of the premises (See Appendix 4(B)(1)-4

The Health and Safety standards establish a progression from licensing to good practice, better practice, and best practice. Workforce knowledge and core competencies for technical assistance support the implementation of these regulations and standards and encompass safety, nutrition, fitness, and physical and emotional health. Safety standards encompass not only physical but also social and emotional factors. They address such issues as the ability to handle emergencies and promote the sound dental, nutritional, and emotional stability of young children and their families by modeling these practices and connecting families to culturally appropriate community health resources.

The state's Early Learning and Development Standards (ELDS) include periodic

development screening using the ASQ and ASQ-SE. Early childhood educators will receive training as a part of the TQRIS to conduct the screens and to make referrals to CDI or additional resources as needed (See Early Learning and Development Standards in Appendix 4(C)(1)-1.

An essential ingredient for involving families in their child's physical, social, and emotional health is the use of the developmental screen. By design, the ASQ screening program builds parent capacity to promote their children's well-being. It involves parents in the screening process and provides feedback and scoring as well as activities they can engage in with their children between screenings. Early childhood educators are trained to conduct the screen with the parents and to prod them to share their observations and concerns. Providers will discuss the purpose and results of the screening and the child's strengths. They will help steer families away from perceiving the screen as a "test" that their child "passed" or "failed" and to regard it instead as a tool for understanding the unique developmental needs of their child and for learning ways to support their children's development.[5]

Follow-up might come in the form of a well-child visit, hearing or vision screen, behavioral health consultation, playgroup, or the provision of parenting education and support, among other strategies. Families can access all of these services though Help Me Grow (HMG) and CDI. The HMG works with parents as partners to identify resources that will meet their needs. A recent study of HMG found that the initiative helped to bolster "protective" factors for parents, meaning that families were able to "handle things better," "better understand and meet their children's needs," and that they had a "better understanding of services for their family and child." Parents also reported that their "child's behavior had improved." These findings indicate that the use of screening and HMG support child development and the capacity of parents to support their children.[6]

(C)(3)(b) Increase the number of Early Childhood Educators trained in the health standards

Connecticut has a robust network of child care health consultants. The childcare health consultants were introduced in Connecticut roughly 40 years ago. Licensing regulations require that all licensed centers and group homes have a health consultant who is a registered nurse, advanced practice registered nurse, physician, or physician assistant. Connecticut is one of the

only five states that mandate a specific schedule of health consultation. Regulations require a minimum of quarterly visits to centers and group homes enrolling only preschool age children.[7]

Connecticut will build upon its health consultation network by training six full-time childcare health coaches to offer technical assistance on the health and safety standards and workforce competencies to home-based, FFN, and licensed-exempt programs as they move into and through TQRIS. The childcare health coaches will provide onsite technical assistance and help develop best practice and environmental policies to promote children's health and development. The role of the childcare health coach will be to minimize health and safety risks, promote healthy behaviors, and link families with community-based health and developmental services. The coaches will work with family childcare homes to develop best practices and everyday strategies to ensure the health, safety, and wellness of the children in their care.

The childcare health consultants and coaches will be trained, approved, and added to the registry. Technical assistance will be provided and coordinated through the five Regional Quality Improvement Centers (See Section A2). Through this process, the number of early childhood educators who receive training and support in meeting health standards will increase from 4,135 to 5,492 (See Chart D(2)d(2) in Section D2).

(C)(3)(c) Promoting Healthy Eating Habits, Improving Nutrition, Expanding Physical Activity

The childcare health consultants and coaches will be trained to provide technical assistance on healthy eating habits, nutrition, and physical activity per the workforce competencies. They will help develop policies, best practices, and everyday strategies for programs and to inform and guide families in promoting healthy habits at home.

The childcare health consultants and coaches will also provide early childhood educators with information they can use to engage and share information with families on nutrition and physical activities. Examples would include helping families understand the program's nutrition and physical activity policies, providing nutrition information to families, encouraging family involvement and input into the center policies and activities, and inviting family members to eat with their children and share healthy snacks and culturally meaningful recipes.

(C)(3)(d) Leveraging Existing Resources to Meet Ambitious and Achievable Targets

1) The state is leveraging existing resources to increase the number of children with high needs who are screened using measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit or the Children's Heath Insurance Program and are consistent with the Child Find provisions in IDEA.

There is significant and consistent support within early learning and development programs, the pediatric health community, family support programs, and state agencies for using the ASQ and ASQ-SE child development monitoring program and the Parents' Evaluation of Children's Developmental Status (PEDS). These tools align with the Medicaid Early Periodic Screening, Diagnostic and Treatment (EPSDT) benefit, the Children's Health Insurance Program and Child Find provisions in IDEA.

The state's early learning standards include the ASQ and ASQ-SE. Pediatric health providers use and are reimbursed by Medicaid and all major private insurers in Connecticut for screening with the ASQ and PEDS. Most recently, the state child welfare agency has put in place plans to use these tools.

The state is leveraging Medicaid funding streams, legislative mandates, and private foundation money to enhance and increase the number of children screened and referred for follow-up services using of the ASQ and PEDS screening tools.

Early Childhood Comprehensive Systems (ECCS) grant: Through this grant, the state is leveraging the approved Medicaid reimbursement for EPSDT, including developmental screening, by training pediatric providers to conduct developmental screens, adhere to well-child visits, share health information with early learning and development programs, and refer families to the CDI for follow-up. The training efforts expand the work under EPIC and Connecticut Health Network (CHN), the state administrative services organization for Medicaid. Staff involved with EPICS and CHN will meet with pediatric practices and clinics to provide training in the ASQ and PEDS and to encourage developmental screening.

Child Welfare Screening Mandate: The state is leveraging the significant resources of the Department of Children and Families (DCF) through a legislative mandate in Public Act 13- 234 – section 154 requiring that children under three years of age with substantiated abuse or neglect cases have developmental screening using a validated assessment tool every six months. The legislation requires that DCF refer any child with evidence of a delay for further services including to PART C and Help Me Grow through the CDI. In 2015, mandatory screening and referral requirements will be expanded to all children less than three years of age with DCF involvement, regardless of substantiation status. This will result in 2,700 more screens in 2013 and roughly 6,000 more screens in 2013 for children in Connecticut with the highest needs.

Help Me Grow Child Development Campaign: The state is building on the efforts of the Help Me Grow provider network to increase awareness of the critical need for universal screening and follow-up and expand the capacity of roughly 400 providers in 2013 to use the ASQ and ASQ-SE through a campaign in ten Connecticut communities where 60 percent of the state's children with high needs reside.

On-Line Screening: The state is leveraging private funds from the Grossman Family Foundation to fund increased screening though CDI with an on-line ASQ system. The on-line system will augment the current 'mail-in' screening system used by 3,190 families each year.

2) The state is leveraging existing resources to refer children with high needs based on the results of developmental screenings to ensure they receive follow up as necessary.

Through CDI, the state is ensuring that children with high needs receive follow-up services. When a parent contacts HMG, care coordinators ask a series of questions, educate them on how services work, summarize what has happened during the call, clarify follow-up program and referral needs, and connect families to services and other resources, including IDEA parts B and C. Data from 2012 show that HMG connected 81 percent of families to services, with 9 percent pending, meaning they were on waiting lists to be evaluated to have specialized health care needs or educational concerns met or receive respite care.

The state will leverage the significant data capacities of the CDI-HMG. CDI-HMG is gathering data on screening results, referrals, follow-up and outcomes. This system provides the

state with an effective snapshot of children's developmental status and needs statewide, to monitor referral practices, and to identify gaps and capacity issues for system planning purposes.[8] By enhancing screening efforts and the use of HMG and CDI for follow-up, the state will have a more fully developed view of the needs of children in Connecticut.

The state will build capability within the ECIS to include developmental screening and referral information from pediatrics health providers and early learning and development programs. The data will allow the state to better ensure that children are receiving follow-up services as needed. The aggregated data will give Connecticut a clear and concise snapshot of screening, referral, and follow-up activities across the state, which can be used to guide activities and determine our priorities.

3) The state is leveraging existing resources to ensure children with high needs participate in ongoing health care and to increase the number that are up to date in receiving well child care.

Of the 103,000 children zero to 5 eligible for the Medicaid EPSDT benefits 69,118 received at least one well child visit in 2011 and 83 percent are up to date in well childcare visits.[9]

Connecticut will use ECCS funding to develop, pilot, and test physician training related to increase well child visits. The training developed under the grant will inform child health providers about the importance of adhering to well child visit schedules, using the Early Childhood Health Assessment Record to convey important health information to early childhood educators, document screening results, and establishing partnerships with early childhood educators to promote collaboration to address children's developmental and health needs.

The grant will also establish a pilot program to help early learning and development programs increase the numbers of children getting regular well child visits using such tools as electronic reminder systems, templates for parental communications when visits are needed, and other strategies that can help families access well child services. The outcome of this effort will be monitored by Connecticut Voices for Children and brought to scale if effective.

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	Baseline and annual targets				
	Baseline (Today, if known) *If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets*	**Target for end of calendar year 2014**	**Target for end of calendar year 2015**	**Target for end of calendar year 2016**	**Target for end of calendar year 2017**
Number of Children with High Needs screened	**63,700**	**73,000**	**83,000**	**93,000**	**100,000**
Number of Children with High Needs referred for services who received follow-up/treatment	**Unknown**	**Unknown**	**4,000**	**8,000**	**10,000**
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	**69,118**	**80,000**	**90,000**	**100,000**	**125,000**
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	**83%**	**90%**	**95%**	**95%**	**100%**

Baseline for screening includes actual figures; CT Voices for Children, HUSKY A (Medicaid) for Children Birth to Eight Years: Enrollment Health Services Utilization, 2010, 2011, By Town of Residence and report. Method: HUSKY A data were searched for records corresponding to developmental screening received in 2010 and 2011.

Baseline data for children who participate in ongoing health care includes actual figures; Form CMS-416, Annual EPSTD Participation Report. Dept. of Health and Human services Centers for Medicare and Medicaid Services, 2011.

Based on average rate of immunization status on 2nd birthday of children enrolled in CIRTS Statewide Trend Data of 2004 – 2008 Birth Cohorts, Connecticut Immunization Registry and Tracking System (CIRTS), Connecticut Department of Public Health Immunization Program

(C)(3)(e) Increase Capacity and Improve Quality of Program to Address Social Emotional Development

Connecticut enacted legislation in 2013, Public Act 13-178, requiring several state agencies to develop and implement a comprehensive approach for improving the mental health and development of children from birth to age five. The legislation calls for a comprehensive implementation plan, across agency and policy areas, for meeting the mental, emotional, and behavioral health needs of all children in the state, and preventing or reducing the long-term negative impact of mental, emotional, and behavioral health issues on children. This legislation forms the basis of the state's plan to create a comprehensive approach to improving the social and emotional development of children (See P.A. 13-178 in Appendix 4 (C)(3)-1).

As a part of this system, the state will build on its large and effective network of evidenced-based home-visiting programs. These programs provide prevention and intervention services for the state's most vulnerable children and families. The programs, which include Children and Family Interagency Resource, Support and Training (Child First) and Parents as Teachers, are funded with state and federal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) funds.[10] Child First provides therapeutic and case management support to parents and young children in addressing social, emotional, and behavioral problems. Parents as Teachers provides parenting education and support to enhance the cognitive, social, and emotional well-being and health of children and the capacity of parents to meet their needs.

The program and early learning standards, workforce knowledge, and core competencies that make up the TQIRS have been developed to increase the capacity and overall quality of early learning and development programs to support and address the social and emotional development of children from birth to age five. The TQRIS supports effective early childhood teachers in not only being knowledgeable about child development, but also in engaging in respectful, reciprocal relationships with children, families, and the community and being adept in strategies and tools to promote positive development. The TQRIS supports early childhood teachers to have a firm understanding of relationship-based practices and 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 will be supported in becoming skillful at observing and assessing learning and being intentional in the planning experiences and environments that support every child's growth. These skills include

understanding theories of social and emotional development, the ability to be empathetic and caring, and the ability to implement specific strategies and practices associated with helping children cope with issues such as separation and self-regulation.

The state will hire and train child development coaches who will work with early learning and development programs to apply the standards and workforce competencies in their programs. The coaches will help build the capacity of caregivers to create positive settings for children that prevent disruptive behavior, and to appropriately and effectively manage it when it occurs. Competency in infant mental health, as supported by the Connecticut Infant Mental Health Association, will be integrated into the coaches' training. In addition, the coaches will be trained to support early learning and development programs working with or interested in working with a number of effective initiatives that support the social and emotional needs of children. They will also be trained to help build the capacity of parents and early childhood educators to address these needs. The state will also build capability within the ECIS to include developmental screening and referral information from pediatrics health providers and early learning and development programs. The data will allow the providers and programs to better ensure that children are receiving follow-up services as needed. The aggregated data will give Connecticut a clear and concise snapshot of screening, referral, and follow-up activities across the state, which can be used to guide activities and determine our priorities. These efforts include the Positive Parenting Program (Triple P), the Center for Social Emotional Foundations for Early Learning model, and Strengthening Families. The coaches will align their work with the models being implemented by the programs and communities they are working in. Under the state's plan, coaching efforts will focus on new early learning and development programs including FFN. The child development coaches will be added to the registry, and their efforts will be coordinated through the five Regional Quality Improvement Centers.

C(3) High Quality Plan

Section C (3): Identifying and addressing the health, behavioral health, and developmental needs of Children with High Needs to improve school readiness.

Key Goal: Identify and address the health, development and behavioral health needs of Children with High Needs by:

- Expanding and tracking the use of screening measures; and
- Providing technical assistance on the various types of all standards (TQRIS Program Standards, CKC's, ELDS) related to health, behavioral, and developmental needs of children.

Key Activity 1: Increase awareness, interest, and capacity of communities to perform developmental and behavioral health screens (expand the 'Help Me Grow' child development campaign)

Description: The state will expand its Help Me Grow child development campaign to 10 communities (in one or more towns) in each of the 4 years of the grant (Appendix 4 (C)(3)-2). The campaign will promote screening, enhance the number of community providers with the capacity to screen children with high needs, and refer them to Help Me Grow at CDI for follow-up.

As a part of the campaign, ASQ and ASQ-SE training will be offered free of charge to community-based providers by ASQ approved facilitators.

Initial Implementation/Statewide Scale Up: This program has already been initially implemented in 10 communities in phase one.

Rationale: Several hundred early childhood educators, pediatric health care, and family service providers have been trained to use the Ages & Stages Child Monitoring Questionnaire and to contact Help Me Grow at CDI for follow-up as indicated.

A Connecticut study conducted on the training of pediatric providers found that they referred twice as many children for services following the training on the Ages & Stages Child Monitoring Questionnaire.

Enhancing the campaign will raise awareness of the importance of screening, increase the demand for screening, and enhance the capacity of the provider community to screen.

Parties Responsible and Key Personnel: Existing staff of Office of Early Childhood

Performance Measure: Training of 1,600 hundred health, behavioral health, early childhood educators, and family support professionals across various sectors, to screen and refer children with high need for follow-up.

Key Activity 2: Advise the design of the Early Childhood Information System to include the capacity to track and developmental screening information from pediatricians and early learning and development programs.

Description: Pediatricians and early learning and development programs will record and track

developmental screening information, as well as follow-up and referrals for children with high need.

Initial Implementation/Statewide Scale Up:

Rationale: Connecticut has made significant strides in establishing developmental screening as a standard of care for pediatric care practices.

Storing and analyzing data on will provide support for this effort. It will help to inform public policy, support developmental surveillance, and allow for the tracking of screening and referral activities by individual health care practices, as well as coordination among those working with the same child. The data is essential in order to provide targeted technical assistance to pediatric practices. T he aggregated data will give Connecticut a clear snapshot of screening, referral and follow-up activities across the state that can be used to guide activities and determine priorities.

Parties Responsible and Key Personnel: Existing staff of the Office of Early Childhood,

including the Early Childhood Data System implementation team

Performance Measure: The pediatric and early childhood and development programs will conduct regular developmental screenings of children birth to 5 and input the screening and follow-up referral data into the ECIS.

Key Activity 3: Create a workforce of child health and development professionals to provide technical assistance on all standards (Appendix 4 (B)(1)-3 to 7; Appendix 4 (D)(1)-1; Appendix 4 (C)(1)-1) related to health, behavioral, and developmental needs of children.

Description: Staff in the Regional Quality Improvement Centers will train existing childcare health consultants, as well as hire and train new childcare health and child development coaches on the TQRIS program standards, ELDS, CKC's. The new child development coaches will also be trained on infant mental health competencies. The cadre of health and development professionals will provide technical assistance related to health, behavioral health, and developmental needs of children to help programs improve in quality as they move into and up the TQRIS, for early childhood educators and FFN providers

Initial Implementation/Statewide Scale Up: N/A

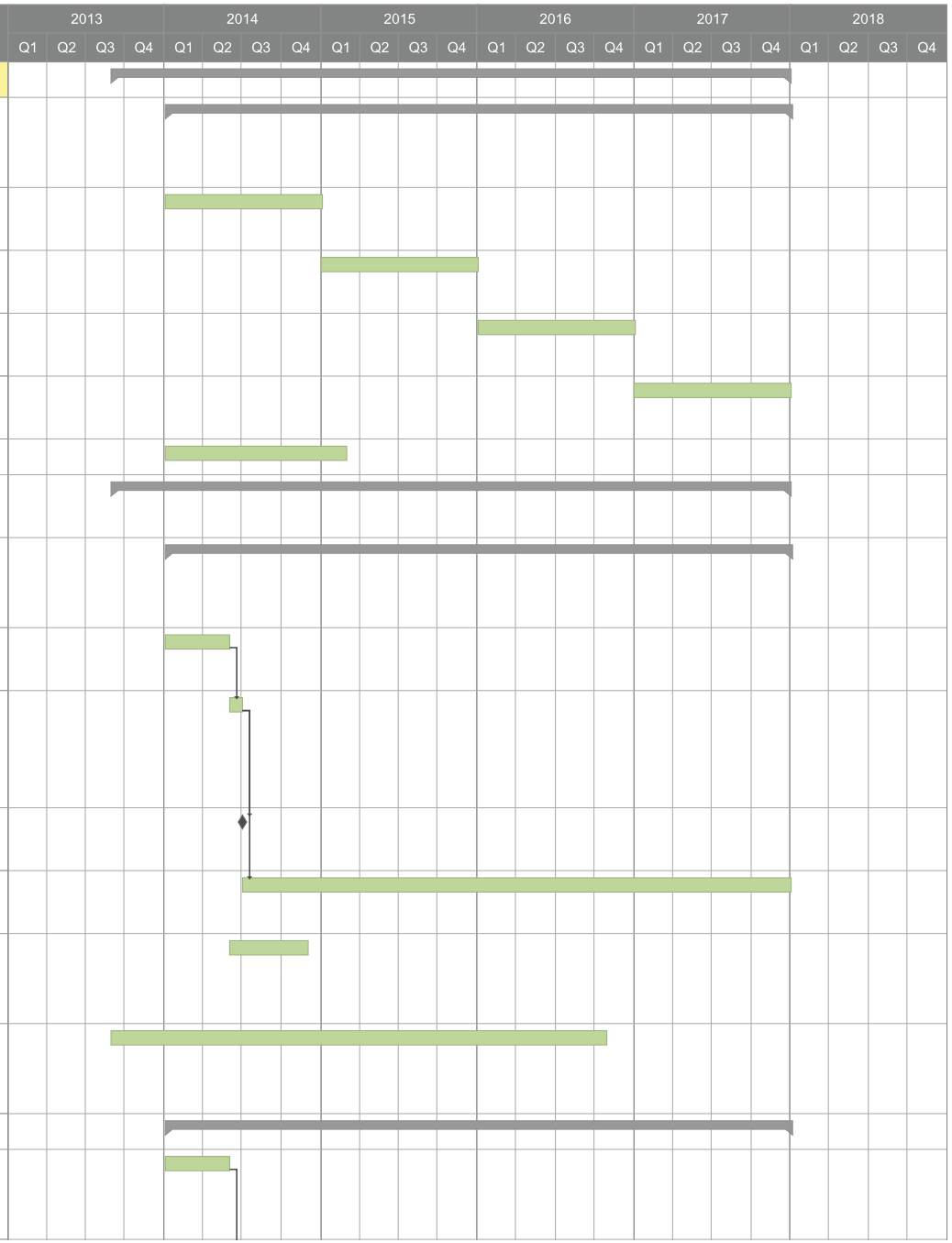
Rationale: Connecticut has a rich history of using the consultation and coaching approach and a robust network of health consultants. Research has shown that providing coaching and consultation services to programs is the best way to improve quality and compliance. In order to extend support to home based-FFN providers, additional consultant capacity is required. The existing workforce should be retrained to ensure consistency with recently released health and safety standards.

Connecticut has a program for health consultants on infant mental health competencies to ensure that the early childhood workforce has the needed expertise to appropriately meet the needs of infants. The new child development coaches will be trained through the Regional Quality Improvement Centers to serve as a conduit for guidance on infant mental health to early learning and development program staff.

Parties Responsible and Key Personnel: Existing staff of the Office of Early Childhood

Performance Measure:5,492 Early childhood educators will be trained in TQRIS Program Standards, CKCs, ELDS regarding the health, behavioral health and development of children.

Sectic	Task Name
C3	Identifying and addressing health, behavioral, and developmental needs
	Key Activity 1: Increase awareness, interest, and capacity of communities to do developmental and behavioral health screenings (expand the "Help Me Grow" child development campaign)
	Create leadership teams of local providers to carry out campaign activities. Cohort 1
	Create leadership teams of local providers to carry out campaign activities. Cohort 2
	Create leadership teams of local providers to carry out campaign activities. Cohort 3
	Create leadership teams of local providers to carry out campaign activities. Cohort 4
	Key Activity 2: Advise the design of the Early Care Information System
	Key Activity 3: Create a workforce of child health and development professionals
	Augment existing child health consultants for family homes by hiring, training, and approving new coaches for the workforce registry
	Hire healthcare coaches to supplement existing healthcare cosultants
	Train new healthcare coaches and existing health consultants to provide technical assistance on health, safety, nutrition, and physical activity program standards and workforce compentencies
	Add approved childcare health coaches and consultants to theTQRIS workforce registry.
	Provide ongoing coaching, consultation, and technical assistance through "hubs"
	Train and approve existing childcare health consultants on the TQRIS program standards and workforce compentencies for the workforce registry
	Train educators on how to do a developmental and social and emotional screening as part of roll out of Early Learning and Development Standards (trainings through the hub)
	Augment existing cohort of mental health consultants
	Hire and train child development consultants to provide technical assistance on our existing mental health consultation model and infant mental health competencies



Sectic	Task Name	2013				2014				2015				2016				2017				2018			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	Provide ongoing coaching, consultation, and technical assistance through "hubs"																								

Financial Resources to Support Successful Implementation of the Plan		
Key Activity	**Estimated Total Budget**	**Estimated Amount Leveraged From Other Sources**
Key Activity1: Expand Help Me Grow Campaign	$800,000	
Key Activity 2: Advise ECIS development	$0	
Key Activity 3: Create and train child health and development workforce	$2,400,000 (in B4 budget)	

Highlights of Narrative relating to required scoring criteria
Addressing the Needs of Different Types of Early Learning and Development Programs: The childcare health and child developmental coaches proposed in this application will provide individualized, on site, one-to-one technical assistance to early childhood educators working in a variety of early learning and development programs. This approach will allow the state to address the needs of many different types of early learning and development programs.
Meeting the Needs of Children with High Needs and Special Populations of Children with High Needs: The PEDS and ASQ screening tools proposed in this application are valid and reliable for detecting developmental delays and social and emotional difficulties and needs among children in poverty, with developmental disabilities, and English language learners. The PEDS and the ASQ are printed in several languages. The ASQ is printed in English, Spanish, French (ASQ-2), and Korean. The PEDS is printed in English, Spanish, and Vietnamese with translations licensed in Albanian, Amharic, Cambodian, Chinese, Farsi, Filipino Tagalog, French, Galician, German, Haitian-Creole, Hebrew, Hindi, Hmong, Icelandic, Laotian, Malay, Polish, Portuguese and Cape Verdean, Russian, Swahili, Taiwanese, Thai, Turkish, and Visayan. Studies have been conducted to evaluate the ability of the ASQ to detect developmental delays among ELL and other populations of children. One study of Indian children, using an ASQ translated into Hindi, showed strong results for detecting developmental delays in Indian children, especially in high-risk cases. The researchers noted in their conclusion that the ASQ may be easily converted into other Indian languages and be widely used for developmental screening across many populations of children. Head Start has developed protocols for using the ASQ with English language learners (ELL) to avoid a false positive due to language differences. In addition, the Centers for Disease Control and Prevention found that parents are a reliable source of information about their child's development. Their involvement in the screening process provides the opportunity for them to translate the screening and responses in their child's home language, making both the ASQ and the PEDS accessible and

reliable across many populations of ELL.
Research Agenda: The ongoing evaluation of HMG and CDI will gather and analyze data on screening results, referrals, follow-up, and outcomes for children and families referred for follow-up and services.
Sustainability: Medicaid and private insurance will cover the cost of screenings being conducted by pediatricians. Early care and development programs will integrate screening into their work with children and families. The state provides and is expected to continue funding for HMG and CDI. The costs of health consultants are currently covered by licensed centers. The state will seek funds to maintain support for the childcare health and child development coaches. The screening and referral database is funded with bond funds and will be maintained by the OEC.

Requested Evidence	Evidence
The progression of health standards used in the Program Standards and the State's plans for improvement over time,	See TQRIS Standards for Health and Safety (Appendix 4 (B)(1)-4)
Existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards.	See Chart D(2)d(2)
Documentation of the State's existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs.	See Section C-3 Narrative

VI. SELECTION CRITERIA

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in selection criterion (D)(1), submit:
  - The Workforce Knowledge and Competencies;
  - Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in the Program Definitions (section III) and is designed to promote children's learning and development and improve outcomes.

D. A Great Early Childhood Education Workforce

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials

Since 2011, Connecticut has been working to develop a strong Core Knowledge and Competency Framework, beginning with defining the Core Knowledge and Competencies (CKCs) for early childhood teachers. In this context, we define "teacher" as the primary person working with the children, regardless of the setting in which they are served. We drew on national technical assistance from a wide range of early childhood stakeholders to produce a teacher CKC framework that integrates special education, the needs of English language learners, and cultural responsiveness. We have aligned Connecticut's Core Knowledge Competencies (CKCs) to the federal criteria (see Appendix 4(D)(1)-1 Teacher CKCs, See 4(D)(1)-2 Alignment of CT CKC to federal CKC requirement). In addition, we have aligned our CKC Framework with neighboring states' CKCs to explore the possibility of portable credentials. We believe these accomplishments place Connecticut in a strong position to implement our High Quality Plan for a Great Early Childhood Education Workforce for all of Connecticut's young children, including those with the highest needs.

(D)(1) (a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes

Using the solid model that produced our CKCs for the teacher role, Connecticut is now poised to develop CKCs for other early childhood specialist roles. We will hire a CKC project coordinator to engage stakeholder groups to build consensus in developing CKCs that represent all sectors, focusing primarily on the roles of coaches, consultants, and interventionists to target support to providers in family childcare and Family, Friend, and Neighbor (FFN) settings. CKCs will also be developed for home visitors and for professional development facilitators, including

college faculty, directors, and program administrators.

Connecticut will develop and coordinate a technical assistance program with the five Regional Quality Improvement Centers (see Section A) to implement CKCs across all roles and to ensure that content is relevant for serving children with high needs. The CKC project coordinator will partner with the Center for Early Childhood Education (CECE) at Eastern Connecticut State University, a nationally recognized research and professional development institute that has a history of developing training videos and podcasts. The CECE has produced videos to train Navy child development centers nationally (see Appendix 4 (D)(1)-5-6) and has developed video-based training on a variety of subjects, including supporting children who are English language learners. Our partnership with the CECE will result in web-based, video-enhanced training modules on a variety of topics. These modules will be used by the Regional Quality Improvement Centers. In conjunction with on-site coaching and mentoring, these modules will provide a foundation for supporting providers to advance to higher levels of competency in accordance with the CKCs and for programs to advance to higher levels within the TQRIS program standards.

To assist providers and program administrators in identifying their professional needs, Connecticut will develop self-assessment tools for teachers and directors/administrators based upon the CKCs. Individual and program improvement plans will be linked to the quality improvement levels in the TQRIS.

(D)(1) (b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework

Prior to developing the new Connecticut CKCs for teachers, there were seven credentials/certifications for the role of the teacher, each based on their own set of competencies. (see CKC analysis report in Appendix 4 (D)(1)-3).

Connecticut has developed and is offering an Early Childhood Teacher Credential (ECTC) at the Associate's and Bachelor's degree level aligned to our new CKCs for teachers. Using the solid model that produced the Early Childhood Teacher Credential for the teacher role, Connecticut is now in the position to develop credentials and degree competencies for additional early childhood educator roles.

Connecticut is now ready to review existing credentials and degree competencies to identify gaps in relationship to the new CKCs and make appropriate revisions. We will revise and expand the existing Connecticut Career Ladder to reflect competency progressions behind each credential and degree level. Connecticut will develop approval systems to ensure that trainers are qualified to deliver competency-based technical assistance aligned to the needs of our workforce. Building upon the nationally recognized work of the Connecticut Charts-A-Course project, an early childhood workforce program that is now part of the OEC, these systems will be redesigned through the lens of CKCs and the TQRIS to address all workforce sectors with a focus on early childhood educators serving children with high needs.

(D)(1)(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework

More than a decade ago, Connecticut established the Early Childhood Higher Education Consortium comprised of faculty from each of our two- and four-year higher education institutions. The Consortium played a leadership role in developing Connecticut's new Early Childhood Teacher Credential.

The recent implementation of the new ECTC now offers a system and process for articulating between university courses based on a unified set of competency-based standards. Connecticut's 13 colleges and universities have all aligned with core competency-based standards outlined in the ECTC. In addition, the state has developed key assessments to measure student progress and an individual review process that accounts for teaching experience as measured by portfolio rubrics. Connecticut will build from this model a process for providing technical assistance in a non-credit venue to articulate and assess competency development that is meaningful and relevant to the workforce and also strengthen credit-bearing options across institutions.

Connecticut's High Quality Plan will:

- **Establish a new Early Childhood Professional Development Consortium** comprised of

institutions of higher education and state and local technical assistance providers to engage in alignment activities and develop an articulation agreement**.** Exhibit D (1- c) below outlines the TA Provider Consortium.

- **Establish common course offerings** across higher education institutions and technical assistance providers based on the CKCs. We will use the Connecticut Credit Assessment Program to assess specific competency-based, non-credit course work to determine credit worth.
- **Propose legislation** to revise licensing requirements to include competency-based technical assistance and the use of coaches in all licensed programs. In addition, amend the Head Teacher requirements for the existing 12 credit option to include Introduction to Early Care and Education, Child Growth and Development, and courses on state-recommended topics.

Exhibit D1 (c) Technical Assistance Provider Consortium

Provider	Role in Providing Professional Development to Early Childhood Field	Target Audience	State-Funded
2-1-1 Child Care Resource and Referral	Creates and provides training on various topics to early childhood field	Childcare providers (all settings) and parents/guardians	Yes
Early Childhood Workforce program: (1) Accreditation Facilitation Project (2) Program Leadership Initiative (3) Training Approval System	(1) Provides individualized technical assistance to programs leading to NAEYC accredited; creates and provides non-credit training; supports coaches and consultation in programs (2) Develops and offers courses meeting the Connecticut Director Credential competencies; develops and offers non-credit technical assistance (3) Develops/contracts for adult learning training and train the trainer technical assistance; maintains non-credit CDA-aligned curriculum for approved trainers	Individualized TA, coaching, and consultation to community-based licensed programs; non-credit training in all settings; credit bearing courses for community and school-based settings.	Yes

State Education Resource Center (SERC)	Creates and provides training and job-embedded technical assistance addressing early childhood, with a special emphasis on serving children with special needs	Public schools, private providers, state-funded providers, communities	Yes, supported through Birth to Three and 619 funds for
Regional Educational Resource Centers (RESCs)	Provides planning, training and technical assistance	Public schools, private providers, state funded providers, communities	Yes
Head Start Regional Technical Assistance	Facilitates delivery of technical assistance	Head Start and Early Head Start Programs (community providers as space allows)	No
CT Association for the Education of Young Children (CAEYC)	Facilitates delivery of technical assistance	CAEYC membership (private and public early care providers)	No
Board of Regents for Higher Education and the Office of Higher Education	Provides credit-bearing coursework	Pre-service students and existing workforce seeking to advance degrees	Not for delivery of coursework
Local Boards of Education	Develops and provides professional development	Early childhood certified teachers, paraprofessionals, and partnership with local community providers	No
Local Community Professional Development Networks	Develops and provides professional development	Local community providers	No

D(1) High Quality Plan

Section D(1): Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

Key Goal: To strengthen Connecticut's workforce by:

- Completing full common, statewide Workforce Knowledge and Competency Framework for all roles;
- Achieving statewide progression of credentials and degrees aligned with CKC's; and
- Ensuring alignment of postsecondary institutions and other professional development providers offerings with CKC's.

Key Activity 1: Develop and deliver technical assistance modules and assessment tools based on new CKCs
Description: Implement the new Connecticut Core Knowledge and Competency Framework for Teachers and develop Core Knowledge and Competency Frameworks for specialist roles. A project coordinator will engage stakeholders across sectors, conduct a national review of existing CKC's, and develop CKC's and for additional educator roles (such as coaches, consultants, home visitors, etc.) Assessment companion tools for the teacher CKCs will also be developed. Professional development on each CKC will be designed and implemented through the Regional Quality Improvement Centers. **Initial Implementation/Statewide Scale Up:** Initially, state staff will provide training for trainers on the Teachers CKC's. For full implementation, TA will be delivered through the Regional Quality Improvement Centers on CKC's for all Educator roles. **Rationale:** Effective professional development that is meaningful and relevant to the everyday application of practice impacts the outcomes of the children, especially those with high needs. When professional development is designed to encourage critical reflection and support transfer into practice, both teachers and children will benefit. The newly created Core Knowledge and Competency Framework for Teachers were developed with the lens of a progression of higher order thinking skills as well as a map of career pathways (CKC level 1(CDA), level 2 (Associate), level 3 (Bachelor), level 4 (beyond Bachelor). This lens and map will now serve as the foundational competency base for professional development design. Early childhood teachers of children ages birth to five, regardless of setting (centers, family homes, public schools), engage with or are impacted by other early childhood professionals (PD facilitators, college faculty, consultants –health, mental health, education, social service, etc. – coaches, home visitors, interventionists, administrators). Those who support teachers must not only understand the competencies expected of teachers, but have a firm grasp of the knowledge and skills needed to be effective in their supportive role. Use of assessment tools to guide plans for professional development assists educators with goal setting, including progressing toward advanced credentials and degrees. Assessment of the professional development delivery to ensure fidelity to the intended purpose of building competency is necessary in order to assure quality and transfer into practice. Connecticut proposes to explore the development of assessments that inform the structure of professional development delivery, such as the use of coaches, online modules that include peer interactions, and other innovative workshop models to make gains in the effectiveness of training efforts. The newly developed

teacher assessment tools will assist individuals and program administrators with identifying competency-based professional development plans to ensure higher quality workforce.

Parties Responsible and Key Personnel: Office of Early Childhood with a Project Coordinator

Performance Measure: Teachers and administrators will use assessment tools to design professional development plans and be able to access competency-based professional development, complete it, and show they have transferred new understandings into practice.

Key Activity 2: Restructure progression of credentials and degrees based on CKC's

Description: Staff will review and restructure the existing career ladder and data system to align with the Connecticut CKCs to clearly articulate career paths that address multiple settings where children are served. Staff will engage stakeholders to review and analyze existing credentials, certifications, and professional development offerings in relation to the CKCs for Teachers to identify the gaps and make revisions where necessary. The Connecticut Career Ladder will be restructured to describe the competencies associated with each step in the ladder for a streamlined progression of competencies, credentials and degrees. All settings and all early childhood roles will be represented in the revised Career Ladder. In addition, the Registry data functions will be upgraded to track individual progress toward attaining credentials and degrees. Trainer and competency-based curriculum approval systems will be designed utilizing the existing Connecticut Charts-A-Course model for approval. All systems will be designed through the lens of competency and TQRIS levels.

Initial Implementation/Statewide Scale Up: N/A

Rationale: Cross-sector alignment of a progression of degrees and credentials is essential because it defines the field so often fragmented by funding streams and regulation. A unified, clear articulation of the competencies, credentials, and degrees needed to support all children, especially those with high needs, regardless of setting in which those children are served supports growth, development, and learning to enhance child outcomes.

Coupled with a robust data system to measure the progress of our workforce in meeting competency and credential expectations, the revised Career Ladder sets the stage for assessing the workforce in order to develop and implement meaningful and relevant professional development that will broaden workforce perspectives, knowledge, and skill to meet the needs of all children, including those with high needs.

Parties Responsible and Key Personnel: Office of Early Childhood and cross-sector stakeholder engagement.

Performance Measure: A revised Career Ladder will be ready for public use by December 2015.

Key Activity 3: Build an integrated system of Early Childhood Professional Development across all sectors of learning

Description: Utilizing the existing strengths of the Early Childhood Higher Education Consortium, staff will expand the consortium to include professional development providers for the purpose of creating a partnership for co-development of competency-based offerings and assessment of professional development that are clearly aligned to CKCs, targeting content the addresses working with children with high needs. The Consortium will examine current content strengths, gaps, and explore common core options to strengthen articulation agreements between colleges. The Connecticut Credit Assessment Program will be utilized to assess competency-based training and technical assistance that can be transferred into credit. Agreements between colleges will be developed for universal acceptance of such professional development.

Initial Implementation/Statewide Scale Up: N/A

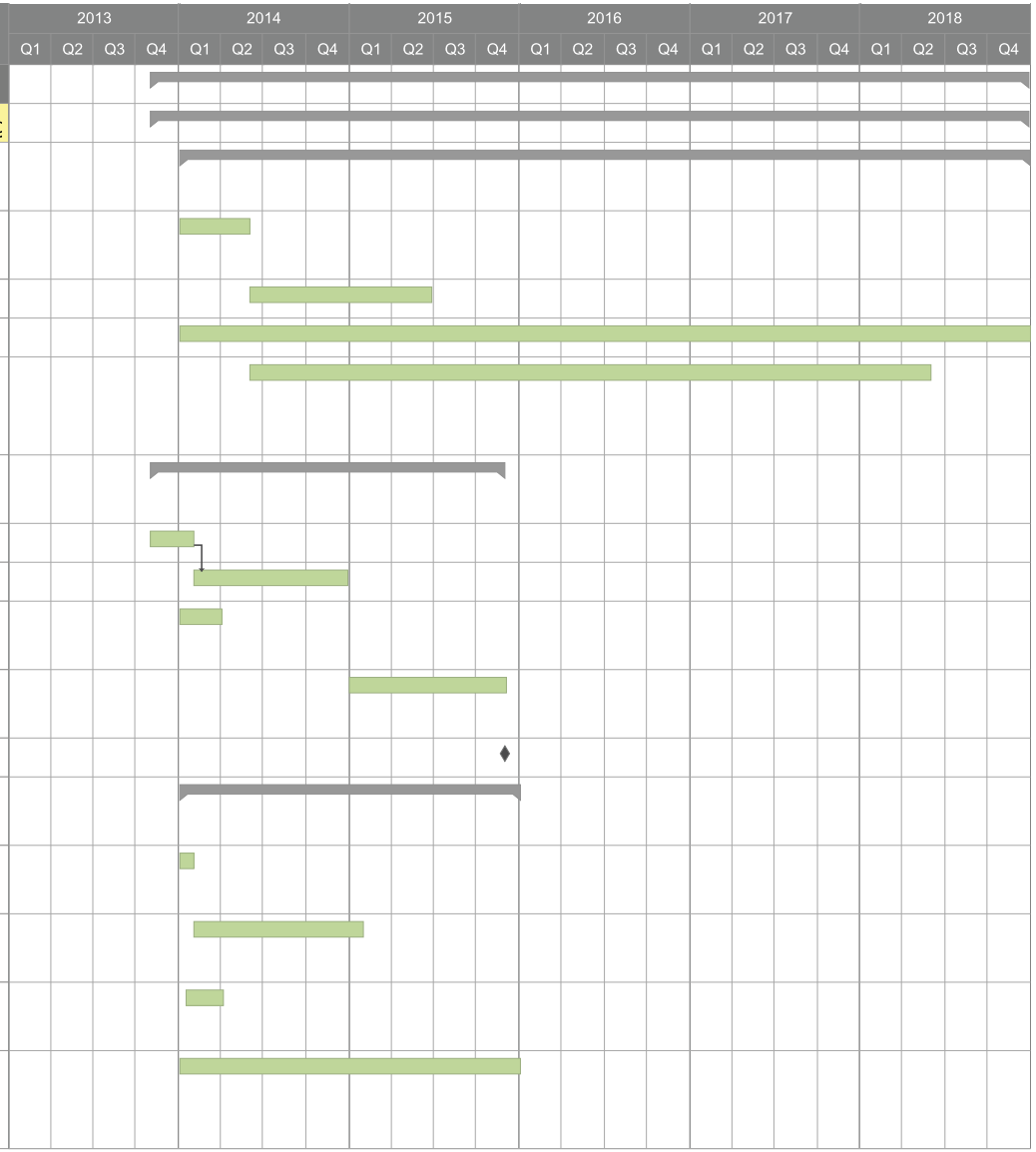
Rationale: Multiple stakeholders were involved in the development of the new Connecticut CKCs. One of the identified next steps from the group was to examine articulation of competency-based offerings between credit and non-credit avenues.

Early childhood professionals are familiar with assessing progress toward learning goals over time in reference to children's learning. When thinking about this same concept for adult learning in credit and non-credit venues, the field is still emerging. Investment in professional development, credit and non-credit, can only continue and increase if we begin to develop competency-based assessment tools that measure the effectiveness of the professional development. These assessments must measure impact upon the individual and their ability to transfer understanding into practice as well as their ability to sustain and increase upon those gains over time in order to impact children's learning in positive ways. Connecticut has begun this work within the Early Childhood Teacher Credential key assessment process but we need to build upon this system with data collection and review that informs program modifications and builds a bank of key assessments that align with the CKCs.

Parties Responsible and Key Personnel: Office of Early Childhood, Postsecondary Institutions, Professional Development Providers

Performance Measure: The Professional Development Consortium will produce an articulated path between non-credit and credit competency-based offerings by December 2016.

Sectic	Task Name
D	A Great Early Childhood Education Workforce
D1	Developing Workforce Knowledge and Competency Framework and a prog
	Key Actvity 1: Develop and Deliver Professional Development Modules based on new CKCs
	Develop a self-assessment and a supervisor's assessment as a companion tool to identify what PD is needed for any educator
	Train coaches and consultants on Teacher CKC's
	Develop and validate CKC's for additional educator roles
	Design and deliver professional development modules on the new CKC for supportive early childhood roles (through Eastern Connecticut University as mentioned in B4)
	Key Activity 2: Restructure progression of creditials and degrees based on CKC's
	Identify gaps between existing creditials and CKC's
	Adjust credentials to match CKC's
	Restructure the existing career ladder to align with the Connecticut CKCs for educators
	Integrating professional development approval and CKC ladder with data system
	Launch public workforce webpage
	Key Activity 3: Build an integrated system of Early Childhood Professional Development across all sectors of learning
	Establish new Early Childhood Professional Development Consortium that brings together all sectors of PD providers
	Establish a common core of offerings universally recognized across all settings based on new CKC's
	Request legislature to revise licensing requirements to include competency based PD and the use of coaches
	Strengthen agreements between institutes of higher education and PD providers around transferring credits and non-credit to credit (articulation)



Financial Resources to Support Successful Implementation of the Plan		
Key Activity	**Estimated Total Budget**	**Estimated Amount Leveraged From Other Sources**
Key Activity 1: Develop and deliver professional development modules based on new CKCs	CKC Support Role Project $160,000	
Key Activity 2: Restructure progression of credentials and degrees based on CKC's	$0	ECIS project for Registry build out work
Key Activity 3: Build an integrated system of Early Childhood Professional Development across all sectors of learning	$854,900	ECIS project for Registry build out work

Highlights of Narrative relating to required scoring criteria
Addressing the Needs of Different Types of Early Learning and Development Programs: The Core Knowledge and Competency Framework for teachers was developed for every setting, inclusive of; center-based programs funded by the state, other center-based programs, public schools, and family childcare as the foundation for continued professional and program improvement. The definition of "Teacher" used in the development of the CKCs was inclusive of any primary caregiver caring for one or more children in any setting. The additional CKC's being developed will include the full range of Educator roles with a particular focus on serving children across all segments.
Meeting the Needs of Children with High Needs and Special Populations of Children with High Needs: The construction of the Core Knowledge and Competency Framework intentionally addresses all children, especially those with special needs and those that are English language learners. The document was developed from core documents from the Council for Exceptional Children and NAEYC regarding knowledge and skills needed to work with special populations.
Sustainability: Connecticut will sustain these efforts through continued collaboration with the Board of Regents, the Office of Higher Education, and professional development providers through the Professional Development Consortium described in section D(2) as the mechanism for revision of Core Knowledge Documents. As CKC's and coursework develop over time, this consortium will ensure alignment and articulation agreements.

Requested Evidence	Location of Evidence
The Workforce Knowledge and Competencies	Workforce Knowledge and Competency Framework for the teacher role (Appendix 4 (D)(1)-1) CKC Credential/Certification Analysis Report to the Cabinet (Appendix 4 (D)(1)-2)
Alignment to the Federal Criteri	See table in narrative

Evidence for PD, policies and incentive effectiveness	ECTC Approval Process (Appendix 4 (D)(2)-1) Training Wheels Professional Development Project Evaluation (Appendix 4 (D)(2)-2) Professional Development Provider Listing (see Table in narrative)

VI. SELECTION CRITERIA

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that-

(1) Are aligned with the State's Workforce Knowledge and Competency Framework;

(2) Tightly link training with professional development approaches, such as coaching and mentoring; and

(3) Are supported by strong evidence (e.g. available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs;

(b) Implementing effective policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated career pathway that-

(1) Are aligned with the State's Workforce Knowledge and Competency Framework;

(2) Tightly link training with professional development approaches, such as coaching and mentoring; and

(3) Are supported by strong evidence (e.g., available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework; and

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the

unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (D)(2):

- Evidence to support why the proposed professional development opportunities, policies, and incentives will be effective in improving outcomes for Children with High Needs (e.g., available evaluations, developmental theory, or data or information about the population of Children with High Needs in the State).

Additionally, the State must provide baseline data and set targets for the performance measure under (D)(2)(d)(1) and (D)(2)(d)(2).

(D)(2) Supporting Early Childhood Educators in Improving Their Knowledge, Skills, and Abilities

A critical component of attaining our goal *to increase access to high quality programs for children with high needs* is *to ensure that all providers, and especially those serving large numbers of children with high needs, have the knowledge, skills, and abilities to provide high quality early learning experiences.* Connecticut's High Quality Plan is designed to ensure that all technical assistance activities are aligned with the Core Knowledge and Competency Framework and to promote competency-based skills using methods proven to be effective, such as on-site coaches and mentors.

In order to reach our goal, we must be able to document and account for the quality of all early learning and development programs that serve young children with high needs, not just programs that are state-funded. We are particularly concerned about assessing and improving the quality of those settings that are not-publicly funded that serve the majority of Connecticut's high needs children, including FFN, licensed family childcare, licensed non-publicly funded center-based programs, and public school preschool programs (See Section A (2)).

The new Office of Early Childhood is now in a position to begin the process of comprehensive data collection to gather information across all early childhood settings, not just the state-funded programs. The state's Early Childhood Information System (ECIS), now under development, will greatly enhance the availability of data to understand our state's early childhood workforce (See Section E (2)). The targets outlined in this section are based on estimates provided by multiple sources, but once the ECIS is operational, we will have accurate baseline data to adjust these targets as appropriate. Exhibit D (2a) outlines the estimated population of teachers across the four settings that serve children with high needs.

Exhibit D (2a) Estimated Teacher Population across Settings Serving Children with High Needs

Setting and Eligibility to Participate	License Status	Estimated Teacher Population	Target to Reach
FFN (receiving Care 4 Kids subsidy)	Unlicensed	3,839 (based on June 2013 report, 2-1-1 child care)	50% interest in participating in POP (1,919) split across 4 years

		Assume one person per site	
Family Childcare (receiving Care 4 Kids subsidy)	Licensed	1,310 (80%) of 1,357 that we expect to engage in TQRIS Assume one person per site	10% interested (131) to attain a CDA within 4 years. A revised target will be calculated when all family childcare providers are entered into the Registry to determine exact educator population
Center-based (receiving Care 4 Kids subsidy, School Readiness or Child Day Care funds)	Licensed and exempt	2,308	5% (115) A revised target will be calculated when all center childcare providers are entered into the Registry to determine exact provider population
Public School	Mixed status	Estimate 425 teachers	All public school teachers are required to be certified by the SDE. Target any new hires to be certified specifically in the B-K or Pre-k to grade 3 endorsement specific to early childhood content.

Connecticut's High Quality Plan will:

- **Expand Access to and Improve Effectiveness** of technical assistance, including coaching and mentoring as well as leadership development, for providers and leaders who care for children with high needs. These efforts will focus on FFN, family childcare and center-based programs, and public school programs.
- **Implement Policies and Incentives** such as bonuses and scholarships to support the workforce in accessing technical assistance aligned with the CKCs.
- **Provide Accessible Aggregate Data** within the ECIS to track the status and progress of the early childhood workforce and inform stakeholders and the general public (See Section E(2).
- **Increase the capacity of higher education institutions and technical assistance providers** to deliver programs aligned to the Connecticut Core Knowledge and Competency (CKC) Framework to enhance the knowledge and skills of teachers to address the needs of children with high needs.
- **Increase the number and percentage of early childhood educators earning higher levels of credentials** aligned to the CKC Framework. Connecticut's new ECTC offers a venue for

family childcare and center-based program providers to obtain a credential that focuses on early childhood content.

(D)(2)(a) Providing and expanding access to effective professional development opportunities

Connecticut will build on the work outlined in Section D (1) by implementing user-friendly web-based tools for providers in FFN, family childcare, licensed centers, and public school settings. All information will connect to the competencies outlined in the CKC Framework and meet TQRIS requirements. Connecticut's 2-1-1 Child Care resource and referral system, a partner in the Technical Assistance Provider Consortium (described in Section D (1))will play a key role in our High Quality Plan to increase access and support to all providers as well as families. A focus on the CKC domains of Health and Safety and Promoting Child Development and Learning will be used to identify precursor competencies appropriate for this audience and to engage providers in potential licensing opportunities afforded by the TQRIS.

(D)(2)(b) Implementing Policies and Incentives To Promote Professional Improvement and Career Advancement Along An Articulated Career Pathway

Connecticut's High Quality Plan proposes strategies to implement policies and incentives to promote professional improvement and career advancement as follows:

- **Expand scholarship support and incentives** to individuals not currently engaged in competency-based technical assistance, including coursework leading to advanced credentials or degrees.
- **Provide technical assistance and credit-bearing coursework** onsite and/or using distance-learning technology with an onsite facilitator and provide flexibility in days of the week and times of day when professional development or coursework is offered.

Connecticut has a long history of providing scholarship assistance through the Connecticut Charts-A-Course program, which is now the early childhood workforce program of the OEC. The Department of Social Services and the Department of Education have jointly made significant investments to provide funds to individuals actively pursuing an early

childhood associate's or bachelor's degree. In fiscal year 2013, 372 teachers utilized these state funds to support their ongoing education at a Connecticut institution of higher education. In addition, more than 800 individuals working in publicly funded, non-publicly funded, family child care, and FFN settings accessed scholarship funds and to support credit-bearing courses toward a degree. We will align all existing scholarship funds to focus on achieving our targets for FFN providers, family child care providers, and licensed child care centers to engage in competency-based technical assistance and credit-bearing coursework aligned with the CKC Framework and TQRIS program improvement standards. These efforts will help individuals to progress toward earning credentials and degrees.

A second incentive strategy will offer a "bonus stipend" to teachers and providers who serve children with high needs. Providers who document that they provide care for children with disabilities or developmental delays; children in migrant, homeless, or foster care settings; and children who are English language learners will be eligible to receive bonuses. In addition, programs serving children with high needs will be able access to supports such as specialist consultation and/or coaching to support best practice. Such incentives for serving children with high needs will encourage teachers and programs to continue to engage in high quality technical assistance and to advance along the TQRIS levels.

Criteria regarding the percentage of children with high needs served, the capacity to serve additional children with high needs, and the collaboration between the setting and community resources to support children with high needs will be determined by the OEC based on further data collection to ensure equity in access to the bonuses across settings.

An innovation grant offered by the Office of Early Childhood to deliver competency-based technical assistance at a location convenient to the provider will be awarded to higher education institutions and technical assistance providers through an RFP process. Our collaboration with the Center for Early Childhood Education (CECE) at Eastern Connecticut State University (described in section D(1)) will provide innovative and engaging materials and web-based tools to the technical assistance providers and higher education institutions.

(D)(2)(c) Publicly Reporting Aggregated Data On Early Childhood Educator Development, Advancement, And Retention

We will utilize Connecticut's early childhood workforce registry data system to populate and publicize a web portal, which includes aggregate data about the current status of our workforce, career ladder information, connections to approved technical assistance providers and statewide events calendar, and scholarship and incentives information. The web portal will also connect to the TQRIS and the Regional Quality Improvement Centers so that providers can access information that has an impact on their decisions about professional planning and program improvement and families can access important information about program quality.

(D)(2)(d) Setting ambitious yet achievable targets for:

1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the CKC and the number of early childhood educators who receive credentials from postsecondary institutions and professional development providers with programs that are aligned to the CKC.

2) Increasing the number and percentage of early childhood educators who are progressing to higher level of credentials that align with the CKC.

Connecticut has been successful in aligning institutions of higher education, both two-year and four-year degree programs, to a common set of preparation standards. All 13 associate degree programs in Connecticut are now approved by the NAEYC's Early Childhood Associate Degree Accreditation (ECADA) system.

Connecticut now offers the Early Childhood Teacher Credential (ECTC) at an Associate's degree level and a Bachelor's degree level. The Credential first became available in July 2013. To date, 27 of these credentials have been awarded and more than 900 people are eligible based on their graduation dates when the programs were approved. The ECTC is the recognized document to show that individuals completed a course of study from an approved institution, or have been reviewed as meeting the competencies if their degree was from out-of state or from an institution not currently approved to offer the ECTC pathway.

Connecticut now has 13 approved institutions, eight two-year and five four-year programs, that are using a common set of standards and key assessments aligned to the ECTC. Building on

the success of this model, Connecticut is working to increase the number of institutions and technical assistance providers who are able to offer programs aligned to the CKC Framework. Since we currently have a model for teachers working in state-funded programs, our efforts will be targeted to providers such as FFN, family child care, and non-state funded center-based programs. To increase the number of institutions and TA providers who can offer CKC-aligned programs, the state proposes to:

- Increase the number of higher education institutions offering the ECTC by reviewing planned programs in the remaining eight institutions that offer early childhood degrees and completing that review with successful approvals by the end of 2015;
- Establish baseline numbers of technical assistance providers whose services are aligned with CKCs and increase the number with approved offerings each year over four years until each is represented as providing CKC-aligned offerings;
- Expand the ECTC individual review by contracting with trained portfolio reviewers and facilitators; and
- Increase the capacity of career counselors across the five Regional Quality Improvement Centers to support teachers toward earning CKC based credentials and degrees.

D(2)(d)(1) Increasing Number of Professional Development and Education Programs Aligned with Workforce Knowledge and Competency Framework

As shown below in Exhibit D (2) below, Connecticut has already made good progress with aligning higher education institutions to the Core Knowledge and Competencies Framework. Targets include the remaining eight institutions and the technical assistance providers. We expect to reach our goals prior to 2017, when the state will fully implement a cohesive professional development system for teachers across settings, all tied to CKCs.

Exhibit D (2) Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	**Target - end of calendar year 2014**	**Target - end of calendar year 2015**	**Target - end of calendar year 2016**	**Target – end of calendar year 2017**
Total number of "aligned" institutions and providers HIGHER EDUCATION TECHNICAL ASSISTANCE PROVIDERS	13[a] of 21 Higher Education Institutions offering early childhood degrees No providers aligned (see listing in table in D1 of providers)	17 Higher Ed 4 Providers including subsidiaries of those Providers	21 Higher Ed Remaining Providers including subsidiaries of those Providers	Target met for Higher Ed Target met for PD provider offerings to be aligned with CKC	Target met for Higher Ed Target met for PD providers offerings to be aligned with CKC
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider ECTC Aligned to CKC	27[b] (the credential aligned to the CKC began to be issued July 2013)	400 80% of those currently eligible from prior	771[d] 80% of those currently eligible from prior	460 (expected graduates from approved higher	460 (expected graduates from approved higher

	There are 964[c] teachers currently eligible through an approved institution based on graduation date. Outreach efforts to capture 80% of these individuals will be instituted.	graduation date from an approved institution In addition, any newly eligible graduates from approved institutions or completing the individual review process	graduation date from an approved institution In addition, any newly eligible graduates from approved institutions or completing the individual review process	education institutions)	education institutions)

a. The number of Higher Education Institutions Approved is actual, based on the Board of Regents and Department of Education approval system.

b. Data for credentials received are actual, based on applications received between July and September through the CT Charts-A-Course Registry.

c. The number of eligible teachers is actual, based on submission of data from each institution regarding the number of graduates during the years in which the college approval process and content changes were being made. The ECTC is a new credential as of July 2013 and messaging is occurring to reach all eligible graduates we expect 80% of the total population to be interested in receiving the ECTC once notified.

d. These targets support Section 10-16(p)C.G.S. governing educator requirements for teachers working in state-funded programs. 50% of the teachers in state funded programs serving infants, toddlers, and preschool age children must hold an Associate's degree in an early childhood concentration by 2015 and 50% of teachers must hold a Bachelor's degree in and early childhood concentration. The concentration must be approved by the Department of Education and the Board of Regents and/or the Department of Higher Education.

D(2)(d)(1) Increasing the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers with programs that are aligned to the

Workforce Knowledge and Competency Framework

Recognizing that an educated workforce specifically trained in early childhood content has positive effects on the trajectory of growth for all children, Connecticut has made significant progress in the last two years in building the foundation needed to improve the quality and preparation of our early childhood workforce. We have progressed from not having a CKC system to creating one; from not having any aligned institutions to having 13; and from having no credential aligned to CKCs to establishing the ECTC, which started being issued in July of 2013.

Our targets will reflect a progressive increase in the number of current ECTC holders by 2015. Our primary focus is on settings receiving Care for Kids subsidies but not currently using state funding, such as FFN providers, family childcare, licensed child care settings, and public schools. One barrier has been that since the ECTC initiative is so new, many providers who have completed the requirements to receive it are not aware that they are eligible for it.

Along with increased publicity efforts to spread the word, the state also recognizes the need to expand our current counseling network so that more counselors are available to help providers navigate their options for earning credentials and degrees. Counseling assistance is also needed to help providers understand the relationship between the choices they make individuals make and how their programs will be rated in the TQRIS. Our immediate plan is add three more counselors so that we have one counselor serving each of our Regional Quality Improvement Centers.

The following table outlines the target, per credential type, with specific attention to the four settings we are focusing on most. These targets may be adjusted when complete information about the workforce in these settings is obtained through the Registry. Recognizing that the teachers that work in state-funded programs have an accessible path to attaining increased credentials and degrees outlined in legislation, the table below estimates the targets for the other settings not currently accepting state funds that we are looking to enhance.

D(2)(d)(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Over the past five years, data from the Connecticut early childhood workforce data registry shows an increase in teachers in publicly-funded programs earning an Associate's or bachelor's degree. To date, 47 percent of teachers in programs accepting state funds for infant, toddler, or preschool spaces hold a bachelor's degree, and 24 percent hold an Associate's degree. The trajectory of progress toward a bachelor's degree has increased by 17 percent since 2008, when 30 percent of early childhood teachers held a bachelor's degree. With 47 percent of our teachers in state-funded early childhood programs holding a Bachelor's degree, we are on target to meet the legislative requirement of 50 percent. The percentage of providers with Associate's degrees has remained level at 25 percent since 2008, as more individuals shift from a Child Development Associate (CDA) to an Associate's degree and from an Associate's degree to a bachelor's degree.

While this is a positive trajectory, Connecticut has more work to do to incentivize individuals, provide program supports, and focus on the providers that work in non-publicly funded settings, like FFN, licensed family childcare, licensed non-publicly funded center-based programs, and public school preschool programs--settings where the level of quality is unknown yet many children with high needs are served.

Our efforts will be targeted to increasing technical assistance that is aligned to the Core Knowledge and Competencies so that anyone, regardless of career goals, will have access the knowledge and skills needed to work with all children, especially those with high needs.

Connecticut proposes to revise the career ladder to recognize credentials aligned with TQRIS levels according to settings where children are served. For example, licensed family child care providers accepting Care for Kids subsidies are expected to attain a Child Development Associate (CDA) at level three of the TQRIS. Licensed center-based providers accepting Care for Kids subsidy that are not currently accepting state funds for infant, toddler, or preschool spaces are expected to progress to an Associate's degree. The Early Childhood Teacher Credential will provide the structure to reach these goals. Public school preschool programs are expected to hire qualified staff in accordance with the appropriate early childhood state teaching certificate, and the state certification system is the structure for this setting.

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
	Baseline (Today)		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**		**Target- end of calendar year 2016**		**Target- end of calendar year 2017**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Credential Type 1 (lowest) *Child Development Associate*										
Family Child Care Educators [a]	7	0.5%	52	4%	78	6%	104	8%	131	10%
Credential Type 2 (middle) *Early Childhood Teacher Credential (ECTC)*										
Associates Degree [b] *(for Educators in School Readiness and Child Day Care Contract Programs)*	18	0.5%	232	25%	465	50%	465	50%	465	50%
Associates Degree [c] *(for Family Child Care Educators)*	0	0%	13	1%	39	3%	54	4%	68	5%
Associates Degree [d] *(for Educators in Centers Receiving CCDF)*	0	0%	23	1%	69	2%	92	4%	115	5%
Bachelors Degree [b] *(for Educators in School Readiness and Child Day Care Contract Programs)*	9	1%	232	25%	465	50%	558	60%	698	75%
Credential Type 3 (high) *State Certification Birth to Kindergarten (#112) or Certification Preschool to Grade 3 (#113)*										

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
	Baseline (Today)		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**		**Target- end of calendar year 2016**		**Target- end of calendar year 2017**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**

Include a row for each credential in the State's proposed progression of credentials, customize the labeling of the credentials, and indicate the highest and lowest credential. [Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information.]

a. Known data for Family Child Care settings reported by the Registry. Family Child Care settings accepting Care for Kids funds will be required to enroll in the Registry. Once baseline data is determined, targets will be adjusted appropriately. There are currently 1,357 family child care providers in total.

b. Current ECTCs awarded in state-funded settings. No ECTCs have been awarded to non-state funded settings. Section 10-16(p) C.G.S. calls for teachers in state-funded settings to acquire a bachelor's degree in an early childhood concentration by 2020. We have already determined that there are 964 individuals who are currently eligible for the ECTC either at the Associate or Bachelor level based on their prior graduation date aligned with the approval time of the institution. Since the ECTC is new, a messaging campaign to reach these eligible recipients is underway. We expect about 80% to be interested (771). Our targets reflect the currently eligible and those in the current workforce that may wish to attain the credential through an individual review process explained earlier in this section.

c. There are a total of 1,357 Licensed family child care providers accepting Care 4 Kids subsidy. Population known, demographic data on workforce will be collected when the requirement to enroll in the Registry is enacted. Targets will be adjusted based on a review of data.

d. There are a total of 2,308 educators in Center-based settings accepting Care 4 Kids funds who will be required to enroll in the Registry. Once baseline data on the demographic of this workforce is determined targets will be adjusted appropriately.

e. Current number of certificate holders working in preschool classrooms in public school setting. 7% (37)hold a B-K, 38% (212)hold a Pre-K to Grade 3. Seeking to increase the number of certified staff in public schools who hold a Birth to Kindergarten endorsement or secondly a Preschool to Grade Three endorsement.

D(2) High Quality Plan

Section D(2): Supporting Early Childhood Educators in Improving their Knowledge, skills, and abilities

Key Goal: Improve the effectiveness and retention of Early Childhood Educators who work with children with high needs by:

- Expanding opportunities for professional development aligned to CKCs;
- Implementing effective policies and incentives based upon an articulated pathway;
- Collecting and reporting data on Early Childhood Educator development, advancement, and retention; and
- Increasing capacity of higher education institutions and professional development providers aligned with CKCs and increasing the number and percent of educators progressing to higher levels.

Key Activity 1: Provide and expand access to effective PD opportunities through a coordinated competency-based professional development system
Description: The Regional Quality Improvement Centers will coordinate competency-based professional development, including opportunities for training and technical assistance. A web-page listing of CKC-aligned trainings searchable by competency and TQRIS requirements per level will be created. This site will include online registration and can be used to connect to an approved trainer or coach. In addition links between in-service and pre-service offerings with articulation will be developed to expand awareness of professional development and coaching opportunities. Modules will be developed specifically for coaches to increase their knowledge of adult learning and effective supports, based on the competencies developed for coaches through D1 CKC development. The Office of Early Childhood will collaborate with 2-1-1 Child Care Resource and Referral system to add content to existing trainings and align them to CKCs regarding Health & Safety and Promoting Child Development within the Provider Orientation Project for Family, Friend and Neighbor providers. The Office of Early Childhood will coordinate with The P-3 Executive Leadership Certificate project (outlined in section P-4) to develop content addressing educator induction in public school settings and recruitment of appropriately certified early childhood educators. **Initial Implementation/Statewide Scale Up:** Connecticut will begin by coordinating professional development efforts with 2-1-1 Child Care in reaching the Family, Friend and Neighbor sector as part of the Provider Orientation Project. **Rationale:** Connecticut recognizes that access to professional development and higher education is a barrier for educators. Streamlining existing professional development calendars, inclusive of the new systems of CKC alignment, approval of trainers, and TQRIS components, a web-listing (and written materials) outlining the connections is a necessity. When educators are more informed about the possible choices and the connections between how their choice

affects their professional trajectory as well as that of the setting in which they work, redundancies are reduced and educators feel empowered. The TQRIS system will interface with a coordinated professional development system to target providers that may need supports in the area of workforce development.

Research shows the potential effects on children's learning when teachers are supported by others (coaches, supervisors, consultants). Connecticut has success in the implementation of professional development that includes job-embedded coaching as a mechanism to assist teachers in understanding and applying the cycle of intentional teaching using early learning standards and formative assessment. With the expected announcement of our new Early Learning and Development Standards for birth to age five, we have the opportunity to replicate the coaching model using a new set of standards.

Focus on the settings of unknown quality will provide supports to assist settings such as Family, Friend and Neighbor opportunities to benefit from professional development as part of their orientation that is aligned with precursor knowledge to the CKCs. Collaboration with 2-1-1 Child Care Resource and Referral system to enhance the content of their Provider Orientation Project (POP) in alignment with the CKC aims to address a setting of unknown quality with information to enhance the experiences for children in their care.

As outlined in section P4, those in leadership positions must have knowledge of early childhood content and the skills to support those working directly with children. Coordination with the P-3 initiative will encourage public schools to hire appropriately certified teachers with early childhood content, especially utilizing the birth to kindergarten endorsement to its fullest extent so that children, including those with high needs, attending preschool and Kindergarten in the public schools have access to a highly trained early childhood teacher.

Parties Responsible and Key Personnel: The Office of Early Childhood, 2-1-1 Child Care

Performance Measure: Quarterly review of data pertaining to the timelines of each part of Key Activity 1 in coordination with other affected sections. Make adjustments to timeline as necessary.

Key Activity 2: Implement effective policies and incentives (e.g. scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated pathway.

Description: Modify the rules of existing scholarship assistance to support settings accepting Care for Kids subsidy that are not funded by the state to provide childcare spaces. These settings include: Family, Friend and Neighbor, Family Childcare, other center-based settings. Provide bonus stipends to educators and programs who serve children with high needs. Programs can apply for stipends and coaching by describing how they serve children with disabilities, children in migrant, homeless, or foster situations, and child who are English language learners.

Higher education and professional development providers can apply for grants that will help fund alternative modes of professional development delivery, such as, distance learning, on-site cohorts, job-embedded approaches, times of day and days of week flexibility.

Initial Implementation/Statewide Scale Up: Criteria for stipend and professional development delivery will be developed.

Rationale: Incentives to promote professional improvement and career advancement along an articulated pathway are critical to recruit and retain a competent workforce. Individuals who feel valued progress toward meeting expectations. Connecticut's expectations are high: to

meet the needs of all children, including those with high needs, to prepare them for success in life and in school is achievable when systems include incentives for those working directly with children.

The key activities described focus on incentives for educators and programs from all settings to fully engage in Connecticut's efforts to focus on serving children with high needs in quality settings, support educators to advance their credentials and degrees, and to engage higher education and professional development providers in ways that meet the needs of their recipients.

We believe this approach will re-engage educators to be a part of a newly designed system from the beginning (the Early Learning and Development Standards, the CKCs and the TQRIS). Engagement from the beginning builds advocacy efforts and a personal investment toward a revitalized goal; to serve all Connecticut's children, including those with high needs, with the intent to make sure all children are on a trajectory of growth in all domains.

Parties Responsible and Key Personnel: Office of Early Childhood, Postsecondary Institutions and Professional Development providers

Performance Measure: Data collected associated with scholarship and bonus incentives and the setting in which those educators are employed will assist Connecticut with tracking retention and examine the effects of these incentives.

Key Activity 3: Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention

Description: Connecticut will expand the existing Registry to include data fields that reflects the current early childhood workforce and space to include the total population, by role, of the workforce on the progression of credentials and competency-based TA. Connect the revised career ladder (see D1) to the CKCs to build the infrastructure for capturing data on EC workforce on competency and credential progression. Create an accessible public web-portal for access to aggregated data by town and/ or region by utilizing existing data structures and websites (2-1-1 & Career websites) to coordinate with Registry for linking data and posting career information.

Initial Implementation/Statewide Scale Up: Coordination of technology construction is connected to the timelines of the Early Childhood Information System (ECIS).

Rationale: Publicly reporting aggregate information about the early childhood workforce keeps all parties accountable for engaging in the efforts to improve the systems of support. It also provides critical information for policy decisions and allocations of funds, for example, current data tells us that 65% of the workforce in state-funded center based programs has an Associate or Bachelor degree. But more information is needed to understand the total workforce population, settings, progress toward competency and degree achievements aligned to CKCs.

Connecticut has a robust Registry, but to answer key questions for policymakers and to provide the public with critical information that could influence their career path, coordination across existing data systems is necessary. The ECIS will be the mainframe of information that pulls together data from multiple sources that will allow Connecticut to share aggregate information with the public.

Parties Responsible and Key Personnel: Office of Early Childhood

Performance Measure: Systems development to collect and report data are connected with the timelines of the ECIS development.

Key Activity 4: Increase capacity of higher education institutions and professional development providers aligned with CKCs and increase the number and percent of educators progressing to

higher levels.

Description: Utilize existing models of approval systems, Early Childhood Teacher Credential program approval process and the Training Approval Board, to develop a process for approval of professional development offerings and trainers based on standards that include alignment to the CKC and best practices regarding professional development design and delivery, including the use of on-site supports such as coaching. Approve the remaining eight colleges to offer a path to the ECTC based on CKC alignment thereby creating a common core across institutions that will strengthen articulation across institutions. Support the existing alternative route to the ECTC system by increasing capacity to take more applications and review portfolios, thereby increasing the number of educators receiving credentials through the individual review route in a timely fashion. Expand career counseling network in each of the Regional Quality Improvement Centers to assist educators with information that will inform career decisions.

Initial Implementation/Statewide Scale Up: Begin by reviewing the current training approval system and develop criteria for approval and assessment of professional development and trainers.

Rationale: To ensure professional development is implemented with fidelity, approval of trainers to deliver professional development in alignment with the CKCs will assist educators seeking approved trainings to reach their career goals and help programs meet the improvement criteria outlined in the TQRIS levels. Connecticut has a Training Approval Board for approval of trainers that deliver learning modules as a precursor to the CDA. Re-designing this system to meet the needs of the TQRIS and to ensure fidelity to the CKCs will be instrumental to overall workforce development.

Connecticut has a great start to approving higher education institutions to align with the CKCs within our ECTC approval process. With 21 institutions offering early childhood planned programs at the associate and bachelor level, eight remain that could be approved over the next year. Approval of planned programs of study at the postsecondary level and the professional development level based on alignment to the CKCs encourages articulation between institutions and from non-credit to credit, thereby reducing redundancy and fiscal burdens on educators advancing in credential and degrees.

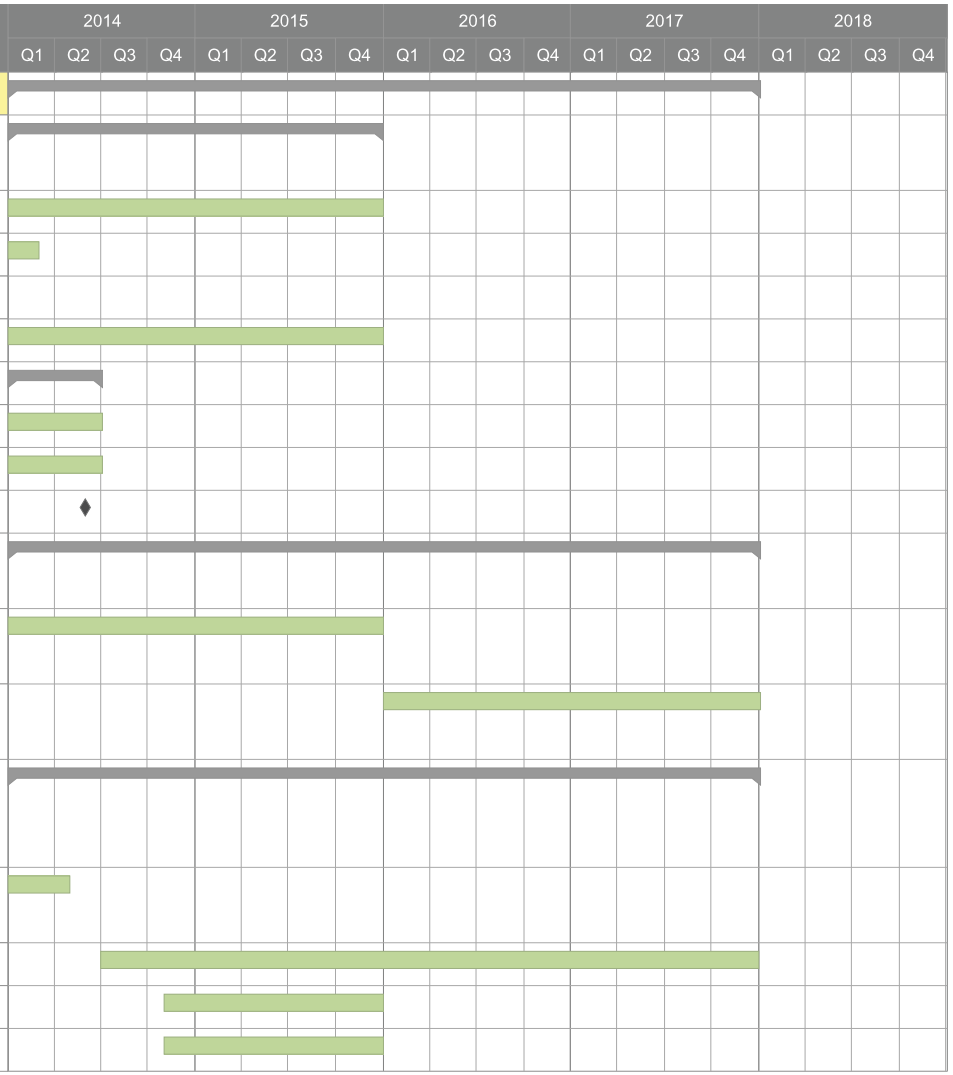
The individual review route, available for those wishing to attain an ECTC at the associate of bachelor level, provides an example of an alternative route to credentialing through a portfolio experience. As seen through our first issuance of the ECTC, 13 of the 27 awardees were from this individual route. Expanding this work, which includes individualized supports using learning facilitators, will increase the number of individuals attaining the credential and validating their current degrees and experience.

Guidance and messaging is important to individuals feeling competent and confident about understanding their profession and their place within. Counseling is currently provided by Connecticut Charts-A-Course with three staff to attend to the entire state. Expanding counseling efforts across all five Regional Quality Improvement Centers will significantly increase the ability for counselors to assist educators in navigating a career path that meets their needs with understanding of how their work interfaces with the larger TQRIS initiative.

Parties Responsible and Key Personnel: Office of Early Childhood, Board of Regents, Department of Higher Education

Performance Measure: All higher education institutions approved by 2015. All professional development providers approved by 2015 after development of the process for approval

Sectic	Task Name
D2	Supporting Early Childhood Educators
	Key Activity 1: Provide and expand access to effective PD opportunities
	Create Searchable web-page tied to competencies, approved trainers
	Align 211 Provider Orientation Project content with CKC's
	Create training CKC modules for coaches and consultants
	Collaborate with P-3 Leadership Certificate programs to mentor Educa
	Key Activity 2: Implement effective policies and incentives to promote ca
	Revise guidelines for existing scholarship programs to align with TQRI
	Develop bonus stipend program for Educators serving high needs chil
	Issue Higher Education and Professional Development provider aartic
	Key Activity 3: Publically Report aggregated data on Educator development, advancement, and retention
	Restructure workforce registry information system as part of the Early Childhood Information System Development
	Report aggregated data on public web portal of Early Childhood Information System
	Key Activity 4: Increase capacity of higher ed. and professional development providers aligned with CKC's to increase progression of Educators
	Increase capacity for individual review for Early Childhood Teacher Credential
	Conduct Career Counseling at Regional Improvement Centers
	Complete Training Approval System
	Complete Early Childhood Teacher Credential College Approvals



VI. SELECTION CRITERIA

(E)(1) Understanding the status of children's learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of the school year ending during the fourth year of the grant to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant (e.g., with funds available under section 6111 or 6112 of ESEA).

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (E)(1):

- Any supporting evidence the State believes will be helpful to peer reviewers.

E. Measuring Outcomes and Progress

The third goal of our early childhood reform agenda is to reduce the readiness gap at kindergarten entry. It is very important that we are able to carefully monitor our success towards this goal. In order to do so we need both a reliable and valid measurement tool as well as good data on Connecticut's young children and the services they receive. We have been using a state-developed Kindergarten Entrance Inventory, but this instrument's structure limits the way data can be reported. In this section, we propose the implementation of a new, more robust instrument for measuring children's skills at the start of kindergarten. The development of our Early Childhood Information System, described in (E)(2), will provide us with, among other things, the data we need to put the kindergarten entry information in context so that we understand the circumstances children with high needs face as they start formal schooling. Both of these projects are essential to the core mission of our new agency and to achieving the goals of this proposal.

(E)(1) Understanding the status of children's learning and development at kindergarten entry

Being able to accurately assess the skills and abilities young children bring when they enter school is essential in measuring our progress toward providing all children, especially those with high needs, the high-quality early learning experiences they need to succeed. Connecticut was a national leader in developing its own Kindergarten Entry Instrument (KEI) in 2007, but it now has an unprecedented opportunity to be on the cutting edge in creating a new and enhanced assessment tool. By recently joining a multi-state consortium supported by federal funds, Connecticut will be able to contribute its vast experience regarding kindergarten assessment tool development and administration, as well as draw upon the strengths of additional states and institutions. The resulting Kindergarten Entry Assessment (KEA) will be a valid and reliable tool addressing all essential domains of school readiness. Information from this assessment system will inform communities and schools as they prioritize resources and plan instruction to support children with high needs.

Since 2007, Connecticut has had its own program for statewide data collection on children's learning and development at kindergarten entry, as directed by the state legislature[10]. The KEI was designed to provide a statewide snapshot of the skills students demonstrate, based on teachers' observations, at school entry. KEI results currently are reported for every public school student entering kindergarten, in every school district, through an electronic statewide data collection system. Connecticut's current KEI serves the purposes for which it was created to provide a statewide snapshot of the skills students demonstrate at school entry. The validity of the KEI as a tool for statewide reporting of students' skills has been widely supported through research conducted at the University of Connecticut (Goldstein, Eastwood, & Behuniak, 2011; Behuniak & Goldstein, 2011; Goldstein, Eastwood, & Behuniak, 2011; Goldstein & Behuniak, 2010; Goldstein & McCoach, 2011; Goldstein & Behuniak, 2011; Behuniak & Goldstein, 2012; Goldstein & Behuniak, 2012). (See Appendix 4 (E)(1)-3) Despite the strong evidence to support CT's current KEI, there is a need for a more robust instrument to better understand the status of children's learning and development at kindergarten entry based upon CT's new Early Learning and Development Standards (ELDS).

In 2013, Connecticut was selected to participate in 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 and recently received an Enhanced Assessment Grant to support this work. The Consortium will collaborate 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 valid and reliable information on each child's learning and development across the essential domains of school readiness; this information will lead to better instruction, more informed decision-making, and reductions in achievement gaps.

Several guiding partners will support the Consortium. WestEd's Assessment & Standards Development Services program will provide project management services. As partnering

[10] Section 10-14 of CGS "(h) Within available appropriations, the Commissioner of Education shall, not later than October 1, 2007, develop and implement a state-wide developmentally appropriate kindergarten assessment tool that measures a child's preparedness for kindergarten, but shall not be used as a measurement tool for program accountability pursuant to section 10-16s, as amended by the act."

organizations to the Consortium, Johns Hopkins University Center for Technology in Education 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 will facilitate an annual meeting 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.

Connecticut will form a state Early Childhood Assessment Advisory Committee that will assist in making decisions about implementation of the new KEA in Connecticut. This committee will help to ensure the relevance and utility of assessment tools, technical assistance and data reports. In addition this committee will assist in determining a process to select districts to include a representative sample of students to participate in a pilot test and a field test.

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, caregivers, and kindergarten teachers will learn about each student's skills, learning, and developmental needs, so that they can identify strengths and weaknesses for each student, resulting in differentiated instruction and any necessary interventions. School, local district, and state leaders will learn about students' levels of preparedness and readiness for kindergarten (and therefore school), which will enable programmatic decision-making at the school, district, and state levels. For example, a district may offer professional development to all community preschool programs in an area of development where many children demonstrate a need for support based upon the KEA results.

KEA Administration

The new KEA will be administered by trained teachers in the first eight weeks of school. While Connecticut's current KEI 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. (See Section E (2) for information on how KEA information will be gathered and shared through the state's new Early Childhood Information System).

Technical Assistance

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.

This learning community will harness the creativity of early childhood educators by encouraging them to collaborate on the creation of professional resources, activities, and games, with the goal of supporting children's development along the continuum. Communication tools such as threaded discussions, commenting features, and blog posts will allow community members, experts, and state agency EAG-KEA representatives to provide feedback on the resources and share their own adaptations. Individuals will be able to start or join groups to solve problems and collaborate at the local or state level. Additionally, families will be able to access online resources, which will provide them with expert advice, resources, and opportunities to promote learning and development at home. These enhancements to the professional development system will reach larger groups of early childhood educators, administrators, and families, with increased flexibility to create personalized learning opportunities, higher levels of engagement in the learning community, and appropriate supports and interventions that are linked directly to student data.

(E)(1)(a) Alignment of Kindergarten Entry Assessment with Early Learning and Development Standards

Connecticut has new Early Learning and Development Standards (ELDS) to which the new KEA will be aligned. Though all states participating in the EAG consortium have adopted

rigorous college and career readiness standards, each state has individually developed early learning and development standards. Due to common alignment to the Common Core State Standards in English Language Arts and Mathematics, close alignment between states in these areas is expected. However, content of ELDS in other areas may vary in breadth, depth, and expression. For their first joint assessment effort, Maryland and Ohio developed common standards to form the basis of their tool. A similar process will be employed to ensure Common Language Standards (CLS) across all consortium states in the development of the new KEA. The first step in this process is for each consortium state to conduct an alignment study determining the fit between their early learning standards and the Maryland-Ohio common standards. Connecticut's study will be conducted in the fall of 2013, through a rigorous rating process, using multiple raters to compare the breadth, depth, and scope of sets of standards. An initial comparison between areas addressed in the Maryland-Ohio common standards and the Connecticut ELDS is in Exhibit E1a.

Exhibit E1a: Comparison of Maryland-Ohio Common Standards and CT ELDS

MD-OH Domain	MD- OH Strands	CT Domain	CT Strands
Social Foundations	• Social Emotional	**Social and Emotional Development**	• Develop trusting healthy attachments and relationships with primary caregiver. • Understand and respond to emotions • Develop self-awareness, self-concept and competence • Maintain positive social relationships
	• Approaches to Learning and Executive Functioning	**Cognition**	• Approaches to learning • Executive functioning • Logic and reasoning
		Social and Emotional Development:	• Develop self-regulation
Language and Literacy	• Reading • Speaking and Listening • Writing • Language	**Language and Literacy**	language) • Use language (expressive language) • Use language for social interaction • Gain book appreciation and knowledge • Gain knowledge of print and it's uses • Develop phonological awareness • Convey meaning through drawing, letters and words

Mathematics	• Counting and Cardinality • Operations and Algebraic Thinking • Measurement and Data • Geometry	**Mathematics**	• Understand counting and cardinality • Understand and describe relationships to solve problems (operations and algebraic thinking) • Understand the attributes and relative properties of objects (measurement and data) • Understand shapes and spatial relationships (geometry and spatial sense)
Motor Development and Physical Well-being	• Physical Education • Health	**Physical Health and Development**	• Develop gross motor skills • Develop fine motor skills • Acquire adaptive skills • Maintain physical health status and well-being
Science	• Skills and Processes • Life Science	**Science**	• Apply scientific practices • Engage in the process of engineering • Understand patterns, process and relationships of living things
Social Studies	• Government • History	**Social Studies**	• Understand change over time • Learn about people and the environment (Power, authority and governance progression)
The Arts	• Music • Visual Arts • Theater • Dance	**Creative Arts**	• Engage in and enjoy the arts (music, visual arts, drama and dance progressions)

While the new KEA serves as the summative "snapshot" of kindergarten readiness, the KEA is only one component of a larger Early Childhood Comprehensive Assessment System (EC-CAS) developed as a part of the MD-led Consortium. The EC-CAS also includes formative assessments based on learning progressions within the age range of 36 to 72 months. Exhibit E1b below illustrates how the KEA is part of this larger early childhood assessment system ranging from preschool through kindergarten. See Section C1 for information regarding use of the formative assessment components in conjunction with the ELDS.

Exhibit E1b: Early Childhood Comprehensive Assessment System (EC-CAS) Components

	Age in Months						
DOMAINS	36	42	48	54	60	66	72
Social-Foundations	**Formative Assessment** Development represents a continuum of changing behaviors					**KEA** Summative "snapshot" of readiness	**Formative Assessment**
Language and Literacy							
Mathematics							
Motor Development and Physical Well-Being							
Science							
Social Studies							
The Arts							

(E)(1)(b) Kindergarten Entry Assessment Is Valid, Reliable, and Appropriate

Assessment Structure

The new KEA will include a combination of selected-response items, performance tasks, and rubric-based observational instruments, reflecting a multiple-measures approach to the assessments. The academic domains of Mathematics and Language and Literacy will be assessed through selected-response items and performance tasks in which students are asked to demonstrate their knowledge through answering questions or performing tasks that reflect academic and real-world applications. The Science domain will include a combination of selected-response items and observational rubrics, whereas Social Studies will be assessed solely through observational rubrics. The domains of Social Foundations and Motor Development and Physical Well-being will also be assessed solely through observational rubrics. Suggested structured activities will be provided to teachers to support them in evaluating student performance if the assessed behaviors have not been observed in the course of student activity. Additional areas, such as the Arts, which may be addressed, will use methods as determined by the Consortium.

Because of the limited attention span of students at the ages assessed, and in recognition of the need to assess all students within the first eight weeks of the school year, the instrument will focus on a select number of essential skills and knowledge for each standard that are seen as particularly critical and readily assessable or observable by teachers early in the school year. In contrast, the formative assessments will reflect the full range of skills and knowledge that define the learning progressions and will be designed for children from 36 months to 72 months. Student responses requiring the evaluation and scoring of a verbal student response will continue to be scored by teachers. However, accommodations for English language learners, such as directions given in languages other than English to improve accessibility, will be a feature of the new KEA.

Validity for Special Populations

An Evidence-Centered Design (ECD; Mislevy, Steinberg, & Almond, 2003) approach will be used for KEA 2.0 item and task development. ECD reflects an integrated approach to constructing educational assessments based on using evidence to determine student proficiencies

as the basis for constructing assessment tasks. This approach builds on the vision of Samuel Messick (1994), who stated that, "The nature of the construct being assessed should guide the selection or construction of relevant tasks, as well as the rational development of construct-based scoring criteria and rubrics. The use of ECD will ensure the new KEA supports valid and reliable decisions for all students. To strengthen the evidentiary argument for students with disabilities or students who are English language learners, it is important that the assessment design consider not only the constructs that are targeted for measurement, but also constructs that are not targeted for measurement (e.g., sight, hearing, or certain aspects of the English language), as well as those that might interfere with measurement of the targeted constructs (Hansen & Mislevy, 2008; Mislevy & Haertel, 2006). Assessment designs that are valid across populations will specify accessibility features that minimize or eliminate the impact of these non-targeted constructs through the use of universal design principles. By using the ECD approach, assessment designers, test delivery platform developers, and psychometricians have a tool for working together to ensure that the new KEA provides valid information for all students, including children who have disabilities and children who are English Language Learners. In addition, educators of students with disabilities and English language learners will play an active role in item development and review in both the pilot and field-test phases. All items will undergo a bias (fairness) review to address cultural stereotyping, sensitive topics, offensive language, and item-irrelevant characteristics that may render particular student groups at an advantage or disadvantage.

The Consortium Executive Committee will lead expert work groups, comprised of practitioners from each consortium state, convened specifically to address the kinds of accommodations needed for special populations. Using the accommodations policies and assessment design features of Partnership for Assessment of Readiness of College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC) as models, the work groups will ensure that the assessment system includes universal accessibility features that remain true to the purpose and vision of the assessment. From the time of its inception, individualized supports and accommodations for children with special learning needs will be considered. Members of the work groups will draft and review policies regarding, but not limited to, participation requirements, the application of accessibility features to assessment administration, and the provision of accommodations. These policies will be grounded in research on best

practices for assessing young children, with an emphasis on assessing special populations. The work groups will also assist in designing content for technical assistance to disseminate to teachers and other IEP team members in schools. These policies and technical assistance will be piloted and field-tested during the applicable phases of assessment development. Data will be gathered during each phase in order to evaluate appropriateness, usability, and feasibility. Once the policies and professional development protocols are finalized, Connecticut and the other partnering states will adopt them.

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 in the Standards is characterized by five types of validity evidence, described below.

Evidence Based on Test Content. Alignment and accessibility will be the major considerations in the selection of content for the new KEA. Educators of students with disabilities and English language learners will play an active role in item development and review in both the pilot and field-test phases. All items will undergo a bias (fairness) review to address cultural stereotyping, sensitive topics, offensive language, and item-irrelevant characteristics that may render particular student groups at an advantage or disadvantage. Validity evidence based on test content will include: alignment reports from each consortium state to demonstrate the consistency between individual state standards and the CLS; alignment reports of CLS to Grade 1 standards; review and revision of the test specifications by the consortium TAC; review of item writer and editor training protocols; and an empirical survey of a representative sample of preschool and kindergarten teachers in each state to demonstrate the depth of instruction on, and relative importance of, the consortium standards.

Evidence Based on Internal Structure. All evidence-based on internal structure will be drawn from the 2015 KEA field test. Statistical analyses of the selected-response items will include: the proportion of students selecting each option for each item; analyses based on the total raw score of the set of items and the proportions of upper, middle, and lower percentages of students selecting each option; the difficulty of each item (*p*-value and delta); the discrimination of each

item (biserial and point-biserial); Item Response Theory (IRT) difficulty and discrimination indices; discrimination indices for each option for each item; differential item functioning (DIF) statistics; and internal consistency estimates of reliability for the set of items. Standard internal-consistency measures of reliability will be conducted on the selected-response items at the subscore and total-score levels. Reliability estimates will be reported at the State and Consortium levels. Statistical analyses for the performance tasks and observational data will include: the proportion of students at each score point; based on the total raw score of the set of items, the proportion of upper, middle, and lower scores by score point; and measures of central tendency for the total score for each set of items.

Evidence Based on Response Processes. Evidence based on response processes is particularly relevant to the development of the new KEA. The research agenda will focus on the collection of evidence that these young students are capable of analyzing prompts and selecting appropriate responses. Evidence based on response processes can contribute to questions about differences in scores among subgroups of students. Cognitive labs will be set up in order to explore students' thought processes when completing the items. The cognitive labs are particularly important for ensuring that the selected-response items are accessible to a wide range of students at various levels of development, as well as to students with disabilities and English language learners. All methodologies and results for these studies will be reviewed with the Consortium TAC, and items will be revised accordingly. Research studies will also be designed to ensure rubrics and rating scales are applied to student performances, skills, and behaviors as intended. In the pilot phase of development, questionnaires and cognitive labs will be used to explore the fit between the skill being measured and the performance or observation rating elicited from the student or teacher. All teachers who participate in the KEA pilot will be asked to complete a survey to evaluate the accessibility of the items and the feasibility of the administration.

External Validity: Evidence Based on Relationships to Other Variables. Validity evidence should include the relationships between the assessment instrument (i.e., the KEA and the formative assessments) and other variables and outcomes. The Enhanced Assessment Grant for the development of the new KEA will conclude with the census administration of the instrument across the seven states in 2016. The Office of Early Childhood will assume responsibility for

studies of the relationship of the new KEA to other variables. These studies will include the correlation between a student's raw score on the KEA and measures of progress on the EC-CAS formative assessments; the correlation between scores on the KEA and other measures of learning and development used within local districts; student-level quantitative analyses of the association between scores on the new KEA in 2016 and scores on Grade 3 Smarter Balanced assessments (as the cohorts advance to Grade 3); examination of distribution of KEA scores by English language learner status, identification for special education services and/or kindergarten retention; and the examination of distribution of KEA scores by demographic variables, school/district resources, disability categories, and communication abilities. The OEC will assume responsibility for all studies related to evidence based on relationships to other variables.

External Validity: Evidence Based on Test Consequences. Evidence based on testing consequences is the critical examination of whether the intended benefits of the testing program are being realized in the educational system as well as the extent to which unintended negative consequences are minimized. Like evidence based on the relationship to other variables, the OEC will assume responsibility for the validation of issues related to test consequences at the conclusion of the EAG in October 2016. This evidence will include: continued administration of the empirical survey of the depth of instruction on and relative importance of the standards to a representative sample of preschool teachers in each state; teacher/administrator surveys and focus groups focused on data use; surveys and focus groups for families focused on the assessment purpose and data use; continued cognitive labs with English language learners and students with disabilities; and longitudinal analyses of KEA scores to show growth over time, by subgroup and in the aggregate.

All of the information from the Validity studies listed above will used to make refinements as necessary to improve the KEA and its administration.

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.

(E)(1)(c) Kindergarten Entry Assessment Implementation Plan

The new KEA work will be aligned to the new ELDS. In order to pave the way for the new KEA, Connecticut will provide technical assistance to kindergarten teachers in using the new ELDS, preparing them for the skills to be addressed in the new KEA. Plans for KEA implementation include an October 2014 pilot, an October 2015 field test, and a census administration in October 2016. Each state in the consortium has agreed to adopt and fully implement the new KEA statewide in their states no later than December 31, 2017.

The Consortium offers access to high-quality technical assistance including training on the administration of the KEA and the use of the resulting data. For the grant period, a staff member will be hired to work with the existing data specialist from OEC to act as the "face of KEA" including providing technical assistance and outreach.

OEC, 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

In order to assist teachers in using KEA data to guide instruction throughout the school year, technical assistance activities will support teachers in linking assessment and instruction. The technical assistance system developed by Johns Hopkins University will allow teachers to easily view their students' assessment results, group students by need areas, review and select interventions and strategies, and continue to monitor students' progress toward defined performance indicators. Throughout training on and implementation of the assessments, teachers will use the online community to identify additional professional-development and support needs. Peer-to-peer feedback and input from community moderators will be provided.

(E)(1)(d) Kindergarten Entry Assessment and Reporting to the Statewide Longitudinal Data System

During the census administration in 2017, the new KEA will be administered by all public school kindergarten teachers. These data will be housed within the K-12 longitudinal data system using a unique state-assigned student identification number. In July 1, 2013, Connecticut received $6 million dollars in state bond funds to develop an Early Childhood Information System (ECIS), which will link with K-12 State Longitudinal Data System using the student identification number. Once fully developed, the ECIS will have three components (1) a functional system that combines all data for day to day management, (2) a Data Warehouse for reporting and analytics of data, and (3) a TQRIS (See detailed description in Section E(2)).

Score information by domain and overall readiness will be summarized by demographic characteristics. This information will be used to understand the skills of children from high-needs populations at the start of kindergarten and to distribute resources to better support identified at-risk children through academic, health, and behavioral supports and interventions. Aggregated assessment reports will be available in the online reporting system at the student, classroom, school, and district levels.

(E)(1)(e) Kindergarten Entry Assessment and Federal or State Resources

Since 2007, staff in the Department of Education's Bureau of Student Assessment has administered the state's KEI system. This work will continue to be supported by the SDE. In addition, the OEC has created a new position for an Education Consultant to oversee early childhood program evaluation, measurement, and assessment. The SDE staff member will coordinate KEA implementation efforts with the OEC to ensure that the KEA is part of a coordinated early assessment system.

The EAG grant will fully fund the development of the new KEA 2.0, the development of technical assistance for teachers, and all of the state's expenses associated with the consortium work. Funding from RTT-ELC will support in-state development work, such as state advisory groups, ad-hoc groups to address use of tool with ELL and special populations, and roll-out meetings, as well as short-term staffing needs and task development for areas not covered in the consortium tools.

EAG funding will address the following activities:

- Item and task development
- Item/task pilot
- Instrument revisions based on pilot
- Review by technical advisory committee
- Field test
- Instrument revisions based on field test
- Online professional development resources to include a social networking community and training modules
- Instrument validation: internal matters (Validation of the instrument itself)

EAG funding will NOT address the following activities:

- District recruitment and teacher training for pilot
- District recruitment and teacher training for field test
- Alignment study to link the state's ELDS to Common Language Standards
- Revisions to ELDS, if necessary
- Creation and implementation of state Early Childhood Assessment Advisory Committee.
- Standard setting for KEA 2.0
- Instrument validation: external matters (Teacher use of the instrument and its data)

- Professional development outside what is available online
- Census administration of the instrument
- Data integration with ECIS
- Ongoing research and analysis of assessment and data use

E(1) High Quality Plan

Section E(1): Understanding the status of children's learning and development at kindergarten entry

Key Goal: Implement a new KEA aligned with the Connecticut Early Learning and Development Standards by:

- Developing a new KEA in conjunction with Maryland-led Consortium (Appendix 4 (E) (1)-1);
- Validating the new KEA for use in Connecticut and with English learners and children with disabilities;
- Providing professional development on the new KEA and the appropriate use of assessment data; and
- Administering the new KEA in 2016 and data collection through the statewide data systems.

Key Activity 1 – Study alignment of Connecticut Early Learning and Development Standards to KEA Common Language Standards (CLS)

Description:

Each state participating in the KEA consortium will adopt Common Language Standards (CLS) to define the specific content on which the KEA will be developed. CLS will be collectively reviewed and revised based on the outcomes of these studies. UCONN's Measurement Evaluation and Assessment Program (MEA) will lead a study of the alignment between the Common Language Standards developed by Maryland and Ohio and Connecticut's Early Learning and Development Standards (ELDS). This process will involve reviewing the alignment and participating in KEA Consortium decisions regarding the CLS and/or revise Connecticut's ELDS if necessary.

Initial Implementation/Statewide Scale Up: N/A

Rationale: Maryland and Ohio created Common Language Standards to help define the first version of their joint KEA. Now that the Consortium has expanded to seven states, additional alignment work is required to ensure a fit between the new KEA and all states early learning and development standards. In order to fully draw upon the work already done by Maryland and Ohio, each state will study the alignment between their own early learning and development standards and the existing Common Language Standards. Adjustments to either the state's ELDS, other state's standards, or the CLS may be necessary to ensure alignment.

Parties Responsible and Key Personnel: UConn MEA and OEC

Performance Measure: Report on the alignment of the CLS to the Connecticut ELDS

Key Activity 2: Develop and validate a new KEA, in conjunction with KEA Consortium led by Maryland

Description:

Connecticut will work with the KEA Consortium to design items and tasks for the KEA that are consistent with nationally recognized technical standards, research, and best practices to assess all children upon entry to kindergarten. Once the items and tasks are developed, they will be piloted with kindergarten students and their teachers in October 2014. Based on the pilot, items will be reviewed and revised for an October 2015 field test. Key steps that have been built into the process include cognitive interviews to determine students' strategies for responding to items and tasks, pilot testing of items among representative samples of students from all Consortium States, revision and refinement of items based on the results of cognitive

interviews and pilot tests, item and bias review committees composed primarily of early-childhood educators, field testing all items before operational use.

Steps that must be taken in order to ensure a valid and reliable tool include standard setting for KEA, validation of the instrument related to internal matters, and validation of the instrument: related to external matters. For example, research studies will be designed and executed to demonstrate the relationship of the KEA to other similar measures as well as the appropriateness of the ongoing use of the instrument and its data. EAG funding will address:

- Evidence based on test content;
- Evidence based on internal structure; and
- Evidence based on response processes

EAG funding will not address validation issues that require the census administration of the instrument. The external validation issues, which are included in the Race to the Top Early Learning Challenge budget include:

- Evidence based on relationships to other variables; and
- Evidence based on test consequences

Initial Implementation/Statewide Scale Up:

The shift to a new tool will involve an initial pilot, a field test and eventual statewide transition to the new tool for year 2016-2017. In addition, instrument validation is an ongoing process and validation studies should be conducted annually.

Rationale: Connecticut's current kindergarten assessment (KEI) (Appendix 4 (E) (1)-1) is valid for the purposes for which it was developed; however, it was not designed to provide information to teachers to assist them in instructional planning. A new tool, with clear links to professional development and specific instructional strategies, will result in a meaningful and useful data for teachers, while continuing to fulfill the need for statewide data on the status of students' skills and knowledge at kindergarten entry.

Connecticut will partner will a consortium of seven states, led by Maryland, to develop and validate a kindergarten entry assessment that is valid and reliable and produces meaningful reports for families, educators, administrators and policy makers. Maryland and Ohio have a joint version of a KEA developed through their Race to the Top Early Learning Challenge Grants which is currently being piloted and will provide the basis for an improved version appropriate for use across all consortium states. The work of this consortium is funded through a United State Department of Education Enhanced Assessment Grant; however in-state work related to validating, piloting, field testing, adopting and implementing the new KEA is significant.

The *Joint Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) will function as the predominant basis for the evaluation of the validity of the new KEA.

Parties Responsible and Key Personnel: Office of Early Childhood, UCONN MEA, Maryland-led KEA consortium, and the Connecticut State Department of Education

Performance Measure:

- Completed validation studies
- Revisions to instrumentation and training as necessary

Key Activity 3: Provide training and technical assistance on the new KEA and the appropriate use of assessment data

Description: Training and technical assistance related to the new KEA will be developed by consortium partner John Hopkins University and will available electronically to consortium states. This will include an electronic learning community, a password-protected, user-friendly online environment that supports collaboration, content delivery, and file sharing for teachers and administrators throughout the assessment process. The KEA online tools will include a bank of evidence-based activities and intervention strategies that support the current developmental learning progressions and provide linkages to local school curricula aligned to each state learning standards. Despite the resources available through the KEA Consortium, significant in-state work to ensure appropriate implementation of the KEA and related resources is necessary.

The OEC and SDE will:

- Develop and facilitate local communities of practice
- Deliver in-person PD related to retraining, special populations, or domain-specific content
- Communicate with local stakeholders
- Distribute PD materials
- Support costs related to online hosting of PD materials
- Build a network of district and regional educators to serve as Kindergarten Entry Coordinators. These Coordinators will facilitate adoption and implementation of the early learning and development standards and ensure district teachers are knowledgeable of the content standards and use KEA.

Initial Implementation/Statewide Scale Up: Training and technical assistance will be a necessary part of the pilot and field test administration. Available content and/or online components of the TA system available for use at the time of the pilot and field test will be utilized. Any feedback or reliability issues will then inform the further development or refinement of training and technical assistance efforts.

Rationale: Relevant and effective technical assistance will be the foundation of the validity of KEA. Technical assistance related to pre-administration will focus on ensuring that users understand the purpose of the various assessment tools, are thoroughly knowledgeable about issues related to data security and integrity, and know how to communicate effectively with families and other stakeholders about the purposes and results of the assessments. Technical assistance related to administration of the assessments will increase understanding of the processes and procedures, afford opportunities for hands-on use of assessment tools and associated resources, promote understanding of accommodations and adaptations for various at-risk populations, build the skills needed to interpret and score children's responses to multiple item types, introduce participants to the data collection and reporting system, and offer opportunities for hands-on use of the system. Technical assistance related to post-administration analysis and use of data will focus on increasing teachers' understanding of assessment scores, communicating assessment results to families and caregivers, utilizing data to make instructional decisions and tailoring instruction, and providing additional information on data quality and integrity.

The online format will allow individuals to work through the materials and repeat sessions, as needed, at their own pace, while the use of local Kindergarten Entry Coordinators will offer opportunities for on-site individualized support.

Parties Responsible and Key Personnel: KEA Consortium Executive Committee, OEC, Connecticut Department of Education and UConn MEA

Performance Measure:

- Data related to access of online technical assistance components
- OEC-fostered professional learning communities
- Teacher surveys and focus groups

Key Activity 4: Census administration and data collection with the new KEA

Description: The KEA will be administered to all Connecticut kindergarten students in October 2016. KEA will be administered by trained teachers in the first eight weeks of school and will provide valid, reliable, and fair information on children's readiness for school across the essential domains of school readiness. There will be a KEA Online Data Reporting system, which will be available for teachers, administrators, early-childhood providers, and families. Data from this system will then be exported to CTs Early Childhood Information System (ECIS) and connected to the Statewide Longitudinal Data System. The ECIS (see Section E2) will include two components: a Transactional System and a Data Warehouse. The Transactional System will be a new base application for all Early Childhood case management functions, while the Data Warehouse will include both aggregate level data for public consumption and record level analysis tool data for internal state users and other FERPA authorized users.

Initial Implementation/Statewide Scale Up: N/A (See Key Activity 2 for information related to Pilot and Field test of KEA)

Rationale: The KEA will include an Online Reporting System developed as a part of the KEA consortium. This system's primary function will be to meet the needs at the local district level, although it will also generate state level reports. This system will provide information at the student (for use by both teachers and families), classroom, and school, and state levels. At the school level, students can be placed on the learning progressions (if the formative assessments are used), and overall readiness and domain readiness scores can be reported, based on the KEA. Classroom- and school-level reports can be used to identify persistent, widespread overall problem areas, as well as achievement gaps across student populations. The reporting scale of both the formative assessments and the KEA will allow the progress of individual students to be tracked within and across school years and allow cohorts to be tracked across years. States will receive aggregate district and State reports that will allow policymakers to identify areas where students are entering school with high degrees of readiness and areas where students are entering at risk of chronic and persistent failure. Reports by subgroup (e.g., English language learners, students with disabilities) will help determine if there are systematic differences among student populations and/or if there are pockets of risk within otherwise

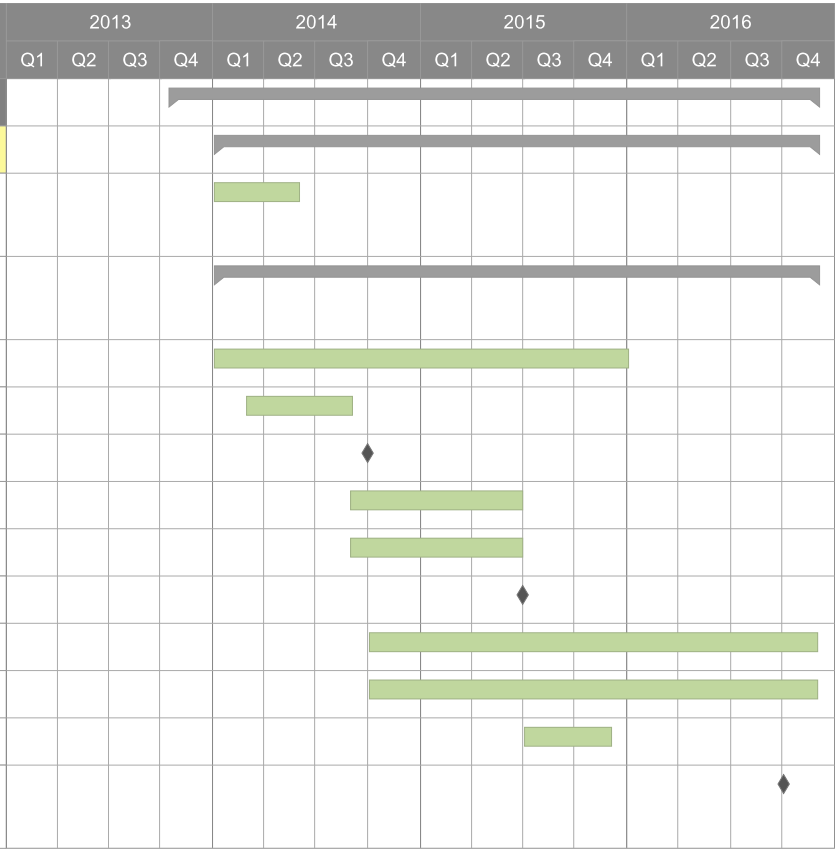
high-performing areas. However, while the KEA Online Reporting System will provide extensive useful data and reports, KEA data must be exported to the Early Childhood Information System (ECIS) and linked to the State Longitudinal Data System (SLDS). It is likely that the state will opt to generate state level reports via the ECIS and SLDS, as these systems will have links to other pertinent data. With valid and reliable data available on the status of children's learning and development at kindergarten entry through multiple data and reporting systems, it is clear that local districts, communities, and the state of Connecticut will all be able to effectively leverage this information to target improvement efforts to support children with high needs.

Parties Responsible and Key Personnel: KEA Consortium Executive Committee, OEC, Connecticut Department of Education and UConn MEA

Performance Measure(s):

- Data from KEA and other linked sources, including data related to children of high need
- Data from ongoing validity studies

Sectic	Task Name
E	Measuring Outcomes and Progress
E1	Understanding the status of children at Kindergarten Entry
	Key Activity 1: Study Alignment of Early Learning Development Standards with KEA
	Key Activity 2: Develop and validate a new KEA in conjunction with Maryland Consortium
	Item and task development
	Pilot recruitment and preparation
	Pilot
	Instrument revisions
	Field test recruitment and preparation
	Field test
	Validation of the instrument: internal matters
	Validation of the instrument: external matters
	Key Activity 3: Provide Training and Technical Assistance on the new KE
	Key Activity 4:Census administration and data collection with new KEA



Financial Resources to Support Successful Implementation of the Plan		
Key Activity	**Estimated Total Budget**	**Estimated Amount Leveraged From Other Sources**
Develop KEA	$175,000 UCONN	$287,000
TA on KEA	$850,000	
Census Administration of KEA		$6,000,000 ECIS project
Ongoing Data Analysis & Reporting on KEA	$160,000	
	$100,000	

Highlights of Narrative relating to required scoring criteria

Addressing the Needs of Different Types of Early Learning and Development Programs: Educators working with students with disabilities and English language learners will play an active role in item development and review in both the pilot and field test phases. All items will undergo a bias (fairness) review to address cultural stereotyping, sensitive topics, offensive language and item-irrelevant characteristics that may render particular student groups at an advantage or disadvantage.

The KEA Executive Committee will lead expert work groups, comprised of practitioners from each Consortium state, convened specifically to address accommodations policies for these students. Using the accommodations policies and assessment design features of PARCC and SBAC as models, the work groups will ensure that the assessment system includes universal accessibility features that remain true to the purpose and vision of the assessment, and that, from the time of its inception, individualized supports and accommodations for children with special learning needs are considered.

Meeting the Needs of Children with High Needs and Special Populations of Children with High Needs: Alignment and accessibility will be the major considerations in the selection of content for KEA. With use of the evidence-centered design approach, assessment designers, test delivery platform developers, and psychometricians have a platform for working together to ensure that the KEA provides valid information for all students, including children who have disabilities and children who are English language learners. Educators of students with disabilities and English language learners also will play an active role in item development and review in both the pilot and field test phases. All items will undergo a bias (fairness) review to address cultural stereotyping, sensitive topics, offensive language and item-irrelevant characteristics that may render particular student groups at an advantage or disadvantage. All policies and professional development will be piloted and field tested during the applicable phases of assessment development to ensure that the KEA assessment system is valid for assessing young children, with an emphasis on assessing children with high needs and special populations of children with high needs. Data will be gathered during each phase in order to evaluate appropriateness, usability, and feasibility. In addition, technical assistance will be designed to disseminate to teachers and other IEP team members in schools.

Sustainability: Since 2007, Connecticut's KEI system has been administered by staff in the

Department of Education's s Bureau of Student Assessment. The Department of Education will continue to support this work. In addition, the OEC has created a new position for an Education Consultant to oversee early childhood program evaluation, measurement, and assessment. The Department of Education will coordinate KEA implementation with the OEC to ensure that the KEA is part of a coordinated early assessment system.

The MOU between OEC and SDE specifies responsibilities to sustain the work of the KEA, including:

- Maintain administration of KEA data collection
- Include KEA data in the statewide longitudinal; data system
- Maintain portal to share results of KEA
- Provide technical assistance for Coordinators on KEA administration
- Provide periodic recalibration and training for Coordinators

VI. SELECTION CRITERIA

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

(a) Has all of the Essential Data Elements;

(b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;

(c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;

(d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making and to share with parents and other community stakeholders; and

(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (E)(2):

Any supporting evidence the State believes will be helpful to peer reviewers

E (2) Improve Instruction, Practices, Services, and Policies

Connecticut has a distinct advantage and opportunity to develop a state-of-the-art integrated data system to improve instruction, practices, services, and policies, thanks to a $6 million allocation of state bonding funds to build a comprehensive Early Childhood Information System (ECIS). Without having to request any additional grant funding for this system from the RTT-ELC, the state is in the process of building the ECIS into a comprehensive and coordinated data system that will also include a Data Warehouse that incorporates the state's TQRIS data.

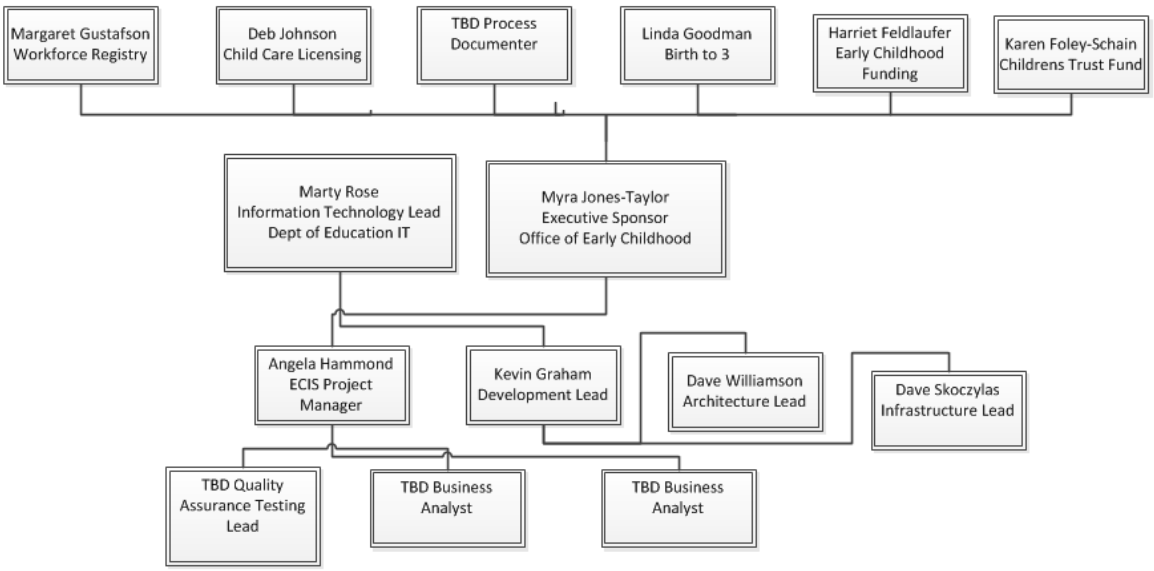
The ECIS will combine or link to all relevant data sources and systems in the state to offer a cohesive, consistent set of data highlighting the status of our children, programs, and staff in meeting the state's objectives for improved outcomes. While observing all requirements of the Family Educational Rights and Privacy Act, the system will include a portal for easy, real-time access to a wealth of data for early learning and development programs and staff as well as an easy-to-navigate website for parents and the public to learn about the quality and status of early learning programs.

The ECIS will include a Transactional System for daily data input, case management, and program management use by a variety of programs and a Data Warehouse for storage and linkage of the data necessary to answer essential policy and research question. State Information Technology (IT) contractors will develop a fully customized system using state-of-the-art software development tools, by either expanding or combining the current systems used by five different state agencies housing early childhood services (many of which are already, or are scheduled to become, part of the Office of Early Childhood). The ECIS servers will be housed in the state data center. Early childhood staff will be able to input data and edit functions through a web-based portal. In addition, the system will include Service Oriented Architecture (SOA) or SOA principles so that data transactions can occur without human interaction.

The Data Warehouse will include both aggregated data for public consumption and record level analysis tool data for Family Educational Rights and Privacy Act (FERPA) authorized users. The Data Warehouse will orient data from the ECIS into analytical data cubes for fast reporting and an easy-to-use Dashboard-driven interface for monitoring performance of all kinds. Since the Connecticut State Department of Education (SDE) has a similar Data Warehouse for its K-12 longitudinal data system, it may be possible to leverage the SDE Data Warehouse to meet the needs of the OEC. The Office of Early Childhood is attached, for administrative purposes

only, to SDE, and therefore the Information Technology team, which will build the ECIS, is within the same agency that currently manages the K-12 State Longitudinal Data System. This arrangement allows for maximum coordination.

Office of Early Childhood – ECIS Project



- The ECIS will combine all of the following functions of the various early childhood programs, including:
- Birth to Three (IDEA Part C) – provides early intervention services for infants and toddlers. Their web-based data system is transactional and links the statewide intake office with 40+ contracted programs and the central administrative offices. Each child is assigned a unique identifier issued by the Department of Education
- State Pre-K Information System (PKIS)—houses all information on state-funded prekindergarten programs. Each child is assigned a unique identifier issued by the Department of Education
- The Department of Education's KEA data on all children entering kindergarten in public schools
- Special Education Data Application and Collection (SEDAC)—collects special education data for public schools to comply with IDEA Part B and this includes data on young children receiving special education and related services. Each child is assigned a unique identifier issued by the Department of Education

- The Department of Public Health's Child Care Licensing/Daycares and Youth Camps Licensing – coordinates all the work for enforcing health and safety regulations for new and renewed licenses. Their data includes information on all licensed early learning and development programs
- The Department of Public Health's e-licensing application contains information on licensed early childhood staff including speech-language pathologists, occupational therapists, physical therapists, audiologists, and nurses
- The Department of Public Health's Maternal, Infant, Early Childhood Home Visiting Program (MIECHV)—federal funding for evidence-based home visiting services has begun a database that tracks the federal benchmarks for that program
- Subsidized Publicly Funded Child Care Programs –provides reimbursement to providers for Early Care Programs. They are currently entering some data into PKIS. Each child is assigned a unique identifier issued by the Department of Education
- Workforce Registry – tracks early childhood credentials and career path including reimbursement for teachers and workforce professionals. Connects with the Board of Regents and Departments of Public Health
- United Way's 2-1-1 Child Care program (under contract with the Department of Social Services) – provides Child Care Resource and Referral Services. It collects extensive data on early learning and development programs
- The Care 4 Kids program provides state subsidy for child care if the parent is eligible for Temporary Assistance to Needy Families. Under contract with the Department of Social Services to manage the program, United Way has data on every program or family, friends, and neighbor provider who receives this funding as well as the eligible children and their families.
- The Children's Trust Fund's Nurturing Family Network – provides home visiting services to the parents of children at-risk for abuse or neglect. Since their services begin prenatally, they have data on mothers as well as children
- The Children's Trust Fund's Help Me Grow program – provides developmental screening and referral services through use of the Ages and Stages Questionnaire and care coordinators. Managed by United Way, it has data on children that are referred to this service
- State Department of Education has data on certified staff – early childhood teachers and speech-language pathologists who are certified
- Head Start / Early Head Start – federally funded grantee programs that provide services for infants, toddlers and preschoolers. Some data on children in Head Start is entered into the PKIS data system. Other aggregate data is reported quarterly to the Boston Regional Office.

The ECIS will be built on the same framework as the current K-12 State Longitudinal Data System and use the same collection modules, database architecture, and data warehouse so that there is interoperability among all systems.

(E)(2)(a) Essential Data Elements and Status of Early Childhood Data System

The ECIS will include essential data elements from all of the existing data systems that will be folded into the data warehouse as outlined above. The ECIS Information Technology project team will use the Common Education Dictionary. This list of data elements that are relevant to early childhood is still being compiled, and as the project progresses, additional definitions will be added. In addition to incorporating all the data fields that are now in separate systems, the ECIS will ensure that items are unduplicated and easy to access.

The ECIS will combine existing infrastructure into one holistic transactional case management system, consisting of:

- On-line Activities – where the State workers, agencies, users, and providers will enter information.
- Portal – Specific to a certain program / agency but part of the full OEC System.
- Display / Changes – View of information and available programs / ability to make changes.
- Reports – Specific data or aggregate depending on user credentials.
- Ongoing linkages for purposes of third-party reimbursement such as Medicaid or commercial insurance.

An enterprise data warehouse will be built or added to the existing K-12 data warehouse, which will be used for reporting and data analysis. It will be the central repository for integrating data from all the various early childhood sources. The warehouse will contain current as well as historical data, and it will be used for trending reports for the OEC to provide aggregate-level data for public consumption. A record level analysis tool will be created for analysis of data for internal state users and other FERPA authorized users. The data warehouse will consume and orient data from the ECIS into analytical data cubes or a time series data structure for fast reporting, as well as an easy-to-use Dashboard-driven interface. The interface

will display both public data and state-secured data depending on the users' credentials and security settings. The state's current Data Warehouse for K-12 students will be leveraged to meet the needs of the Office of Early Childhood. For example, the OEC will be able to connect data on children from birth to age five with the K-12 information SDE collects to perform longitudinal studies of child outcomes.

The state's TQRIS will rate and improve the quality of early learning and development programs (See Section B). Connecticut will establish a common set of quality elements that will be used to assess each early childhood program. Essential elements for the TQRIS will include:

- Compliance with licensing regulations in terms of the physical plant, health and safety issues
- Health promotion practices
- Staff Qualifications and Professional Development
- Physical and Social/Emotional Environment
- Program Administration
- Continuous improvement
- Assessment and Curriculum
- Cultural Competence
- Staff-child ratios
- Family involvement/Family engagement

The quality ratings generated by the TQRIS will be available to the public with information about the quality of available early care and education programs as a separate application that pulls data from the ECIS. The public display of that information will mostly likely be through the Child Care 2-1-1 website and their phone assistance to families seeking child care.

This project will identify the current data elements within each of the application/systems and will include matching data elements, analysis of terms to establish common definitions, and the establishment of mapping rules to determine how data is stored historically and in the future. In order to streamline the ECIS, data currently repeated across multiple systems will be

collapsed. Connecticut is a participant in federally funded Center for IDEA Early Childhood Data Systems, or DaSy. We are one of seven states assisting DaSy to build a framework for Early Childhood Information Data Systems and Connecticut will be able to use that framework as we make decisions during the development of our ECIS.

A Project Manager has been assigned to support the ECIS project, and additional staff will be hired in the next three to six months. The Information Technology team will include business analysts, developers, and architects. The TQRIS component of the ECIS will be operational by October 2014, while completion of the data warehouse is targeted for the spring of 2015.

We will also establish an OEC Data Governance Board including representation from the various programs and agencies and multiple levels of team participation and involvement. This Board will include a Policy Committee, Data Management committee, Data stewards and Information Technology. This board will ensure that the data system shares and adheres to common data structures, confidentiality and data security requirements, and system interoperability.

A Data Analyst position has been created in the Office of Early Childhood to assist in the business analytics, direction setting, optimization of data opportunities for dashboards, identifying goals and metrics. This position will ensure timely, accurate and easy to interpret business insight using the data collected. We will also pursue parent and public engagement to support the development of the ECIS and to assure parents and the general public of the security and confidentiality of data.

(E)(2)(b) Enabling Uniform Data Collection and Easy Entry of The Essential Data Elements

The ECIS is being designed to promote uniform data collection to ensure easy and consistent access to items even if they are referred to differently by different systems. We will also utilize and follow Common Education Data Standards (CEDS) Early Learning data elements to ensure consistency across all systems.

Online automatic editing of data will be built into the portal screens to ensure valid data. Procedures will be established so that all users enter the data consistently. A process business analyst will be hired and responsible for documenting all processes for each program. Training will be established for all agencies and staff. All publicly funded early learning and development

programs will be required to participate in the ECIS. Incentives may be offered after the system is fully developed and operational for privately funded early learning and development programs to join in submitting data.

(E)(2)(c) Facilitate the Exchange of Data Among Participating State Agencies

The ECIS will facilitate the exchange of data among state agencies so that data currently housed in many different agencies can be found in the system administered by the Office of Early Childhood. Governor's Executive Order #35 requires consolidation of various early childhood offices into one cabinet level agency. Therefore, while the ECIS will be built for and managed by the OEC, other agencies, such as the Department of Children and Families, Public Health, and Social Services, will all be able to exchange data with the OEC under the data-sharing Memoranda of Understanding. The template for such data sharing agreements has already been developed by the P-20WIN project, which was designed to connect P-12 data with higher education data and employment data.

The new ECIS system will utilize the unique child identifier, a state-assigned student identification number, which has been used successfully by the SDE since 2005. A state-assigned student identification number will be assigned to allow for the coordination of services for children across multiple agencies. We may seek to establish new rules requiring that all children born in Connecticut receive a state-assigned student identification number from the Department of Public Health or we may seek to link the birth certificate number (called a state file number) with the state-assigned student identification number for greater success in probabilistic matching across agencies. The state-assigned student identification number is a key factor in tracking the program participation of all children with high needs in the state and their educational progress such as the Kindergarten Entry Assessment and test scores from the elementary years. Eventually, this early childhood data will be able to be linked with teacher data in pre-service preparation programs and the workforce.

The ECIS will also establish unique identifiers for programs and staff. For programs, we will likely adopt the Department of Education's convention of using a town or district code followed by a "building" code. This is currently used in PKIS to identify preschool programs and it will be linked to the childcare licensing data and workforce registry data.

For staff, we will expand the use of the EIN (Educator Identification Number) to all early childhood staff.

To ensure that all agencies are using the same terminology, both the CEDS and DaSy Framework will be utilized during training and procedural writings. The Web screens used for data input may be designed to address day to day activity, but in the data warehouse the CEDS and DaSy framework will be utilized for storing and interoperability purposes.

(E)(2)(d) Generation of Information that is timely, relevant, accessible, and easy to Use

The ECIS and its various components will make it possible to produce timely and comprehensive reports at the program and child level and provide real-time information that is easy accessible to agency staff and the public. Connecticut has decided to add a module for Office of Early Childhood Data. The Statistical Analysis System Institute database and warehouse will be shared by both OEC and K-12. It will be structured and contain business intelligence and analytics. It will contain provider-level data and will be available to any user either at a single record or aggregate level.

(E)(2)(e) Meets the Data System Oversight Requirements and Federal, State, and local privacy laws.

The ECIS is being designed to ensure appropriate policies are in place to ensure the quality, privacy, and integrity of data contained in a data system. The system will include authentication and role-based security for all users in order to meet the requirements of FERPA and other relevant data privacy law such as HIPAA. We have already developed a state-assigned student identification number rather than a Social Security Number for children's data and an EIN instead of a Social Security Number for educators. The data will be in compliance with federal, state, and local privacy laws in terms of both maintaining and accessing data. We will regularly seek assistance from the federally funded Privacy Technical Assistance Center that has already been very helpful to Connecticut in developing data-sharing agreements. As stated previously, a Data Governance Board will be employed to ensure that all data remains under the control of the relevant state agency and that all data sharing agreements protect the identities of individual children and their families.

All state data systems, including the ECIS, are protected behind the Department of Administrative Services Bureau of Enterprise Services and Technology, security firewalls and Intrusion protected encryption are applied as needed.

The system will be useful to local communities and will serve the various early childhood councils and planning organizations and other data initiatives across the state. The data will be collected, analyzed, and evaluated with a focus on child outcomes and program quality. It will be built in a flexible manner that will allow any new functions identified as essential by local communities or by early learning and development programs or by state agencies to be easily added with appropriate approvals.

E (2) High Quality Plan

Section E(2): Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Key Goal: To build an Early Childhood Information System (ECIS) that generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood by:

- Incorporating data from multiples agencies;
- Ensuring interoperability with the Statewide Longitudinal Data System;
- Connecting with the state TQRIS system; and
- Creating a web portal and data warehouse.

Key Activity 1 – Establish OEC Data Governance Board

Description: An OEC Data Governance Board will be created to include representation from various programs and agencies and multiple levels of team participation and involvement. This Board will include a Policy Committee, Data Management committee, Data stewards and Information Technology.

Initial Implementation/Statewide Scale Up: N/A

Rationale: This board will ensure that the data system shares and adheres to common data structures, confidentiality and data security requirements, and system interoperability.

Parties Responsible and Key Personnel: OEC and ECIS Project Manager

Performance Measure:
OEC Data Governance Board Membership, meeting agendas and minutes

Key Activity 2: Establish unique identifiers for programs and staff

Description: We will expand on current systems for providing unique identifiers for children, programs and staff. We may seek to establish new rules requiring that all children born in Connecticut receive a state-assigned student identification number from the Department of Public Health or we may seek to link the birth certificate number (called a state file number) with the state-assigned student identification number for greater success in probabilistic matching across agencies. The ECIS will also establish unique identifiers for programs and staff. For programs, we will likely adopt the Department of Education's convention of using a town or district code followed by a "building" code. This is currently used in PKIS to identify preschool programs and it will be linked to the child care licensing data and workforce registry data. For staff, we will expand the use of the EIN (Educator Identification Number) to all early childhood staff.

Initial Implementation/Statewide Scale Up: It is anticipated that the use of unique identifiers will be phased in as deemed appropriate and feasible based upon the system development and the recommendation of the OEC Data Governance Board.

Rationale: State-assigned identifiers allow for the comparison and analysis of data across sectors. The state-assigned student identification number is a key factor in tracking the program participation of all children with high needs in the state and their educational progress such as the Kindergarten Entry Assessment and test scores from the elementary years. Eventually, this early childhood data will be able to be linked with teacher data in pre-service preparation programs and the workforce.

Parties Responsible and Key Personnel: OEC, ECIS Project Manager, and OEC Data Governance Board members

Performance Measure(s):
Percentage of children, programs and early childhood staff assigned unique identifiers

Key Activity 3: Build the Early Childhood Information System.

Description: The Early Childhood Information System is being designed to promote uniform data collection to ensure easy and consistent access to items even if they are referred to differently by different systems. We will utilize and follow Common Education Data Standards (CEDS) Early Learning data elements to ensure consistency across all systems. Since the Connecticut State Department of Education (SDE) has a similar Data Warehouse to the one planned for the ECIS for its K-12 longitudinal data system, it may be possible to leverage the SDE Data Warehouse to meet the needs of the OEC. The Office of Early Childhood is attached, for administrative purposes only, to SDE, and therefore the Information Technology team, which will build the ECIS, is within the same agency that currently manages the K-12 State Longitudinal Data System. This arrangement allows for maximum coordination.

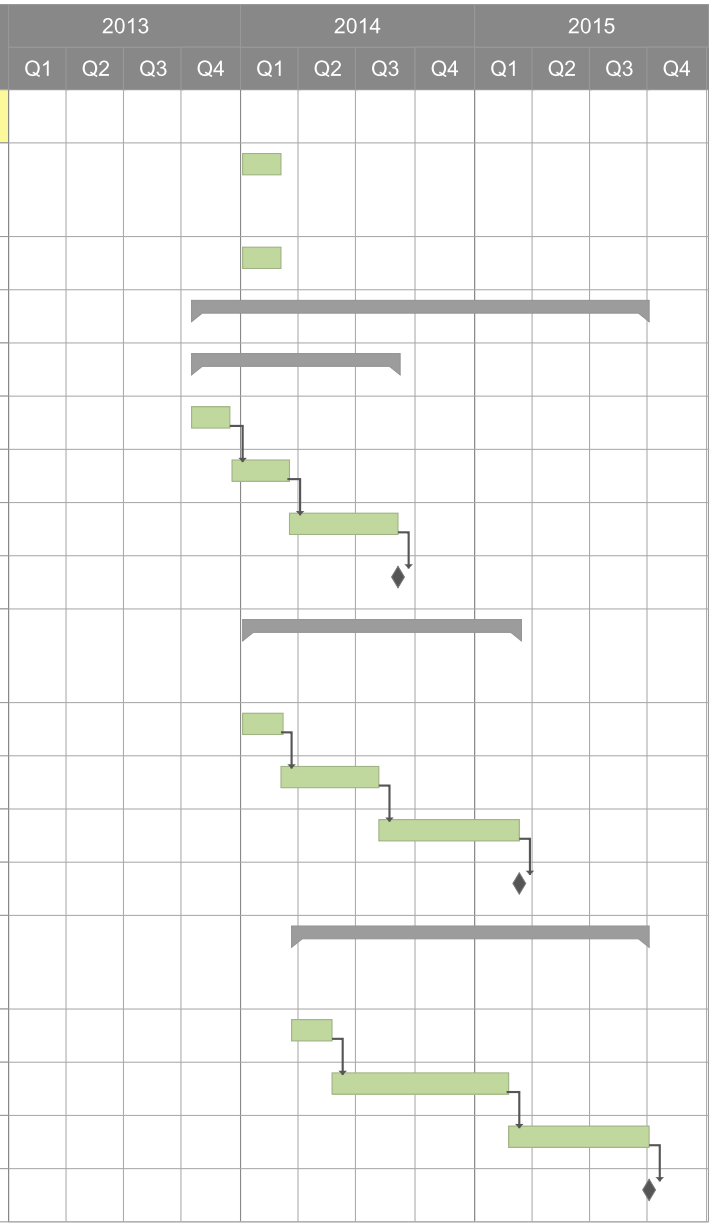
Initial Implementation/Statewide Scale Up: Steps in the creation of the ECIS include designing and building the system architecture, system testing and redevelopment, TQRIS system launch in September 2014, web portal launch in March 2015 and the data warehouse in October 2015.

Rationale: The ECIS will be built on the same framework as the current K-12 State Longitudinal Data System and use the same collection modules, database architecture, and data warehouse so that there is interoperability among all systems.

Parties Responsible and Key Personnel: OEC in collaboration SDE and the OEC Data Governance Board

Performance Measure(s):
Successful launch of various stages of the ECIS

Sectic	Task Name
E2	Building or enhancing an early learning data system
	Key Activity 1: Establish an Office of Early Childhood Data Governance Board
	Key Activity 2: Establish unique identifiers for programs and staff
	Key Activity 3: Buid the Early Childhood Information System
	Phase 1- Build the Early Childhood Information System- TQRIS
	Finalize the high level system requirements
	Design and build system architecture
	System testing and redevelopment
	QRIS System Launch
	Phase 2- Build the Early Childhood Information System- Internal and External Web Portal Phase
	Finalize the high level system requirements
	Design and build system architecture
	System testing and redevelopment
	Web Portal Launch
	Build the Early Childhood Information System- Early Childhood Data Warehouse
	Finalize the high level system requirements
	Design and build system architecture
	System testing and redevelopment
	Data Warehouse Launch



Financial Resources to Support Successful Implementation of the Plan		
Key Activity	**Estimated Total Budget**	**Estimated Amount Leveraged From Other Sources**
Key Activity 1 – Establish OEC Data Governance Board	No associated costs	
Key Activity 2: Establish unique identifiers for programs and staff		$6,000,000 in ECIS Bond Funds
Key Activity 3: Build the Early Childhood Information System.		$6,000,000 in ECIS Bond Funds

Highlights of Narrative relating to required scoring criteria
Addressing the Needs of Different Types of Early Learning and Development Programs: By incorporating data currently collected through various means into one system, the requirements related to data collection for many early learning and development program receiving state funding will be consolidated and/or decreased. In addition, by creating a comprehensive and coordinated data system, a variety of types of programs will be able to access relevant and timely data that will inform their planning and improvement efforts.
Meeting the Needs of Children with High Needs and Special Populations of Children with High Needs: The ECIS will incorporate data from multiple sources including Connecticut's Part C Birth to Three program, the Department of Public Health home visiting and licensing systems, child care subsidies, Head Start and Early Head Start and workforce data currently collected in multiple systems. In addition the ECIS will incorporate data from the Kindergarten Entrance Inventory and will be connected to the State Longitudinal Data system housed at the Department of Education. By enabling the state to determine where children of high need are being served, where gaps in services exist, and/or where the quality of services needs to be addressed,
Sustainability: The Early Childhood Information System will be created and operational by the end of the grant period. As with the cost of developing this system, the ongoing updates, data collection efforts, and related activities will be handled by the Office of Early Childhood in collaboration with the Department of Education.

VII. COMPETITION PRIORITIES

Priority 2: Competitive Preference Priority -- Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. ***(10 points)***

Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will meet this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30th of the fourth year of the grant--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will determine whether an applicant has met this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

P(2) Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System

The mission behind the creation of the Office of Early Childhood (OEC) was to establish a unified system that encompasses all early learning and development programs, regardless of the setting in which children are served. Childcare licensing, which is to be transferred to the OEC from the Department of Public Health on July 1, 2014, is a foundational and critical component of this unified system. Our RTT-ELC grant proposal's strategies start with licensing in an effort to improve the quality of care that children with high needs receive in home-based settings, including unregulated Family Friend and Neighbor (FFN) care, as well as all center-based settings, including license-exempt programs in public schools, and home visiting programs, including those in IDEA Part C. Connecticut is pursuing enhancements and policy changes to its licensing system that will cover all programs not currently regulated by the state. Connecticut's TQRIS, ConneCT to Quality, is the place where all of these strategies, policy changes, financial incentives, and technical assistance, coalesce.

A significant number of children with high needs receive care in settings that are currently unregulated by the state, namely FFN and license-exempt center-based programs. The state will pursue policy changes that will tie a home-based provider's ability to accept children who receive Care 4 Kids, our state's child care subsidy, to licensure. This policy will also increase participation in TQRIS among providers who are currently unregulated and under the radar of our coordinated early childhood state system. The state will also pursue a strategy to bring all license-exempt programs into the state's licensing system.

This last strategy has great merit in that an estimated 16,420 children with high needs receive care in license-exempt programs in our public schools. We know that 40 percent, or 6,866, of those children are in programs that will be in our highest tier, Tier 4, when we launch ConneCT to Quality in March of 2014. That 40 percent is made up of children who are in Head Start, School Readiness, or IDEA Part B programs operated by our public schools. However, the remaining 60 percent, or 9,554 children with high needs, are in early learning and development programs that have no external monitoring. Connecticut knows that if it is to have a truly unified early learning system, all providers should be aware of the supports available to them, offer instruction that is aligned with our state Early Learning and Development Standards, and more importantly, be in a position to ensure that all children receive care in which basic standards of

health and safety are met. It should also be noted that we will offer non publicly-funded early learning and development programs voluntary participation in TQRIS.

On paper, this strategy seems like it should be cut and dry because the numbers are so compelling. However, in practice, and in Connecticut's current context, moving all license-exempt programs into licensing and the TQRIS will be a significant challenge for a number of reasons. Obstacles include the public schools' unfamiliarity with the licensing system, the barriers to licensure that are unique to public schools, and the resultant resistance to moving away from license-exemption. Still, those barriers will not deter the state from working with all stakeholders throughout this RTT-ELC grant period to devise a thoughtful and feasible plan to end license-exemption for public schools by June 30, 2017. OEC and the State Department of Education are committed to collaborating, along with all of the key stakeholders in the public school community, to phase in licensing for early learning programs in public schools while phasing out license-exemption. Our RTT-ELC proposal discusses the numerous financial incentives and support that will be provided to programs to provide assistance and encouragement in making this transition. This is one of the most ambitious yet achievable plans in our application, but we are confident that the collaborative style of the Office of Early Childhood will enable the state to meet this goal.

In March of 2014, the first year of the RTT-ELC grant period, Connecticut will launch its TQRIS called ConneCT to Quality (C2Q). In the initial launch, parents will be able to see the ratings of programs that are C2Q licensed and C2Q accredited. Many of our license-exempt programs have already achieved the highest tier of quality by virtue of being NAEYC-accredited and will be eligible to enter into ConneCT to Quality in the earliest stages of our grant. In year two of the grant all four tiers, along with the rating and monitoring system, of ConneCT to Quality will be in place. License-exempt programs will be eligible to enter ConneCT to Quality and receive all of the incentives and supports (described in Section B) that we created to encourage them to become licensed. By then, numerous focus groups and meetings regarding the phasing in of licensing for public schools will have been convened to ensure a fair and feasible transition away from license-exemption. The intention is to incentivize as many programs to become licensed as possible before the end of the grant period when we anticipate implementing the plan to end license-exemption. It is our expectation that by the fourth year of the grant, we will have developed a process for public school programs to become licensed,

either through the traditional route or through some alternative pathway to meet the important health and safety standards monitored by state licensing inspectors.

Equally intensive efforts will be directed toward unregulated home-based providers in the state. The Regional Quality Improvement Centers, the improvement arm of ConneCT to Quality, will actively recruit FFN providers to become licensed so that they might reap the numerous benefits of participating in our TQRIS while improving the quality of the care they provide children with high needs. Still, Connecticut recognizes that there will be providers who will not choose to become licensed; they will receive support and training through our Provider Orientation Project, described in Section B, to ensure that there are opportunities to increase quality wherever children with high needs receive care.

Connecticut is also committed to ensuring that children with high needs who participate in our home visiting programs also receive high-quality care. We will partner with New Mexico to develop standards and rating and monitoring system applicable to home visiting programs, including IDEA Part C. We will then require publicly-funded home visiting and Part C programs to participate in ConneCT to Quality by June 30, 2017. Our projection is that by year four of the grant, 2,017 centers and public school programs and 1,878 Family Child Care providers will be participating in addition to approximately 40 Part C program contractors and 45 home visiting program contractors.

P(2) High Quality Plan

Section P(2): Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System

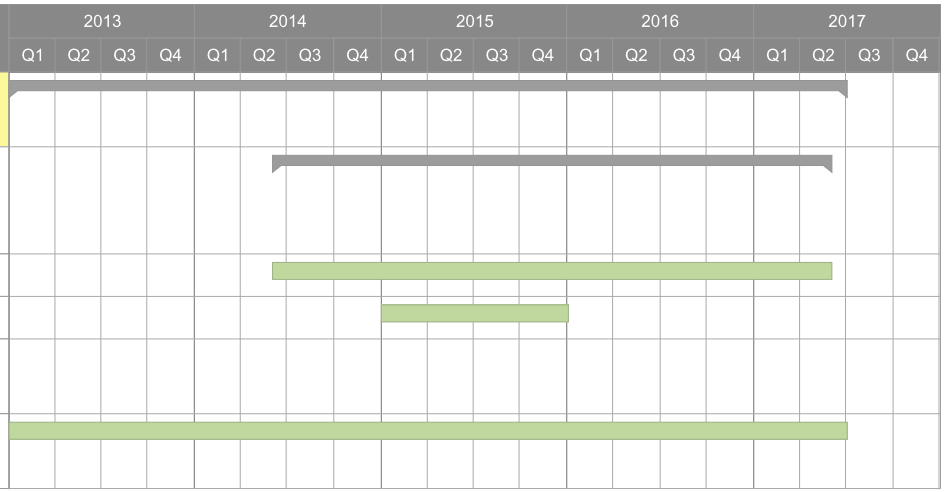
Key Goal: To develop appropriate pathways for all sectors of our early learning and development programs to ensure that TQRIS is accessible to as many programs as possible and that families of children with high needs have the information necessary to make informed decisions by:

- Ensuring buy-in and support to allow license-exempt programs to meet health and safety standards;
- Requiring all licensed programs to participate; and
- Developing program standards for home visiting programs.

Key Activity 1: OEC will work with the Department of Education, the Connecticut Association of Public School Superintendents, and the Connecticut Association of Boards of Education to develop a plan that will allow license-exempt programs to meet health and safety standards. Incentives are in place (see B 2) to encourage participation.
Description: License exempt programs will be asked to identify themselves to the OEC so that the state can determine the number of schools that are impacted. OEC will convene in collaboration with SDE and CAPSS and CABE, a task force to examine current licensing requirements and alternatives that may be more appropriate for public schools. **Initial Implementation/Statewide Scale Up:** The entry into the TQRIS by the license exempt programs will be incentivized for all public schools and a gradual phase-in is envisioned. **Rationale:** Families should be assured that all Connecticut early learning and development programs regardless of their location, are meeting basic health and safety standards. **Parties Responsible and Key Personnel:** OEC and its TQRIS project coordinator **Performance Measure(s):** The number of each type of program will be tracked in accordance with the chart in Section B2
Key Activity 2: Requiring all licensed programs to participate through licensing regulations.
Description: The National Association for Regulatory Administration is studying Connecticut licensing regulations under a contract with the Office of Early Childhood and will be making recommendations for both center-based programs and family child care programs. The OEC will seek to implement those recommendations and will propose to include regulations requiring that all licensed programs participate in TQRIS. **Initial Implementation/Statewide Scale Up:** Would be required statewide, but beginning with publicly funded programs **Rationale:** Parents should have quality information on all early learning and development programs. **Parties Responsible and Key Personnel:** OEC and its child care licensing director **Performance Measure(s):** Number of licensed early learning and development programs enrolled in TQRIS by June 30, 2017
Key Activity 3: Developing, in conjunction with New Mexico, an appropriate set of TQRIS indicators and measures for home visiting programs including IDEA Part C in order to extend

TQRIS to those infant/toddler programs.
Description: Parents selecting home visiting programs, including IDEA Part C, should have the same type of quality information as parents selecting other types of early learning and development programs. However, since these programs are primarily home-based and do not operate any type of center-based settings, the standards used for the four (and potentially five) TQIRS levels would have to be measured in a different ways. **Initial Implementation/Statewide Scale Up:** May be field-tested on a smaller number of programs in 2016, but by June 30, 2017 all home visiting programs funded through the OEC or IDEA Part C will be participating. **Rationale:** Parents should have quality information on all early learning and development programs. **Parties Responsible and Key Personnel:** OEC **Performance Measure(s):** Number of early learning and development programs that deliver home-based services that are enrolled in TQRIS by June 30, 2017

Sectic	Task Name
P2	Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System
	Key Activity 1: Work with work with Department of Education, Superintendents, and Boards of Education to develop a plan to allow license-exempt programs to meet health and safety standards
	Convene a task force
	Conduct an assessment of barriers
	Key Activity 2: Require all licensed programs to participate through licensing regulations
	Key Activity 3: Developing TQRIS indicators and measures for home visiting programs



Financial Resources to Support Successful Implementation of the Plan		
Key Activity	**Estimated Total Budget**	**Estimated Amount Leveraged From Other Sources**
Key Activity 1: Develop a plan that will allow license-exempt programs to meet health and safety standards.	$0	Staff time from the various organizations on the task force
Key Activity 2: Requiring all licensed programs to participate through licensing regulations.	$0	$400,000 in CCDF quality enhancement funds for NARA study
Key Activity 3: Developing an appropriate set of TQRIS indicators and measures for home visiting programs	$0	Staff time from IDEA Part C staff and OEC family support director

Highlights of Narrative relating to required scoring criteria
Addressing the Needs of Different Types of Early Learning and Development Programs: This priority proposes to include all of the types of early learning and development programs including license-exempt programs and home visiting/IDEA Part C programs.
Meeting the Needs of Children with High Needs and Special Populations of Children with High Needs: • IDEA 619 programs for children needing special education and related services will be included as well as IDEA Part C programs, thereby meeting the needs of families of children with disabilities and developmental delays from birth to age five. • The inclusion of all programs serving children with high needs (defined as 10 or more in centers and one of more in family child care) guarantees that families of children with high needs will have access to quality information. • English Language Learners are included in all of the programs listed above.
Sustainability: Once programs are a part of the TQRIS system, it is anticipated that they will continue to be included. See Section B for information regarding the sustainability of the TQRIS system in general.

VI. SELECTION CRITERIA

Priority 4: Competitive Preference Priority -- Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades. ***(10 points)***

Priority 4 is designed to build upon the State's High-Quality Plan to improve birth through age five early learning outcomes, and to sustain and extend improved early learning outcomes through the early elementary school years, including by leveraging existing Federal, State, and local resources. The State will meet this priority based on the extent to which it describes a High-Quality Plan to improve the overall quality, alignment, and continuity of teaching and learning to serve children from preschool through third grade through such activities as--

(a) Enhancing the State's kindergarten-through-third-grade standards to align them with the State's Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs from preschool through third grade, and building families' capacity to address these needs;

(c) Implementing teacher preparation and professional development programs and strategies that emphasize developmental science and the importance of protective factors, pedagogy, and the delivery of developmentally appropriate content, strategies for identifying and addressing the needs of children experiencing social and emotional challenges, and effective family engagement strategies for educators, administrators, and related personnel serving children from preschool through third grade;

(d) Implementing model systems of collaboration both within and between Early Learning and Development Programs and elementary schools to engage and support families and improve all transitions for children across the birth through third grade continuum;

(e) Building or enhancing data systems to monitor the status of children's learning and development from preschool through third grade to inform families and support student progress in meeting critical educational benchmarks in the early elementary grades; and

(f) Other efforts designed to increase the percentage of children who are able to read and do mathematics at grade level by the end of the third grade.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits,

whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

P(4) Priority 4: Competitive Preference Priority -- Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades

With joint funding from the Connecticut State Department of Education (SDE) and the William Caspar Graustein Memorial Fund (WCGMF) Discovery Initiative, 52 communities have developed local plans to improve the quality of prekindergarten to 3rd grade education in ways that increase early language and literacy development among all children and promote continuity in a child's learning from preschool through third grade. In 2010, a cross-sector group representing the SDE, the WCGMF, the Regional Educational Service Centers, the Connecticut Association of Schools (CAS), the Connecticut Association of Public School Superintendents (CAPSS), and other early childhood leaders, attended Harvard's Three to Three Institute. This group went on to develop Connecticut's Pre-K to Grade 3 Initiative to garner support for the alignment and coordination across the prekindergarten to 3rd grade continuum. Recently, with funds from the WCGMF, the Pre-K to Grade 3 Initiative provided eight competitively-selected communities with a facilitator and national expertise in order to develop an actionable strategic plan using the Kauerz/Coffman *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches* (2013).

In June of 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 will support our efforts to develop a robust policy agenda beginning with a Governors' Pre-K to Grade 3 Policy Symposium 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 will highlight the role of community leaders, including elementary schools principals. Specific tools and strategies will be shared, including the Kauerz/Coffman Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches (2013).

Connecticut's High Quality Plan has two key activities. Key Activity 1 proposes scaling up the existing Pre-K to Grade 3 Initiative by focusing on 30 communities identified by the Connecticut SDE as "Alliance Districts," which serve students with the highest needs. The SDE created the Alliance District Program to help raise districts' student performance and close achievement gaps by pursuing innovative reform strategies to turn around the lowest-performing schools. The Pre-K to Grade 3 Initiative will be offered as a key turnaround strategy to increase

the knowledge and understanding of this unique developmental period, and to offer evidence-based tools and strategies focused on developmentally effective instructional practices. Key Activity 2 addresses the roles of elementary school principals and early childhood directors.

Through a partnership with the Educational Leadership Program at the Neag School of Education at the University of Connecticut and the P-3 Executive Leadership Program at the University of Washington (developed by Dr. Kristie Kauerz), we will adapt the P-3 Executive Leadership Program to meet the needs of Connecticut's leadership. The program will increase the capacity of early childhood leaders at a time when Connecticut is addressing accountability systems for teacher and program effectiveness through the TQRIS and the requirements of Connecticut's public school teacher evaluation system.

(P)(4)(a) Enhancing the State's Kindergarten-through-Third-Grade Standards to Align with the State's Early Learning and Development Standards across all Essential Domains of School Readiness

Connecticut's new Early Learning and Development Standards (ELDS) for birth through age five were developed to be aligned with Connecticut's existing kindergarten to 3rd grade standards, including the Common Core State Standards in English language arts and mathematics. Other subject areas, including science, social studies, physical development, and creative arts expression, have also been aligned with existing state standards. However, as a result of the ELDS alignment process, the domains of social/emotional development, cognition and approaches to learning (inclusive of executive functioning) were noted as gaps in kindergarten through Grade 3. In collaboration with the SDE content specialists, the OEC has convened teams of experts to begin drafting K-3 standards in these areas. A final set of these K-3 standards will be considered for adoption by SDE in 2014.

The Connecticut Association for Schools (CAS), a membership organization for principals, will work with the OEC to develop and disseminate guidance to all principals (elementary, middle, and secondary) on the foundational importance of standards in general, and specifically on how the new ELDS are fundamental to the success of students as they progress through their education.

(P)(4)(b) Identifying and Addressing the Health, Behavioral, and Developmental Needs of Children with High Needs from Preschool through Third Grade, and Building Families' Capacity to Address these Needs

Connecticut's new Early Learning and Development Standards (ELDS) for birth through age five were developed to be aligned with Connecticut's existing kindergarten to 3rd grade standards, including the Common Core State Standards in English language arts and mathematics. Other subject areas, including science, social studies, physical development, and creative arts expression, have also been aligned with existing state standards. However, as a result of the ELDS alignment process, the domains of social/emotional development, cognition and approaches to learning (inclusive of executive functioning) were noted as gaps in kindergarten through Grade 3. In collaboration with the SDE content specialists, the OEC has convened teams of experts to begin drafting K-3 standards in these areas. A final set of these K-3 standards will be considered for adoption by SDE in 2014.

In addition, the High Quality Plan for section C(1) includes 1) the development of guidance to assist early childhood educators as they instruct children with disabilities and children who are English Language Learners; and 2) family-friendly materials to be used by families at home to support their children's development.

Connecticut will be exploring ways to assist public schools, which are currently license-exempt (see Section P2), to meet basic health and safety standards for pre-kindergarten programs (including IDEA 619 programs) under their purview.

The Connecticut TQRIS will provide families with important information on the quality of all early learning and development programs, including those operated by the public schools.

(P)(4)(c) Implementing Teacher Preparation and Professional Development Programs and Strategies

We have determined that less than 13 percent of principals serving as leaders in schools inclusive of prekindergarten through 3rd grade hold primary certification in the area of early childhood. Connecticut's P-3 Executive Leadership Program, described in Key Activity 2 of our High Quality Plan, will bridge the knowledge and competency gaps for principals who did not receive specific training on early learning and development as part of their pre-service experience. The proposed P-3 Executive Leadership Program will offer principals the

knowledge and key strategies to become effective leaders at the early childhood level spanning prekindergarten to Grade 3. This increased knowledge will allow elementary school principals to ensure that teachers are focusing their practices to create high-quality instructional, social and emotional learning environments. In addition, principals will learn how to support cross-sector and cross-grade planning opportunities. As important, principals will ensure that the teachers' annual professional development is informed by current research and student-based data.

Identifying and Addressing the Needs of Children Experiencing Social and Emotional Challenges

Connecticut's Pre-K to Grade 3 Initiative, described in Key Activity 1 of our High Quality Plan, will utilize the Kauerz/Coffman Framework (2013) to scale up participation of SDE's Alliance Districts that serve students with the highest needs. The Framework addresses strategies to increase teacher effectiveness by focusing on a balanced, relevant and developmental curriculum addressing both the academic skills and social emotional well-being of all children. In addition, the Framework pays special attention to teaching strategies structured to support learners with a wide range of development, abilities, and interests that promote young children's executive functioning, including self-regulation of emotions and behavior.

Building Families' Capacity to Address These Needs

Connecticut's Pre-K to Grade 3 Initiative, described in Key Activity 1 of our High Quality Plan, will utilize the Kauerz/Coffman Framework (2013) to scale up participation of SDE's Alliance Districts who serve students with highest needs. A key goal of our Pre-K to Grade 3 initiative, which is explicitly outlined in the Kauerz Framework as a core strategy, is for teachers, administrators, and all staff in schools and programs to know and understand the importance of actively engaging families as full partners in their children's learning. Strategies to involve families in setting educational goals for their children and participating in school governance councils will be a part of alliance district plans. We will also help Alliance Districts develop family-friendly tools and strategies to receive information about after-school learning opportunities and a full array of available community supports.

Effective Family Engagement Strategies for Educators, Administrators, and Related Personnel Serving Children from Preschool through Grade 3

In our High Quality Plan, both Key Activity 1, Connecticut's "Pre-K to Grade 3 Initiative," and Key Activity 2, "The P-3 Executive Leadership Program," underscore the development of skills and strategies of principals, program directors, and teachers to ensure that families are actively involved in all aspects of their child's learning, development, and school success. Through shared leadership and decision-making, and effective two-way communication, principals and program directors will establish expectations and policies that ensure that families receive important information about their children's progress in all domains of development and know how and why to advocate for them all along the pathway from prekindergarten to 3rd grade.

(P)(4)(d) Implementing Model Systems of Collaboration Within and Between Early Learning and Development Programs and Elementary Schools

Since 2010, Connecticut has had a cross-sector group addressing the critical goal of alignment and coordination across the prekindergarten to 3rd grade continuum. The group includes representation from the SDE, the William Caspar Graustein Memorial Fund (WCGMF), the Regional Educational Service Centers, the Connecticut Association of Schools (CAS), the Connecticut Association of Public School Superintendents (CAPSS), and other early childhood leaders.

State and philanthropic funds have provided support to 52 communities to develop local plans to improve the quality of prekindergarten to 3rd grade education. In 2012, with funds from the WCGMF through the Pre-K to Grade 3 Initiative, eight communities have been provided with resources for on-site facilitation and national expertise to develop a strategic plan using the Kauerz/Coffman Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches (2013). Action plans will include goals in the areas of cross-sector work, continuity, and pathways in an effort to develop a continuum of services for children and their families that bridges the chasm between community programs (both public and private) and the public school.

This school year, with both state and philanthropic resources, Connecticut's "Pre-K to Grade 3 Initiative" will be supporting all eight communities for a second year to begin the work of implementing the key activities in their action plans. On-site facilitation and national expertise will again be provided. It is estimated that these activities are valued at $4,000 per community.

As we engage in a partnership with the Educational Leadership Program at the Neag School of Education at the University of Connecticut and the P-3 Executive Leadership Program at the University of Washington, we expect that participating early childhood leaders will realize the critical skills of collaboration, visible leadership, and teamwork to create a culture and organizational structures to increase and strengthen partnerships between elementary schools, and the early learning programs that feed into them.

(P)(4)(e) Building or Enhancing Data Systems to Monitor the Status of Children's Learning and Development from Preschool to Third Grade

By linking the Early Childhood Information System (ECIS) data warehouse (see Section E(2)) to the State Longitudinal Data System for K-12, administrators and policymakers will be able to track the status of children's learning and development across the prekindergarten to 3rd grade continuum using the State Assigned Student Identifier as well as unique identifiers for staff and programs.

Longitudinal aggregated student outcome data will enable the OEC and the SDE to track the progress of districts that participate in the Pre-K to Grade 3 Institute and will inform communities, families, and other stakeholders about the effectiveness of the continuum of services from prekindergarten through 3rd grade. These data may help identify the root causes of the "fade-out" of skills as children progress from grade to grade.

(P)(4)(f) Other Efforts Designed to Increase the Percentage of Children Able to Read and Do Mathematics at Grade Level by the End of the Third Grade

Connecticut has a very bold education reform agenda with enabling legislation focused on early reading instruction and assessment. Public Act 12 -116, "An Act Concerning Education Reform," requires SDE to develop an intensive reading intervention strategy, a statewide reading plan, and a model of professional development to ensure that all students in the 30 Alliance Districts, which serve children with the highest needs, are reading proficiently by 3rd grade. The legislation also requires all teachers to pass a test ensuring that they are proficient in teaching reading to students in kindergarten through 3rd grade. In addition, the legislation requires the SDE, in collaboration with the Board of Regents, to approve pre-literacy courses included in Bachelor's degree programs with a concentration in early childhood.

As is the case for all states that have adopted the Common Core Standards in English language arts and mathematics, the Academic Office of the State Department of Education is overseeing all transition and implementation activities to ensure coordinated and consistent communication statewide regarding these standards. In addition, SDE is aligning and making available model curriculum practices and resources and exemplary student work, professional learning, assessment tools, and assessments. This work will allow professional learning communities in districts to learn and share best practices.

P (4) High Quality Plan

Section P (4): Creating a preschool through third grade approaches to sustain improved early learning outcomes through the early elementary grades.

Key Goal: To improve the overall quality, alignment, and continuity of teaching and learning by creating pathways of high quality early learning programs Pre-K through grade 3, in order to prevent the fade out of skills, as well as to bolster college and career ready skills for students at the youngest ages.

Key Activity 1: Scale-up the "3 to 3 Institute" targeting high needs populations.

Description: Provide training and coaching to community/school district teams located in the thirty districts that serve concentrations of high-need students (Alliance Districts).

- Invite Alliance Districts to develop a "Pre-K to Grade 3" team to participate in a "Pre-K to Grade 3 Institute."
- Teams to include high-level LEA central office administration and community based early childhood providers as well as Pre-K to Grade 3 administrators and teachers.
- Coaches to be trained using the Kauerz/Coffman training of trainers modules.
- Each team to be provided with an approved coach to assist with the development of an actionable plan using the Kauerz/Coffman Framework.
- The initial year will be used to develop the plan and for team attendance at an overview session as well as sessions on best instructional practices.
- Sessions on best instructional practices will focus on k-3 developmentally effective practices (including executive functioning and to include alignment of ELDS, CCSS, and Connecticut's K-3 literacy efforts).
- Pre-K to Grade 3 teams will be required to include supplemental team members as appropriate to the area being discussed (i.e. math consultants, reading consultants/tutors).
- Completed plans reviewed by Pre-K to Grade 3 Leadership Team.
- Plans peer reviewed by the Pre-K to Grade 3 Institute cadre of participants. (option for ongoing participation if space/funds allow)

(Initial Implementation/Statewide Scale Up): Already implemented in 8 communities. Plans to scale up with an additional 30 programs in communities/school districts with the most significant concentrations of high needs populations.

Rationale: The 3 to 3 Institutes will be scaled up as a strategy to prevent a preparation gap and as a result, ameliorate Connecticut's persistent achievement gap. *The Framework for Planning, Implementing, and Evaluating Pre-K-3rd Grade Approaches* (Kauerz & Coffman, 2013), is solidly grounded in research and evidence based practice and will serve as the foundation for self-assessment and action planning.

Parties Responsible and Key Personnel: The Office for Early Childhood with advisement from the state 3 to 3 Leadership Team.

Performance Measure(s):

- Number of Teams from programs in communities/school districts with the most significant concentrations of high needs populations enrolled in the Pre-K to Grade 3 Institute.
- Development of a cadre of trained facilitators.
- Pre-K to Grade 3 Teams developed at the local level are inclusive of high level school district administration and appropriate Pre-K-3 administration/staff and community representation.
- Development of actionable plans that have been peer reviewed and adjusted (SMART goals).
- Percent of goals and objectives of actionable plans met.
- Specific areas of developmentally effective instructional practice addressed (e.g. English/language arts, mathematics, and executive functioning/social-emotional development) in actionable plans.

Key Activity 2: Establish a P-3 Executive Leadership Program

Description: Cohort based yearlong leadership training program at the University of Connecticut for elementary principals and early childhood directors.

(Initial Implementation/Statewide Scale Up): Adapt University of Washington program for Connecticut content and context.

Rationale: The P-3 Executive Leadership Program is needed to provide elementary principals and early childhood directors competencies specific to leadership during the developmental period of early childhood (preschool through age 8).

- Connecticut's current Intermediate Administrator Certification (092) has no requirement for coursework or competencies specific to early childhood Pre-K-grade 3
- Twenty five percent of a school's total impact on student learning is a direct result of the principal's leadership; teacher and principal quality combined make up almost sixty percent of a school's impact on student learning (Marzano, 2005)
- Approximately 8,000 students are enrolled in LEA Pre-K programs
- Less than 13% of Elementary Principals hold Pre-K to grade 3 teaching certification
- Directors of ECE programs require many of the same competencies as elementary principals

Most children in community Pre-K will ultimately attend LEA schools. A co-educational model pairing elementary school principals with early childhood directors will build pathways/a continuum of high quality experiences for Pre-K to 3 in high needs communities.

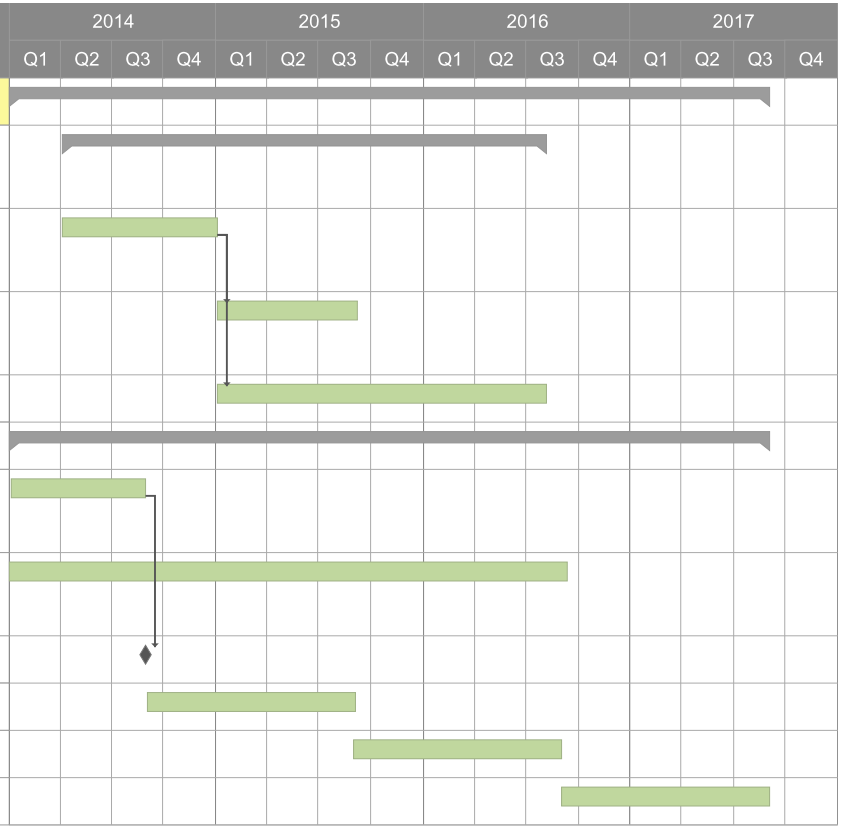
Parties Responsible and Key Personnel: University of Connecticut and the Office of Early Childhood

Performance Measure(s):

- Data related to participation, including the number of principals and early childhood program directors attending and school districts represented.

- Number of regional Pre-k to Grade 3 regional leadership consortia formed.
- Pre/post-test (competency based).
- Evaluation of training modules by instructors and participants.

Sectic	Task Name
P4	Creating Preschool through 3rd Grade approaches to sustain improved early
	Key Activity 1: Scale Up 3 to 3 Institute Targeting High Needs Populations
	Coaches recruited and trained for 3 to 3 Institute (using the Kauerz/Coffman TOT Models) -Phase 1
	Coaches recruited and trained for 3 to 3 Institute (using the Kauerz/Coffman TOT Models)- Phase 2
	3 to 3 Institute Convenings and Coaching
	Key Activity 2: Establish P-3 Executive Leadership Certificate Program
	Adapt the University of Washington Executive Leadership Program to include Connecticut content and context
	Recruit elementary principals and early childhood directors to participate (focus on Alliance Districts)
	Training finalized and ready for use
	Cohort 1: Elementary Principals and Early Childhood Directors
	Cohort 2: Elementary Principals and Early Childhood Directors
	Cohort 3: Elementary Principals and Early Childhood Directors



Financial Resources to Support Successful Implementation of the Plan		
Key Activity	**Estimated Total Budget**	**Estimated Amount Leveraged From Other Sources**
Key activity 1: Scale up of "3 to 3 Institute"	$192,000	In-kind support from the Connecticut Association of Schools for meeting space and administrative support. In kind support from EASTCONN (Regional Education Service Center) for "3 to 3 Institute" registration. In $45,000 from the William Caspar Graustein Memorial Fund for convening costs.
Key Activity 2: Establish P-3 Executive Leadership Program at University of Connecticut (adapted from University of Washington)	$672,000	In-kind support from the Connecticut Association of Schools to assist in the recruitment of 3 to 3 Institute coaches.

Highlights of Narrative relating to required scoring criteria
Addressing the Needs of Different Types of Early Learning and Development Programs: This priority will address the needs of all learners Pre-K-grade 3 including those with special needs and English language learners---see below
Meeting the Needs of Children with High Needs and Special Populations of Children with High Needs: These activities are designed to improve Pre-K-grade 3 alignment and pathways in Connecticut school districts and schools with the highest concentration of students most at risk for school failure (Alliance School districts and schools designated as Priority) (CSDE, 2012). Additionally, developmentally effective practice and differentiation of instruction for children with special needs and English language learners will be addressed in the P-3 Executive Leadership Certificate program and the "Pre-K to Grade 3 Institute". Specific attention to special consideration for both of the populations (at it relates to the Connecticut context) will be given. This includes the identification of specific developmentally effective practices relating to the meaningful inclusion of these students in general education and the modification and accommodations that support meaningful inclusive practices.
Research Agenda: Although there is no research agenda during the timeframe of this grant, pre and post data collected as a result of Key Activities 1 & 2 will serve to determine if there is a difference in child outcomes in communities using a comprehensive, evidence based Pre-K to grade 3 approach, compared to communities who have not implemented a systematic Pre-K to grade 3 approach (child outcomes including, but not limited to academic achievement and social/emotional development).
Sustainability: Using the "Training of Trainers" model being developed by University of Washington will allow Connecticut to develop a cadre of trainers that can provide administrator

Pre-K-3 leadership training to new principals entering the field beyond the scope of the original project.

Trained "Pre-K to Grade 3 Institute" facilitators will be available for school districts/communities to contract with beyond the scope of this project.

The University of Connecticut will be able to offer the P-3 Executive Leadership Program after the period of this grant.

VI. SELECTION CRITERIA

Priority 5: Competitive Preference Priority -- Addressing the Needs of Children in Rural Areas. *(5 points)*

The State will meet this priority based on the extent to which it describes:

(a) How it will implement approaches to address the unique needs (e.g., limited access to resources) of children in rural areas, including rural areas with small populations; and

(b) How these approaches are designed to close educational and opportunity gaps for Children with High Needs, increase the number and percentage of Low-Income children who are enrolled in high-quality Early Learning and Development Programs; and enhance the State's integrated system of high-quality early learning programs and services.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan; and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Note about Invitational Priorities: Invitational priorities signal areas the Departments are particularly interested in; however, addressing these priorities will not earn applicants any additional points.

Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the state's licensing system and quality standards, with the goal that all licensed or state-regulated programs will participate. The State will receive points for this priority based on the extent to which the state has in place, or has a High Quality Plan to implement, no later than June 30th of the fourth year of the grant--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

If the State chooses to respond to this competitive preference priority, the State shall write its full

response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.
In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

P (5) Competitive Preference Priority -- Addressing the Needs of Children in Rural Areas.

Connecticut, being a fairly compact state geographically, has 169 contiguous towns with no unincorporated space. The drive from corner to corner in the state is no more than two hours. However, the U. S. Department of Education has identified 35 local districts as eligible for the Small Rural School Achievement Program. These are towns in the northeast and northwest corners of the state that are less densely populated. None of them are defined as priority or competitive districts with state prekindergarten programs (See Section A(1)), and none have Head Start programs. Children living in these towns could receive Care 4 Kids subsidies if their parent qualifies.

Analyzing 34 of the 35 district's Strategic School Profiles, it appears that in ten of those districts, parents of children entering kindergarten have reported lower percentages of preschool experience than the statewide average of 80.2 percent. The range of children entering kindergarten with preschool experience in those ten districts is from 39 percent to 79 percent. In searching the state's child care resource and referral (2-1-1 Child Care) website, it appears that only one of these towns lacks any licensed or license-exempt programs for three- to five-year-olds. (There are, however, resources in the neighboring town). The other nine districts all contain licensed family child care homes, four contain licensed centers, and all but one contains a preschool program operated by the public schools that is license-exempt.

School Districts eligible for the Small Rural School Achievement Program (2012) who report that fewer than 80.2% of children entering Kindergarten had a preschool experience

District/Town	Number of children reported to lack preschool experience at Kindergarten entry	Percentage of children reported to lack preschool experience at Kindergarten entry	Currently available child care or preschool resources
Barkhamsted	38	78%	6 Family Child Care Centers 1 Public School Preschool
Bozrah	24	77%	No resources but resources are available in the adjacent

			town of Norwich.
Chaplin	14	70%	3 Family Child Care Centers 1 Public School Preschool*
Hartland	17	77%	1 Family Child Care Center
North Canaan	25	66%	2 Child Care Centers 1 Family Child Care Center 1 Public School Preschool
Pomfret	37	79%	1 Child Care Center 4 Family Child Care Centers
Preston	12	39%	1 Child Care Center 1 Family Child Care Center 1 Public School Preschool
Salem	27	53%	1 Child Care Center 2 Family Child Care Centers 1 Public School Preschool
Sharon	18	78%	1 Child Care Center 1 Public School Preschool
Sherman	22	76%	2 Family Child Care Centers 1 Public School Preschool

*This is the only public school preschool program among these ten towns that is NAEYC-accredited. However, all public school preschool programs are license-exempt (although a small number have voluntarily chosen to become licensed).

The quality of those programs is not known at this time (other than the fact that the family child care centers are licensed and one public school preschool program is NAEYC accredited), and it is not known whether the children from these districts who are not participating in any preschool programs are children with high needs. The Office of Early Childhood proposes

that by 2018, all towns considered rural will be able to report that the percentage of children entering kindergarten meets or exceeds the statewide average and that especially for children from these small towns, high quality preschool services are available to them. In order to meet this target, the OEC proposes to:

1. Prioritize the non-accredited centers, family childcare centers, and non-accredited license-exempt public school programs for technical assistance from the Regional Quality Improvement Centers.
2. Target staff/providers in these centers for workforce scholarship program and ensure that online courses on the Core Knowledge and Competencies (CKCs) and the Early Learning and Development Standards (ELDS) are available to them.
3. Conduct several pilot studies over the next four years using state prekindergarten or state Care 4 Kids funding to establish what would work best for children in those communities or in any community in which preschool resources are not as readily available. These strategies may involve scholarships for some children, to be used in high quality programs at level three or four of the state's TQRIS, ConneCT to Quality (C2Q). Another option would be purchasing "slots" in high quality programs to be accessed by children with high needs. The concept of "money follows the child" has been discussed for several years, but the state has yet to come to agreement on how best to implement that principle.
4. Conduct a data study, in conjunction with the staff of 2-1-1 Child Care and staff from the Department of Education's Research and Evaluation Bureau and the OEC's Early Childhood Information System, to tell us whether we are improving the percentage of children in these rural districts that have high quality preschool experiences. Connecticut's data on children entering kindergarten with preschool experience to date has been by collected by parent reporting that does not give an indication of the type of preschool experience.

P (5) High-Quality Plan

Section P (5): Addressing the Needs of Children in Rural Areas

Key Goal: To provide access to high quality early childhood early learning and development programs for children living in towns/districts eligible for the Small Rural School Achievement Program by:

- Improving the quality of programs that currently exist in rural communities through support from Regional Quality Improvement Centers and workforce scholarships;
- Providing opportunities for families to access early learning and development programs known to be of high quality; and
- Monitoring and analyzing data related to the percentage of children of high need in rural communities receiving high quality preschool experience.

Key Activity 1 – Prioritize technical assistance to existing early learning and development programs in those rural towns from the Regional Quality Improvement Centers
Description: The Regional Quality Improvement Centers will target programs in 10 rural towns for the supports they will offer in conjunction with the TQRIS. By targeting programs in areas that offer limited choices to families due to the number of programs available, we will ensure that children of high need in these rural areas have access to high quality early learning and development programs. **Initial Implementation/Statewide Scale Up:** Each of the centers will gradually work individually with each of the 33+ programs listed in the chart above detailing the . The Regional Quality Improvement Centers have been able to improve the quality in the specific 33+ programs serving those rural towns and have assisted in creating new high quality resources in each of those towns. **Rationale:** The available early learning and development programs in those towns are either or unknown quality or are at level 1 in the ConneCT to Quality ratings. The Regional Quality Improvement Centers can prioritize those programs in their outreach efforts and, since the numbers are so low, can personally contact each program and develop an individualized improvement plan with them. **Parties Responsible and Key Personnel:** OEC

Performance Measure(s):

- Number of programs from 10 rural towns participating with the Regional Quality Improvement Centers
- Number of new early learning and development programs added in10 rural towns
- Number of high quality early learning and development programs available in these 10 rural towns
- Percentage of children from these 10 rural towns having had preschool experience at Kindergarten entry

Key Activity 2: Prioritize workforce scholarships to address providers in rural communities

Description: Target and prioritize center and preschool staff and family child care providers in 10 identified rural towns for workforce scholarships (See Section D2).

Initial Implementation/Statewide Scale Up: Individual career counseling will be provided for program staff/family child care providers to enter the workforce registry and apply for scholarships (if necessary) to progress along the levels of the Core Knowledge and Competency Framework.

Rationale: Families, including those with children of high need, in rural communities have limited options for accessing early learning and development programs known to be of high quality. The workforce in these rural communities faces barriers for accessing professional development that will improve their competency. Online access to competency-based training provided in a web-based format, including modules and the Early Learning and Development Standards (ELDS) will assist in reaching providers in these more rural areas. By connecting them with career counselors, providing scholarships and access to the training and technical assistance available through the Regional Quality Improvements centers and institutes of high education the providers in rural areas can develop an achievable professional development plan.

Parties Responsible and Key Personnel: OEC

Performance Measure(s):

- Number and percentage of staff of programs and Family Child Care providers from these 10 towns enrolled in the Workforce Registry and pursuing higher education, if necessary.

- Number and percentage of staff of programs and Family Child Care providers from these 10 towns enrolled in the Workforce Registry and receiving scholarship assistance, if necessary.

Key Activity 3: Pilot various approaches to provide scholarships for high needs children to attend quality early learning and development programs.

Description: Conduct several pilot studies over the next four years using state prekindergarten or state Care 4 Kids funding to establish what would work best to ensure that high needs children in those communities have access to high quality early learning and development programs. That may involve scholarships for some children, to be used in high quality programs at level three or four of the state's TQRIS. Another option would be purchasing "slots" in high quality programs to be accessed by children with high needs.

Initial Implementation/Statewide Scale Up: After the pilot studies, the most effective approach(es) will be implemented in communities across the state in which preschool resources are not as readily available

Rationale: The available early learning and development programs in those towns are either unknown quality, at level 1 in the TQRIS, or are NAEYC accredited but license-exempt. While working with the programs in these communities to establish or improve quality, it is important that families of children currently in these communities have immediate access to programs known to be of high quality. These piloted approaches will simultaneously allow us to determine the most effective way to provide options to families and will serve to provide them with immediate access to programs of know high quality.

Parties Responsible and Key Personnel: OEC

Performance Measure(s):

Increase in the percentage of children from these towns having had preschool experience in program of known high quality at Kindergarten entry

Key Activity 4: Data study on percentages of children from rural towns entering Kindergarten who have preschool experience and those who have high quality preschool experience compared to children from all other towns.

Description: The OEC will conduct a data study, in conjunction with the staff from 2-1-1 Child Care, the Department of Education's Research and Evaluation Bureau, and the OEC's Early Childhood Information System, to tell us whether we are improving the percentage of

children in these rural districts that have high quality preschool experiences. Connecticut's data on children entering kindergarten with preschool experience to date has been by collected by parent reporting that does not give an indication of the type of preschool experience.

Initial Implementation/Statewide Scale Up: Data will be run statewide and for the 10 rural districts identified as having a lower percentage of children with preschool experience upon Kindergarten entry. Data reports will be run routinely for all districts each year and will be incorporated into the Strategic School Profiles

Rationale: There is a need for reliable information regarding children's experiences during their preschool years. The validity of the currently available parent-reported data on preschool experience is undetermined and it lacks any measure of quality of preschool experiences. The Early Childhood Information System will be able to match early childhood data with Kindergarten data and will be able to determine which children participated in what types and quality of early childhood programs and whether those were high-need children.

Parties Responsible and Key Personnel: OEC

Performance Measure(s): Early Childhood Data System reports on high need children receiving services from early learning and development programs including the levels of quality articulated in the TQRIS

- Data match is completed with Kindergarten data, using the State Assigned Student ID number for matching purposes
- Data is compared between rural school districts and all other school districts in the state
- Data is available on every school district

Financial Resources to Support Successful Implementation of the Plan		
Key Activity	**Estimated Total Budget**	**Estimated Amount Leveraged From Other Sources**
Key Activity 1: Prioritize technical assistance to the existing early childhood and development programs in the 10 rural towns in which a below-average percentage of children are reported to have pre-K experience.	This will be a part of the budget in Section B for the Regional Quality Improvement Centers	$300,000 in staffing and $100,000 in training materials available at the current Accreditation Facilitation Project sites that will be repurposed for use by the two Regional Quality Improvement Centers likely to serve these 10 towns in the Northeast and Northwest parts of the state.
Prioritize workforce scholarships to staff of existing early learning and development programs and to the family child care providers in these 10 towns	This will be part of the budget in Section D for workforce scholarships.	
Pilot scholarships for high needs children from the 10 rural towns with a below average percentage of children having Pre-K experience.		Approximately $175,000 in state funding from either school readiness or state Care 4 Kids will be re-directed in each of three years to fund 20 scholarships per year.
Data study of the reported Pre-K experiences of children from 10 rural towns compared to statewide data and compared to actual data, including program quality data.		This is part of the $6M in state bond funding for the ECIS, referenced in Section E2.

Highlights of Narrative relating to required scoring criteria
Addressing the Needs of Different Types of Early Learning and Development Programs: This priority will address all licensed child care centers, family child care centers, and preschool programs operated by the public schools in ten rural towns.
Meeting the Needs of Children with High Needs and Special Populations of Children with High Needs: Children from these ten towns who have disabilities are receiving services from either IDEA Part C or IDEA Part B early childhood special education. IDEA Part C is not currently part of the state's TQRIS (ConneCT to Quality), but there are plans to include it in the fourth year of the grant. Preschool special education programs operated by nine of these rural towns is primarily of unknown quality unless such programs become licensed and attain higher levels of quality such as national accreditation.
Research Agenda: It would be beneficial to be able to compare data from the Early Childhood Information System (ECIS) with parent-reporting and to have a report that specifies the number and percentage of children with high needs from the ten towns (and statewide) who have access to high quality preschool, not merely any preschool experience, and how well those children perform across domains at kindergarten entry.
Sustainability: Once there is sufficient capacity for high quality early childhood learning and development programs in these ten towns, the state will need to continue the use of scholarships (if children are not eligible for Care 4 Kids funding) to ensure access to high quality early learning and development programs.

VIII. BUDGET

State of Connecticut

CFDA#84.412A

STATE OF CONNECTICUT
2013 RTTT-ELC
Budget Package

OVERALL STATEWIDE BUDGET

Budget Table I-1: Budget Summary by Budget Category
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	1,057,721	1,210,809	794,119	701,110	**3,763,758**
2. Fringe Benefits	855,907	979,788	642,600	567,338	**3,045,633**
3. Travel	0	1,500	0	0	**1,500**
4. Equipment	47,600	0	0	0	**47,600**
5. Supplies	267,000	299,000	58,000	38,000	**662,000**
6. Contractual	3,770,200	5,257,100	3,803,025	2,526,015	**15,356,340**
7. Training Stipends	282,000	385,000	385,000	385,000	**1,437,000**
8. Other	255,000	255,000	0	0	**510,000**
9. Total Direct Costs (add lines 1-8)	**6,535,428**	**8,388,197**	**5,682,744**	**4,217,463**	**24,823,831**
10. Indirect Costs*	182,157	207,725	126,297	109,092	**625,270**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	1,809,500	2,975,750	3,184,700	3,506,400	**11,476,350**
12. Funds set aside for participation in grantee technical assistance	200,000	200,000	0	0	**400,000**
13. Total Grant Funds Requested (add lines 9-12)	**8,727,084**	**11,771,672**	**8,993,740**	**7,832,955**	**37,325,452**
14. Funds from other sources used to support the State Plan	357,643,699	385,714,046	392,593,559	382,902,830	**1,518,854,134**
15. Total Agency Budget (add lines 13-14)	**366,370,783**	**397,485,718**	**401,587,299**	**390,735,785**	**1,556,179,586**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

OVERALL STATEWIDE BUDGET					
Budget Table I-2: Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b))					
Agency Name	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Office of Early Childhood	206,994,924	329,702,360	334,823,565	324,319,034	**1,195,839,883**
Department of Education	43,667,347	21,365,736	21,385,941	21,393,559	**107,812,583**
Uconn	190,207	757,179	584,273	513,945	**2,045,605**
Uconn Health Center	413,724	0	0	0	**413,724**
Charter Oak College	83,534	83,540	86,902	90,417	**344,392**
Eastern CT State Univ.	782,595	793,790	110,506	0	**1,686,891**
CT Dept. of Social Svcs	60,944,846	0	0	0	**60,944,846**
CT Dept. of Public Health	12,213,231	0	0	0	**12,213,231**
DT Dept. of Dev. Svcs.	41,080,375	44,783,113	44,596,113	44,418,829	**174,878,430**
Total Agency Budget	**366,370,783**	**397,485,718**	**401,587,299**	**390,735,785**	**1,556,179,586**

OVERALL STATEWIDE BUDGET					
Budget Table I-3: Budget Summary by Project (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	300,238,701	342,813,010	349,248,340	339,299,119	**1,331,599,170**
Project B 1- QRIS	22,500	0	0	0	**22,500**
Project B 2	1,857,100	2,975,750	3,184,700	3,506,400	**11,523,950**
Project B 3	605,500	777,500	332,805	367,675	**2,083,480**
Project B 4	20,824,795	4,183,390	2,603,226	1,595,840	**29,207,251**
Project B 5	0	241,963	251,365	255,692	**749,020**
Project C 1 – Standards	464,425	314,816	0	0	**779,241**
Project C 3 – Health	41,280,375	44,983,113	44,796,113	44,618,829	**175,678,430**
Project D 1 – Workforce	338,534	340,040	86,902	90,417	**855,892**
Project D 2 – Workforce	300,000	300,000	300,000	300,000	**1,200,000**
Project E 1	276,853	302,638	530,348	448,312	**1,558,151**
Project E 2	0	0	0	0	**0**
Project P 4	162,000	253,500	253,500	253,500	**922,500**

Total Agency Budget	**366,370,783**	**397,485,718**	**401,587,299**	**390,735,785**	**1,556,179,586**

BUDGET PART I -NARRATIVE

Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
  - *The designation of the selection criterion or competitive preference priority the project addresses;*
  - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

Connecticut's Race to the Top budget includes costs that are reasonable and necessary to accomplish the numerous goals and key activities outlined in the High-Quality Plans in the program narratives. *Our ambitious overall goal is to increase the percentage of children with high needs who are enrolled in high quality early learning and development programs by 50 percent and to increase the number of programs that advance in quality through our Tiered Quality Rating and Improvement System (TQRIS) by 50%.* The grant proposes funding for an overall governance structure to ensure effective implementation, $8.5 million for five Regional Quality Improvement Centers, and $11.5 million to create incentives for programs to reach higher levels of quality in the TQRIS as well as funds for numerous activities described in the program narratives and agency budget narratives to achieve the outlined goals. All project funds have been budgeted in accordance with federal regulations and the State of Connecticut has given assurance that it will comply with the U.S. Education Department General Administrative Regulations (EDGAR) and all applicable procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36. The RTT-ELC Project Manager will oversee all activities and ensure the proper distribution of funds, and will oversee all reporting requirements.

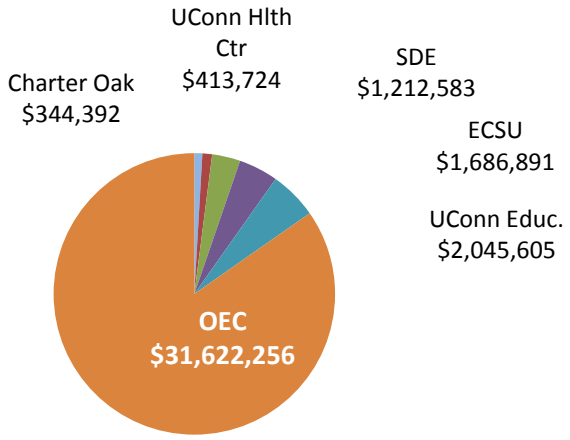
Participating State Agencies (Receiving RTT-ELC funds or contributing resources to the overall budget through existing state sources (See Figure BN-1 for breakout of funding by agency):

- Connecticut Office of Early Childhood (OEC) – The lead agency will direct staffing of the agency and the projects and ensure cross-agency coordination. OEC will also oversee most of the contracting, including the Regional Quality Improvement Centers and the money that will be distributed as financial incentives to programs achieving higher levels in the TQRIS. The RTT-ELC Project Manager (an employee of the OEC) will complete all necessary reporting requirements associated with the grant.

- Connecticut State Department of Education (SDE) – SDE will receive funding ($1.2 million) for one project (E1-Kindergarten Entry Assessment) and will contribute significant funds from other sources for the Early Childhood Data Information System (E2). They will also be instrumental in the "Age three to grade three" project (Priority 4) to sustain gains made in early learning and development programs into third grade and in working with the OEC on the pathway for the license-exempt programs to enter the TQRIS (P2).

- Eastern Connecticut State University will receive funding ($1.7 Million) for one project (B4) to conduct a needs assessment of all technical assistance training for all types of standards including the early learning and development standards, the core knowledge and competencies, and the TQRIS and to develop video modules and associated written guidance.

Figure BN-1: RTT-ELC Investments by Agency



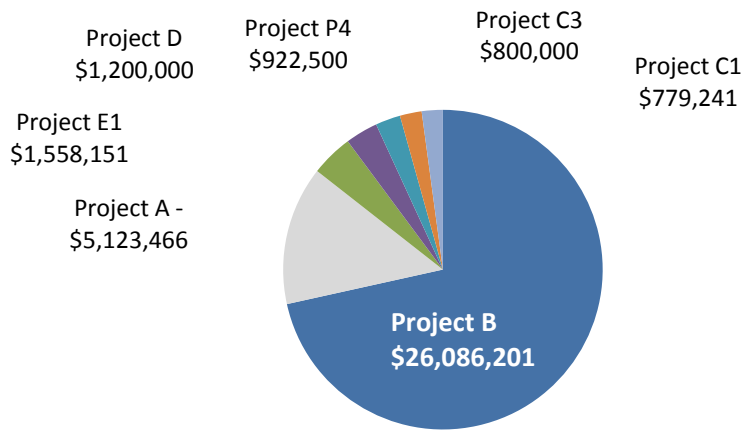
- The University of Connecticut, Neag School of Education will receive funding ($2 million) for three projects, Validation of the TQRIS (B5); alignment and piloting of formative assessments with the Early Learning and Development Standards (C1); and further development of the new Kindergarten Entry Assessment (E1).

- The University of Connecticut Health Center, University Center for Excellence in Developmental Disabilities, will receive $413,724 for one project that will create guidance on the use of the Early Learning and Development Standards with children who have disabilities or who are English Language Learners (C1).
- Charter Oak College will receive $344,392 for one project, the credit assessment program (D1) in which competency-based non-credit work by early childhood staff will be assessed to determine a credit worth that will be accepted by colleges with early childhood articulation agreements.

The agencies will implement the following projects. For further details about line item costs included in the projects, please refer to the agency project budgets.

- Project A – Governance (Section A3) – The Project A budget includes funding for Office of Early Childhood Staff, including the RTT-ELC Project Manager, a TQRIS coordinator to oversee Project B, a project coordinators for facilitation of various group activities in projects B, C1, and D; one community liaison to oversee the OEC's work with the Community Partnership for Early Childhood, and fiscal support staff to handle incentives for programs serving children with high needs to reach higher levels of quality. The project also includes 18 months of rental space that will allow the entire OEC staff (many of whom are transferring from other state agencies) to be housed in the same location until the state's newly-purchased office building in Hartford is ready in 2016.
- Project B– Tiered Quality Rating and Improvement System (Sections B and P2) represents the largest project by dollar amount and includes expenses related to implementing the

Figure BN-2 RTT-ELC Investments by Project



Tiered Quality Rating and Improvement System, to be called ConneCT to Quality, providing technical assistance and training through five contracted Regional Quality Improvement Centers to programs serving children with high needs; providing financial incentives to programs to attain higher levels of quality within the TQRIS; and mounting a public awareness campaign to ensure that parents, particularly parents of children with high needs, are aware of the advantages of selecting a high quality program and have ready access to the information about programs participating in the TQRIS. The OEC will oversee and provide extensive direction to the contracted Regional Quality Improvement Centers.

- Project C1 – Standards. The newly developed Early Learning and Development Standards for children from birth to age five will be implemented by the Office of Early Childhood with assistance from two schools at the University of Connecticut – The Neag School of Education and the Health Center that administers the University Center for Excellence in Developmental Disabilities. The standards will be translated into several languages; guidance on their use with children with disabilities and those who are English Language Learners will be developed, a public awareness campaign will be expanded for parents, and formative assessments aligned with the new Early Learning and Development Standards will be piloted.
- Project D – Workforce. The OEC will use the newly-developed Core Knowledge and Competencies for early childhood teachers to inform all training and technical assistance offered by the Regional Quality Improvement Centers and other approved personnel development providers; to develop assessment companion tools for teachers and administrators (including a self-assessment); and to work with the institutions of higher education to align their pre-service curriculums. The OEC will seek to expand those Core Knowledge and Competencies beyond early childhood teachers to include other early childhood personnel such as home visitors, IDEA Part C staff, and IDEA 619 related staff. The OEC workforce development staff will continue its work with institutions of higher education to ensure that early childhood credentials and degrees are aligned with the core knowledge and competency framework and Charter Oak College will use the framework to assess portfolios of training and work experience submitted by students to determine a credit worth that will be accepted by colleges with early childhood articulation agreements.

- Project E1 and Priority 3– Understanding the status of children's learning and development at Kindergarten entry - The OEC will work with the consortium of states who received an Enhanced Assessment Grant to develop a new Kindergarten Entry Assessment. The State Department of Education will hire one staff person to be the point person for the KEA administration and data. The OEC in partnership with the University of Connecticut Neag School of Education will also work on the following areas that are not part of the consortium work: recruiting and training Kindergarten teachers, aligning the new KEA to our state's Early Learning and Development Standards, creating an advisory committee on the KEA, setting standards for the KEA, and using the data generated by the KEA to validate and assess the instrument.
- Project E2 – Building an early learning data system to improve instruction, practices, services, and policies. - Although no grant funding is needed for the Early Childhood Information System now under development, the Department of Education using state bond funds, will develop the system for use by all publicly funded early childhood programs: 1) for daily transactions that assist instruction, practices, and services; and 2) for linking information with other state agencies through a data warehouse for purposes of answering policy questions or research. The TQRIS will actually be a part of the Early Childhood Information System as a module, linking information on facilities, staff, and children and offering programs access to on-line self-assessment and improvement planning.
- Project P4 – Creating preschool through third grade approaches to sustain improved early learning outcomes through the early elementary grades –The OEC will continue the work begun under a grant from the National Governor's Association and will work with the University of Washington and the University of Connecticut Neag School of Education and the State Department of Education to adapt the University of Washington's Executive Certificate Program to Connecticut and then implement it with stipends, training, and annual symposia for three cohorts of 30 school principals and early childhood directors.
- Project P5 – Addressing the Needs of Children in Rural Areas – Although no specific grant funding is needed for this priority, the OEC has identified ten rural school districts in which fewer than average numbers of children have any preschool experiences. Providers in those districts, including the public schools, will receive priority for incentives (Project B) to achieve higher levels of TQRIS and the OEC will use existing Pre-K funding to pilot some

form of scholarships to children from those communities in order to determine what approach works the best for distributing funding to children who do not have access to School Readiness, Head Start, or state-subsidized child care centers.

Individual project work groups have diligently ensured that costs included in the grant budget provide sufficient resources to accomplish all activities and goals outlined in the High-Quality Plans. Additional state funds (outlined in Line 14 of the budget) will supplement and enhance RTT-ELC funds.

AGENCY BUDGET - Office of Early Childhood

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	301,371	462,014	445,681	426,942	**1,636,008**
2. Fringe Benefits	243,869	373,862	360,645	345,482	**1,323,858**
3. Travel	0	1,500	0	0	**1,500**
4. Equipment	47,600	0	0	0	**47,600**
5. Supplies	200,000	200,000	0	0	**400,000**
6. Contractual	3,770,200	5,157,100	3,590,525	2,313,515	**14,831,340**
7. Training Stipends	232,000	200,000	200,000	200,000	**832,000**
8. Other	255,000	255,000	0	0	**510,000**
9. Total Direct Costs (add lines 1-8)	**5,050,040**	**6,649,476**	**4,596,851**	**3,285,939**	**19,582,306**
10. Indirect Costs*	30,137	46,201	44,568	42,694	**163,601**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	1,809,500	2,975,750	3,184,700	3,506,400	**11,476,350**
12. Funds set aside for participation in grantee technical assistance	200,000	200,000	0	0	**400,000**
13. Total Grant Funds Requested (add lines 9-12)	**7,089,677**	**9,871,427**	**7,826,119**	**6,835,033**	**31,622,256**
14. Funds from other sources used to support the State Plan	199,905,247	319,830,933	326,997,446	317,484,001	**1,164,217,627**
15. Total Agency Budget (add lines 13-14)	**206,994,924**	**329,702,360**	**334,823,565**	**324,319,034**	**1,195,839,883**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - Office of Early Childhood					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	201,080,624	321,713,010	328,248,340	318,299,119	**1,169,341,093**
Project B 1	22,500	0	0	0	**22,500**
Project B 2	1,857,100	2,975,750	3,184,700	3,506,400	**11,523,950**
Project B 3	605,500	777,500	332,805	367,675	**2,083,480**
Project B 4	2,542,200	3,389,600	2,492,720	1,595,840	**10,020,360**
Project B 5	0	0	0	0	**0**
Project C 1	25,000	25,000	0	0	**50,000**
Project C 3	200,000	200,000	200,000	200,000	**800,000**
Project D 1	255,000	256,500	0	0	**511,500**
Project D 2	300,000	300,000	300,000	300,000	**1,200,000**
Project E 1	0	15,000	15,000	0	**30,000**
Project E 2	0	0	0	0	**0**
Project P 4	107,000	50,000	50,000	50,000	**257,000**
Total Agency Budget	**206,994,924**	**329,702,360**	**334,823,565**	**324,319,034**	**1,195,839,883**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

Office of Early Childhood – Budget Narrative

Describe, in the text box below, the Participating State Agency's budget, including—

- *How the Participating State Agency plans to organize its operation in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work:*
- *For each project in which the Participating State Agency is involved and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

The Office of Early Childhood is attached for administrative purposes only to the State Department of Education. Therefore, the SDE Division of Finance and Internal Operations will monitor and manage these funds for the OEC. The program management of these funds will be directed by the Executive Director of the OEC via the RTT-ELC Project Manager and any new staff identified in the budget. The Project Manager, in conjunction with the fiscal office, will monitor progress of the projects set forth in Exhibit 1 (A) of each of the enclosed MOUSs, consistent with the federal guidelines relative to program and fiscal requirements.

OEC's roles and responsibilities related to the RTT-ELC grant and the participating state agencies are:

Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;

1. Award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan in a timely manner during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
2. Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
3. Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;

4. Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
5. Identify sources of technical assistance for each project.

In addition, the OEC will:

- As lead agency, provide overall project leadership including managing all Race to the Top – Early Learning Challenge Projects;
- Abide by the governance structure outlined in the State Plan, in which the funding and administration of most early learning and development is consolidated in the OEC; and
- Sustain a level of agency staff following the end of the Race to the Top – Early Learning Challenge grant period that is sufficient to continue State Plan implementation.

The budgets for each Participating State Agency and each project were developed from a rigorous planning process by the project leaders to consider the specific needs of each project. The cross-agency partners involved in each project identified specific project needs and outlined them using the budget format provided for in the federal guidance. These budgets were reviewed and accepted for conformance with the statewide plan. Please see Tables II-1 and II-2 as well as the budget spreadsheets for a detailed breakdown of agency expenses.

AGENCY BUDGET - EDUCATION

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	84,350	85,615	89,468	93,494	**352,927**
2. Fringe Benefits	68,256	69,280	72,397	75,655	**285,588**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	0	0	0	0	**0**
6. Contractual	0	100,000	212,500	212,500	**525,000**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**152,606**	**254,895**	**374,365**	**381,649**	**1,163,515**
10. Indirect Costs*	14,741	10,841	11,576	11,910	**49,068**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**167,347**	**265,736**	**385,941**	**393,559**	**1,212,583**
14. Funds from other sources used to support the State Plan	43,500,000	21,100,000	21,000,000	21,000,000	**106,600,000**
15. Total Agency Budget (add lines 13-14)	**43,667,347**	**21,365,736**	**21,385,941**	**21,393,559**	**107,812,583**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - EDUCATION					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	26,000,000	21,100,000	21,000,000	21,000,000	**89,100,000**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	17,500,000	0	0	0	**17,500,000**
Project B 5	0	0	0	0	**0**
Project C 1	0	0	0	0	**0**
Project C 3	0	0	0	0	**0**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	167,347	265,736	385,941	393,559	**1,212,583**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**43,667,347**	**21,365,736**	**21,385,941**	**21,393,559**	**107,812,583**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

State Department of Education – Budget Narrative

Describe, in the text box below, the Participating State Agency's budget, including—

- *How the Participating State Agency plans to organize its operation in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work:*
- *For each project in which the Participating State Agency is involved and consistent with the MOU or other binding agreement and scope of work:*
    - *An explanation of the Participating State Agency's roles and responsibilities*
    - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

SDE will utilize existing staff and systems with its fiscal office to monitor and manage these funds. The program management of these funds will be directed by the Executive Director of the Office of Early Childhood via the RTT-ELC Project Manager and any new staff identified in the budget. The project manager, in conjunction with the fiscal office of the Department of Education, will monitor progress of the projects set forth in Exhibit 1 (E) of the attached MOU and listed below, consistent with the federal guidelines relative to program and fiscal requirements.

- Work collaboratively with the OEC to develop a plan and process for a multi-year phase-in of licensing requirements for public pre-K programs and exploring alternative licensing requirements for public school pre-K programs.
- Offer financial incentives to public schools for facility improvement to meet licensing requirements as they are developed
- Provide preschool IDEA funding to support public school pre-K programs to become NAEYC accredited
- Promote the new Birth to five early learning and development standards in public Pre-K programs and Kindergarten classrooms and engage early childhood program providers in training related to the development of early literacy skills
- Participate in the Early Childhood Professional Development Consortia
- Include Kindergarten Entry Assessment data in the state longitudinal data system and maintain a portal to share the results of the KEA.
- Maintain administration of KEA data collection
- Collaborate with the OEC to provide initial and ongoing training for Kindergarten Entry Coordinators on the KEA administration;

- Participate in OEC/SDE partnership for Pre-K to Grade 3 Institute for the Alliance Districts
- Offer elementary principals participation in P-3 Executive Leadership Program in collaboration with the University of Connecticut.

Additional responsibilities include:

- Abide by the governance structure outlined in the State Plan
- Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modification that affect a Participating State Agency, or when a Participating State agency's Scope of Work requires modification.,
- Sustain a level of agency staff following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation.

The budgets for each Participating State Agency and each project were developed from a rigorous planning process by the project leaders to consider the specific needs of each project. The cross-agency partners involved in each project identified specific project needs and outlined them using the budget format provided for in the federal guidance. These budgets were reviewed and accepted for conformance with the statewide plan. Please see Tables II-1 and II-2 as well as the budget spreadsheets for a detailed breakdown of agency expenses.

AGENCY BUDGET - UCONN					
Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	60,000	245,000	169,725	139,663	**614,388**
2. Fringe Benefits	48,552	198,254	137,341	113,015	**497,162**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	13,000	58,000	40,000	30,000	**141,000**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	50,000	185,000	185,000	185,000	**605,000**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**171,552**	**686,254**	**532,066**	**467,678**	**1,857,550**
10. Indirect Costs*	18,655	70,925	52,207	46,268	**188,055**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**190,207**	**757,179**	**584,273**	**513,945**	**2,045,605**
14. Funds from other sources used to support the State Plan	0	0	0	0	**0**
15. Total Agency Budget (add lines 13-14)	**190,207**	**757,179**	**584,273**	**513,945**	**2,045,605**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - UCONN					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	0	0	0	0	**0**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	0	0	0	0	**0**
Project B 5	0	241,963	251,365	255,692	**749,020**
Project C 1	25,701	289,816	0	0	**315,517**
Project C 3	0	0	0	0	**0**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	109,506	21,901	129,407	54,753	**315,567**
Project E 2	0	0	0	0	**0**
Project P 4	55,000	203,500	203,500	203,500	**665,500**
Total Agency Budget	**190,207**	**757,179**	**584,273**	**513,945**	**2,045,605**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

University of Connecticut – Neag School of Education – Budget Narrative

Describe, in the text box below, the Participating State Agency's budget, including—

- *How the Participating State Agency plans to organize its operation in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work:*
- *For each project in which the Participating State Agency is involved and consistent with the MOU or other binding agreement and scope of work:*
    - *An explanation of the Participating State Agency's roles and responsibilities*
    - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

UConn will utilize existing staff and systems with its fiscal office to monitor and manage these funds. The program management of these funds will be directed by the Executive Director of the Office of Early Childhood via the RTT-ELC Project Manager and any new staff identified in the budget. The project manager, in conjunction with the fiscal office of the Department of Education, will monitor progress of the projects set forth in Exhibit 1 (E) of the attached MOU and listed below, consistent with the federal guidelines relative to program and fiscal requirements.

- Facilitate review of the TQRIS by community stakeholders and analyze pilot data, reliability ratings and implementation data
- Conduct an alignment study of Maryland's Formative Assessment Tool and Connecticut's Early Learning and Development Standards
- Pilot a formative assessment system and create and lead an Early Childhood Assessment Advisory Committee
- Send representation to the KEA Executive Committee
- Review development of the KEA
- Set Standards for the KEA using census administration data
- Provide validation for the KEA instrument as well as ongoing analysis

Additional responsibilities include:

- Abide by the governance structure outlined in the State Plan; and
- Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modification that

affect a Participating State Agency, or when a Participating State agency's Scope of Work requires modification.

AGENCY BUDGET - ECSU

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	375,000	380,625	50,000	0	**805,625**
2. Fringe Benefits	303,450	308,002	40,460	0	**651,912**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	33,000	33,000	10,000	0	**76,000**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**711,450**	**721,627**	**100,460**	**0**	**1,533,537**
10. Indirect Costs*	71,145	72,163	10,046	0	**153,354**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**782,595**	**793,790**	**110,506**	**0**	**1,686,891**
14. Funds from other sources used to support the State Plan	0	0	0	0	**0**
15. Total Agency Budget (add lines 13-14)	**782,595**	**793,790**	**110,506**	**0**	**1,686,891**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - ECSU					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	0	0	0	0	**0**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	782,595	793,790	110,506	0	**1,686,891**
Project B 5	0	0	0	0	**0**
Project C 1	0	0	0	0	**0**
Project C 3	0	0	0	0	**0**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	0	0	0	0	**0**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**782,595**	**793,790**	**110,506**	**0**	**1,686,891**

Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

Eastern Connecticut State University – Budget Narrative

Describe, in the text box below, the Participating State Agency's budget, including—

- *How the Participating State Agency plans to organize its operation in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work:*
- *For each project in which the Participating State Agency is involved and consistent with the MOU or other binding agreement and scope of work:*
    - *An explanation of the Participating State Agency's roles and responsibilities*
    - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

ECSU will utilize existing staff and systems with its fiscal office to monitor and manage these funds. The program management of these funds will be directed by the Executive Director of the Office of Early Childhood via the RTT-ELC Project Manager and any new staff identified in the budget. The project manager, in conjunction with the fiscal office of the Department of Education, will monitor progress of the projects set forth in Exhibit 1 (E) of the attached MOU and listed below, consistent with the federal guidelines relative to program and fiscal requirements.

- Conduct a needs assessment to identify early childhood training resources currently available
- Determine materials that would be most useful to center and home-based providers; and
- Develop video-enhanced technical assistance modules based on the results of this needs assessment.

Additional responsibilities include:

- Abide by the governance structure outlined in the State Plan; and
- Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modification that affect a Participating State Agency, or when a Participating State agency's Scope of Work requires modification.

AGENCY BUDGET - Charter Oak State College					
Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	37,000	37,555	39,245	41,011	**154,811**
2. Fringe Benefits	29,940	30,390	31,757	33,186	**125,273**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	9,000	8,000	8,000	8,000	**33,000**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**75,940**	**75,945**	**79,002**	**82,197**	**313,084**
10. Indirect Costs*	7,594	7,595	7,900	8,220	**31,308**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**83,534**	**83,540**	**86,902**	**90,417**	**344,392**
14. Funds from other sources used to support the State Plan	0	0	0	0	**0**
15. Total Agency Budget (add lines 13-14)	**83,534**	**83,540**	**86,902**	**90,417**	**344,392**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - Charter Oak State College					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	0	0	0	0	**0**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	0	0	0	0	**0**
Project B 5	0	0	0	0	**0**
Project C 1	0	0	0	0	**0**
Project C 3	0	0	0	0	**0**
Project D 1	83,534	83,540	86,902	90,417	**344,392**
Project D 2	0	0	0	0	**0**
Project E 1	0	0	0	0	**0**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**83,534**	**83,540**	**86,902**	**90,417**	**344,392**

Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

Charter Oak State College – Budget Narrative

Describe, in the text box below, the Participating State Agency's budget, including—

- *How the Participating State Agency plans to organize its operation in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work:*
- *For each project in which the Participating State Agency is involved and consistent with the MOU or other binding agreement and scope of work:*
    - *An explanation of the Participating State Agency's roles and responsibilities*
    - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

Charter Oak State College will utilize existing staff and systems with its fiscal office to monitor and manage these funds. The program management of these funds will be directed by the Executive Director of the Office of Early Childhood via the RTT-ELC Project Manager and any new staff identified in the budget. The project manager, in conjunction with the fiscal office of the Department of Education, will monitor progress of the projects set forth in Exhibit 1 (E) of the attached MOU and listed below, consistent with the federal guidelines relative to program and fiscal requirements.

- Collaborate with the OEC to manage the Connecticut Credit Assessment Program to assess specific competency-based non-credit professional development to determine a credit worth for acceptance at colleges within an articulation cohort.

Additional responsibilities include:

- Abide by the governance structure outlined in the State Plan; and
- Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modification that affect a Participating State Agency, or when a Participating State agency's Scope of Work requires modification.

AGENCY BUDGET - UCONN Health Center					
Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	200,000	0	0	0	**200,000**
2. Fringe Benefits	161,840	0	0	0	**161,840**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	12,000	0	0	0	**12,000**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**373,840**	**0**	**0**	**0**	**373,840**
10. Indirect Costs*	39,884	0	0	0	**39,884**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**413,724**	**0**	**0**	**0**	**413,724**
14. Funds from other sources used to support the State Plan	0	0	0	0	**0**
15. Total Agency Budget (add lines 13-14)	**413,724**	**0**	**0**	**0**	**413,724**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - UCONN Health Center					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	0	0	0	0	**0**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	0	0	0	0	**0**
Project B 5	0	0	0	0	**0**
Project C 1	413,724	0	0	0	**413,724**
Project C 3	0	0	0	0	**0**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	0	0	0	0	**0**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**413,724**	**0**	**0**	**0**	**413,724**

Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

University of Connecticut – Health Center – Budget Narrative

Describe, in the text box below, the Participating State Agency's budget, including—

- *How the Participating State Agency plans to organize its operation in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work:*
- *For each project in which the Participating State Agency is involved and consistent with the MOU or other binding agreement and scope of work:*
    - *An explanation of the Participating State Agency's roles and responsibilities*
    - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

UConn Health Center will utilize existing staff and systems with its fiscal office to monitor and manage these funds. The program management of these funds will be directed by the Executive Director of the Office of Early Childhood via the RTT-ELC Project Manager and any new staff identified in the budget. The project manager, in conjunction with the fiscal office of the Department of Education, will monitor progress of the projects set forth in Exhibit 1 (E) of the attached MOU and listed below, consistent with the federal guidelines relative to program and fiscal requirements.

- Develop written guidance and training modules for implementation of the Early Learning and Development Standards and aligned assessment tool with children with disabilities and English Language Learners.

Additional responsibilities include:

- Abide by the governance structure outlined in the State Plan; and
- Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modification that affect a Participating State Agency, or when a Participating State agency's Scope of Work requires modification.

AGENCY BUDGET - DSS

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	**0**
2. Fringe Benefits	0	0	0	0	**0**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	0	0	0	0	**0**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**0**	**0**	**0**	**0**	**0**
10. Indirect Costs*	0	0	0	0	**0**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**0**	**0**	**0**	**0**	**0**
14. Funds from other sources used to support the State Plan	60,944,846	0	0	0	**60,944,846**
15. Total Agency Budget (add lines 13-14)	**60,944,846**	**0**	**0**	**0**	**60,944,846**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - DSS					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	60,944,846	0	0	0	**60,944,846**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	0	0	0	0	**0**
Project B 5	0	0	0	0	**0**
Project C 1	0	0	0	0	**0**
Project C 3	0	0	0	0	**0**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	0	0	0	0	**0**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**60,944,846**	**0**	**0**	**0**	**60,944,846**

State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

Department of Social Services – Budget Narrative

Describe, in the text box below, the Participating State Agency's budget, including—

- *How the Participating State Agency plans to organize its operation in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work:*
- *For each project in which the Participating State Agency is involved and consistent with the MOU or other binding agreement and scope of work:*
    - *An explanation of the Participating State Agency's roles and responsibilities*
    - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

The RTT-ELC project manager will monitor progress of the projects set forth in Exhibit 1 (E) of the attached MOU and listed below, consistent with the federal guidelines relative to program and fiscal requirements.

- Implement the terms of the previously executed MOU between the Department of Public Health and the Office of Early Childhood regarding the transfer of the Care4Kids program effective 7/1/14.
- Ensure that DSS case workers participate in training related to the ConneCT to Quality rating system.
- Ensure that DSS case workers participate in training related to best practice strategies in informing families of children with disabilities or other high needs of the importance of high-quality child care.

Additional responsibilities include:

- Abide by the governance structure outlined in the State Plan; and
- Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modification that affect a Participating State Agency, or when a Participating State agency's Scope of Work requires modification.

AGENCY BUDGET - DDS

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	**0**
2. Fringe Benefits	0	0	0	0	**0**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	0	0	0	0	**0**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**0**	**0**	**0**	**0**	**0**
10. Indirect Costs*	0	0	0	0	**0**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**0**	**0**	**0**	**0**	**0**
14. Funds from other sources used to support the State Plan	41,080,375	44,783,113	44,596,113	44,418,829	**174,878,430**
15. Total Agency Budget (add lines 13-14)	**41,080,375**	**44,783,113**	**44,596,113**	**44,418,829**	**174,878,430**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - DDS					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	0	0	0	0	**0**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	0	0	0	0	**0**
Project B 5	0	0	0	0	**0**
Project C 1	0	0	0	0	**0**
Project C 3	41,080,375	44,783,113	44,596,113	44,418,829	**174,878,430**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	0	0	0	0	**0**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**41,080,375**	**44,783,113**	**44,596,113**	**44,418,829**	**174,878,430**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

Department of Developmental Services – Budget Narrative

Describe, in the text box below, the Participating State Agency's budget, including—

- *How the Participating State Agency plans to organize its operation in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work:*
- *For each project in which the Participating State Agency is involved and consistent with the MOU or other binding agreement and scope of work:*
    - *An explanation of the Participating State Agency's roles and responsibilities*
    - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

The RTT-ELC project manager will monitor progress of the projects set forth in Exhibit 1 (E) of the attached MOU and listed below, consistent with the federal guidelines relative to program and fiscal requirements.

- Ensure that DDS case managers participate in training related to the ConneCT to Quality rating system
- Ensure that DDS case managers participate in training related to best practice strategies in informing families of children with disabilities or other high needs of the importance of high-quality child care.

Additional responsibilities include:

- Abide by the governance structure outlined in the State Plan; and
- Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modification that affect a Participating State Agency, or when a Participating State agency's Scope of Work requires modification.

AGENCY BUDGET - DPH

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	**0**
2. Fringe Benefits	0	0	0	0	**0**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	0	0	0	0	**0**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**0**	**0**	**0**	**0**	**0**
10. Indirect Costs*	0	0	0	0	**0**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**0**	**0**	**0**	**0**	**0**
14. Funds from other sources used to support the State Plan	12,213,231	0	0	0	**12,213,231**
15. Total Agency Budget (add lines 13-14)	**12,213,231**	**0**	**0**	**0**	**12,213,231**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY BUDGET - DPH					
Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	12,213,231	0	0	0	**12,213,231**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	0	0	0	0	**0**
Project B 5	0	0	0	0	**0**
Project C 1	0	0	0	0	**0**
Project C 3	0	0	0	0	**0**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	0	0	0	0	**0**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**12,213,231**	**0**	**0**	**0**	**12,213,231**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

Department of Public Health – Budget Narrative

Describe, in the text box below, the Participating State Agency's budget, including—

- *How the Participating State Agency plans to organize its operation in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work:*
- *For each project in which the Participating State Agency is involved and consistent with the MOU or other binding agreement and scope of work:*
    - *An explanation of the Participating State Agency's roles and responsibilities*
    - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item.*

The RTT-ELC project manager will monitor progress of the projects set forth in Exhibit 1 (E) of the attached MOU and listed below, consistent with the federal guidelines relative to program and fiscal requirements.

- Implement the terms of the previously executed MOU between the Department of Public Health and the Office of Early Childhood regarding the transfer of child care licensing staff effective 7/1/14.
- Inform the Health Resources and Services Administration that DPH wishes to relinquish the MIECHV home visiting grants, effective 9/30/14 in order to allow the OEC to apply for those grants.

Additional responsibilities include:

- Abide by the governance structure outlined in the State Plan; and
- Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modification that affect a Participating State Agency, or when a Participating State agency's Scope of Work requires modification.

BUDGET: 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): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

XVI. APPLICATION CHECKLIST

Please use the following checklist to ensure that your application is complete:

<u>Formatting Recommendations</u> (page 11)

X☐ Are all the pages 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides?
X☐ Are all pages numbered?
X☐ Is the line spacing for the narratives set to 1.5 spacing, and the font to 12 point Times New Roman?

<u>Application Assurances and Certifications</u> (page 21)

X☐ Is all of the requested information included on the Race to the Top–Early Learning Challenge Application Assurances and Certifications page?
X☐ **SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed and dated the Application Assurances and Certifications?
X☐ **SIGNATURE REQUIRED** – Has an authorized representative from the Lead Agency signed the Application Assurances and Certifications?
SIGNATURE REQUIRED -- Has an authorized representative from each Participating State Agency signed the Application Assurances and Certifications? (Note: all Participating State Agencies must sign the application. See definition of Participating State Agency, page 18)

<u>State Attorney General Certification</u> (page 23)

X☐ **SIGNATURE REQUIRED** – Has the State Attorney General or his/her authorized representative signed the Certifications?

<u>Accountability, Transparency, Reporting, and Other Assurances and Certifications</u> (page 24)

X☐ **SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the other Assurances and Certifications?

<u>Eligibility Requirements</u> (page 25)

X☐ Has the State Provided a list of the Participating State Agencies?
X☐ Has the State completed an MOU with each Participating State Agency?
X☐ Does each MOU include the necessary assurances?
X☐ **SIGNATURE REQUIRED** – Has every Participating State Agency signed an MOU that includes a preliminary Scope of Work, using Exhibit I or an equivalent model?
X☐ **SIGNATURE REQUIRED** – Has the Lead Agency counter-signed every MOU and preliminary Scope of Work?
X☐ Has the State certified that it is participating in the home visiting program, consistent with the requirement on page 25?

Selection Criteria

Core Areas (page 27)

(A) Successful State Systems and (B) High-Quality, Accountable Programs

X☐ Has the State responded to each of the selection criteria in Core Areas (A) and (B)?

Focused Investment Areas

(C) Promoting Early Learning and Development Outcomes for Children (page 60)

X☐ Has the State responded to at least two of the selection criteria in section (C)?

(D) A Great Early Childhood Education Workforce (page 69)

X☐ Has the State responded to at least one of the selection criteria in (D)?

(E) Measuring Outcomes and Progress (page 74)

X☐ Has the State responded to at least one of the selection criteria in (E)?

OPTIONAL: Competition Priorities (page 77)

X☐ Competitive Preference Priority 2: Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System.

X☐ Competitive Preference Priority 3: Understanding the Status of Children's Learning and Development at Kindergarten Entry (if the State has chosen to write to (E)(1)).

X☐ Competitive Preference Priority 4: Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades.

X☐ Competitive Preference Priority 5: Addressing the Needs of Children in Rural Areas.

☐ Invitational Priority 6: Encouraging Private-Sector Support.

Budget (page 82)

☐ Has the State completed the following elements of the Budget?

- X☐ Budget Part I: Summary Tables and Narratives
- X☐ Budget Part II: Participating State Agency Budget Tables and Narratives, for each Participating State Agency
- X☐ Indirect Costs form

X☐ Has the State created its budget spreadsheets?

Appendix (page 123)

X☐ Has the State created a table of contents for its appendix?

X☐ Has the State included all required documents per the instructions in the application?

X☐ OPTIONAL: Has the State included supporting information the State believes will be helpful to peer reviewers?

<u>Application Requirements</u> (page 99)

X☐ Has the State fulfilled all of the application requirements?

<u>Application Submission Procedures</u> (page 117)

X☐ Has the State complied with the submission format requirements, including the application deadline for submission?

X☐ Does the State's submission include three CDs or DVDs, each containing the following four separate files?

- Body of the application narrative, including budget tables, that has been converted into a searchable .PDF document. Note that a .PDF created from a scanned document will not be searchable.
- Single file in a .PDF format that contains all application appendices
- Single file in a .PDF format that contains all required signature pages
- Completed electronic budget spreadsheets

X☐ Has the State submitted originals of all the required Signature pages?

Appendix

Budget Detail by Participating State Agency

The following pages display each Participating State Agency's individual project level budget information.

It is these individual budgets that drive the data collection for the overarching Statewide Budget.

AGENCY BUDGET - Office of Early Childhood					
Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	301,371	462,014	445,681	426,942	**1,636,008**
2. Fringe Benefits	243,869	373,862	360,645	345,482	**1,323,858**
3. Travel	0	1,500	0	0	**1,500**
4. Equipment	47,600	0	0	0	**47,600**
5. Supplies	200,000	200,000	0	0	**400,000**
6. Contractual	3,770,200	5,157,100	3,590,525	2,313,515	**14,831,340**
7. Training Stipends	232,000	200,000	200,000	200,000	**832,000**
8. Other	255,000	255,000	0	0	**510,000**
9. Total Direct Costs (add lines 1-8)	**5,050,040**	**6,649,476**	**4,596,851**	**3,285,939**	**19,582,306**
10. Indirect Costs*	30,137	46,201	44,568	42,694	**163,601**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	1,809,500	2,975,750	3,184,700	3,506,400	**11,476,350**
12. Funds set aside for participation in grantee technical assistance	200,000	200,000	0	0	**400,000**
13. Total Grant Funds Requested (add lines 9-12)	**7,089,677**	**9,871,427**	**7,826,119**	**6,835,033**	**31,622,256**
14. Funds from other sources used to support the State Plan	199,905,247	319,830,933	326,997,446	317,484,001	**1,164,217,627**
15. Total Agency Budget (add lines 13-14)	**206,994,924**	**329,702,360**	**334,823,565**	**324,319,034**	**1,195,839,883**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - Office of Early Childhood					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	201,080,624	321,713,010	328,248,340	318,299,119	**1,169,341,093**
Project B 1	22,500	0	0	0	**22,500**
Project B 2	1,857,100	2,975,750	3,184,700	3,506,400	**11,523,950**
Project B 3	605,500	777,500	332,805	367,675	**2,083,480**
Project B 4	2,542,200	3,389,600	2,492,720	1,595,840	**10,020,360**
Project B 5	0	0	0	0	**0**
Project C 1	25,000	25,000	0	0	**50,000**
Project C 3	200,000	200,000	200,000	200,000	**800,000**
Project D 1	255,000	256,500	0	0	**511,500**
Project D 2	300,000	300,000	300,000	300,000	**1,200,000**
Project E 1	0	15,000	15,000	0	**30,000**
Project E 2	0	0	0	0	**0**
Project P 4	107,000	50,000	50,000	50,000	**257,000**
Total Agency Budget	**206,994,924**	**329,702,360**	**334,823,565**	**324,319,034**	**1,195,839,883**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

OEC Budget Details
Project A3

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	Year 1	Year 2	Year 3	Year 4	Total
1	**Personnel**						
	Staff #1	1 FTE @ 120,000/yr - Durational Project Manager - RTT Grant Manager overseeing entire grant program.(Key Activity 5)	$90,000	$121,800	$127,281	$133,009	$472,090
	Staff #2	2 FTE @ $52,593 /yr Fiscal Admin Asst. For Financial Incentive Administrators (Partial 1st Year)	$68,371	$106,764	$111,568	$116,589	$403,292
	Staff #3	1 FTE @ $70,000/yr Project Coordinator per year - to facilitate public engagement and development of additional activities in grant (CKC development, QRIS guidance) (Partial 1st Year, 50% 3rd year)	$49,000	$71,050	$37,124	$0	$157,174
	Staff #4	1 FTE @ $70,000/yr Community Liaison to connect with local communities on QRIS roll-out (Partial 1st Year)	$49,000	$71,050	$74,247	$77,588	$271,886
	Staff #5	1 FTE @ $90,000 for Durational Project Manager for QRIS Management (Partial 1st Year)	$45,000	$91,350	$95,461	$99,756	$331,567
2	**Fringe Benefits**						
	Fringe Benefits	Connecticut Fringe Benefit % Calculation Employer Share Medical Ins. (Est %) 18.28% Employer Share Group Life Ins. (Est %) 0.16% Employer Share FICA-Social Security 6.20% Employer Share FICA-Medicare 1.45% Unemployment Compensation 0.12% Employer SERS Retirement Reg. Employee 54.71% Total: 80.92%	$243,869	$373,862	$360,645	$345,482	$1,323,858
3	**Travel**						
4	**Equipment**						
5	**Supplies**						
6	**Contractual**						

OEC Budget Details
Project A3

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	Year 1	Year 2	Year 3	Year 4	Total
	Contractual	Facilities -Temporary costs associated with aggregation of different agencies' employtees identified to collaborate on ELC mission until such time as permanent accomodatio`ns are ready. (Key Activity 1)	$400,000	$800,000	$400,000	$0	$1,600,000
7	**Training Stipends**						
8	**Other**						
9	**Total Direct Charges**		**$945,240**	**$1,635,876**	**$1,206,326**	**$772,424**	**$4,559,866**
10	**Indirect Charges**	Grant funds requested are XX% of Direct Costs. State must complete indirect cost information at end of budget	$30,137.09	$46,201.38	$44,568.08	$42,694.22	$163,601
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance	Technical Assistance Setaside for participation of mandatory TA and Conferences.	$200,000	$200,000	$0	$0	$400,000
13	**TOTAL GRANT FUNDS REQUESTED**		**$1,175,377**	**$1,882,077**	**$1,250,894**	**$815,118**	**$5,123,466**
14	Funds from other sources used to support the State Plan	See table (A)-(4) -1 for brakout and narrative	**$199,905,247**	**$319,830,933**	**$326,997,446**	**$317,484,001**	$1,164,217,627
15	**Total Statewide Budget** (add lines 13-14)		**$201,080,624**	**$321,713,010**	**$328,248,340**	**$318,299,119**	**$1,169,341,093**

OEC Budget Details
Project B1

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	Year 1	Year 2	Year 3	Year 4	Total
6	**Contractual**	Facilitator for licensure workgroup	$22,500	$0	$0	$0	$22,500
9	**Total Direct Charges**		**$22,500**	**$0**	**$0**	**$0**	**$22,500**
10	**Indirect Charges**		$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$22,500**	**$0**	**$0**	**$0**	**$22,500**
14	Funds from other sources used to support the State Plan		**$0**	**$0**	**$0**	**$0**	$0
15	**Total Statewide Budget** (add lines 13-14)		**$22,500**	**$0**	**$0**	**$0**	**$22,500**

OEC Budget Details
Project B2

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
4	**Equipment**	56 Tablets form Licensing Staff to convert to digital process from paper, pricing includes Software and Training (56 @$850 per) (KA2)	$47,600	$0	$0	$0	$47,600
9	**Total Direct Charges**		**$47,600**	**$0**	**$0**	**$0**	**$47,600**
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**	Annual Quality Achievement Awards (see calculations in appendix , Copay elimination for Tier 4 programs ($1m per year), Quality Improvement Plan grants for 900K	$1,809,500	$2,975,750	$3,184,700	$3,506,400	$11,476,350
13	**TOTAL GRANT FUNDS REQUESTED**		**$1,857,100**	**$2,975,750**	**$3,184,700**	**$3,506,400**	**$11,523,950**
15	**Total Statewide Budget** (add lines 13-14)		**$1,857,100**	**$2,975,750**	**$3,184,700**	**$3,506,400**	**$11,523,950**

OEC Budget Details
Project B3

			RTT Grant Funds				
		Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
5	**Supplies**						
	XXX Supplies	Printing for public Information Campaign	$200,000	$200,000	$0	$0	$400,000
6	**Contractual**						
	Contractual	Public Information Campaign PR Contract	$200,000	$400,000	$100,000	$50,000	$750,000
	Contractua	Contract with entity such as 211 for TRAINING COMMUNITY PARTNERS 1 FTE, 85K, ENHANCED REFERRALS, 1 FTE AT 70 K	$155,000	$155,000	$155,000	$155,000	$620,000
	Contractual	Trainingof raters (in yr 1) and Implementation of ERS and CLASS ratings. ($450 per consultants for implemenation for Tier 3 programs) (KA 2)	$50,500	$22,500	$77,805	$162,675	$313,480
9	**Total Direct Charges**		**$605,500**	**$777,500**	**$332,805**	**$367,675**	**$2,083,480**
10	**Indirect Charges**	Grant funds requested are XX% of Direct Costs. State must complete indirect cost information at end of budget	$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$605,500**	**$777,500**	**$332,805**	**$367,675**	**$2,083,480**
14	Funds from other sources used to support the State Plan						$0
15	**Total Statewide Budget** (add lines 13-14)		**$605,500**	**$777,500**	**$332,805**	**$367,675**	**$2,083,480**

OEC Budget Details
Project B4

			RTT Grant Funds				
		Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
6	**Contractual**						
	Contractual	See hub calculations spreadsheet for breakout. This is costs for 5 Hubs including staffing, operations and startup costs. This also plans for phase out and partial first year.	$2,242,200	$2,989,600	$2,092,720	$1,195,840	$8,520,360
	Contractual	Contract to 211 for Provider Ortienattion Project. (KA1) $400k each YR	$300,000	$400,000	$400,000	$400,000	$1,500,000
9	**Total Direct Charges**		**$2,542,200**	**$3,389,600**	**$2,492,720**	**$1,595,840**	**$10,020,360**
10	**Indirect Charges**		$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$2,542,200**	**$3,389,600**	**$2,492,720**	**$1,595,840**	**$10,020,360**
14	Funds from other sources used to support the State Plan	** SEE INSTRUCTIONS **	**$0**	**$0**	**$0**	**$0**	$0
15	**Total Statewide Budget** (add lines 13-14)		**$2,542,200**	**$3,389,600**	**$2,492,720**	**$1,595,840**	**$10,020,360**

OEC Budget Details
Project C1

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	Year 1	Year 2	Year 3	Year 4	Total
6	**Contractual**						
	Contractual	Translation of standards documents into Spanish and smaller parent guidance into 5 languages (KA 2)	$25,000	$25,000	$0	$0	$50,000
			$0				
9	**Total Direct Charges**		**$25,000**	**$25,000**	**$0**	**$0**	**$50,000**
10	**Indirect Charges**		$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**			$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$25,000**	**$25,000**	**$0**	**$0**	**$50,000**
14	Funds from other sources used to support the State Plan		**$0**	**$0**	**$0**	**$0**	$0
15	**Total Statewide Budget** (add lines 13-14)		**$25,000**	**$25,000**	**$0**	**$0**	**$50,000**

OEC Budget Details
Project C3

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
6	**Contractual**						
	Contractual	Expand Help Me Grow Campaign - 4 years 10 communities each year $10K per. Related services and operations of program including materials and dissemination @ $10k per community. (KA 3)	$200,000	$200,000	$200,000	$200,000	$800,000
9	**Total Direct Charges**		**$200,000**	**$200,000**	**$200,000**	**$200,000**	**$800,000**
10	**Indirect Charges**		$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$200,000**	**$200,000**	**$200,000**	**$200,000**	**$800,000**
14	Funds from other sources used to support the State Plan		$0	$0	$0	$0	$0
15	**Total Statewide Budget** (add lines 13-14)		**$200,000**	**$200,000**	**$200,000**	**$200,000**	**$800,000**

OEC Budget Details
Project D1

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
3	**Travel**						
	Travel Category #	One Regional or National Workforce/Data Registry Meetings per year. Hotel, Air fare, Meals, Ground Transport $1,500	$0	$1,500	$0	$0	$1,500
8	**Other**						
	Stipends	Higher education and PD provider stipend for Consortium engagement which includes re-alignment of coursework and PD offerings, assessment development, data development **(25,000 per institution** and PD developer that engages - expect 15 institutions and 10 PD developers) Spread over 2 yrs. (KA 3)	$255,000	$255,000	$0	$0	$510,000
9	**Total Direct Charges**		**$255,000**	**$256,500**	**$0**	**$0**	**$511,500**
10	**Indirect Charges**		$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$255,000**	**$256,500**	**$0**	**$0**	**$511,500**
14	Funds from other sources used to support the State Plan		**$0**	**$0**	**$0**	**$0**	$0
15	**Total Statewide Budget** (add lines 13-14)		**$255,000**	**$256,500**	**$0**	**$0**	**$511,500**

OEC Budget Details
Project D2

			RTT Grant Funds				
		Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
6	**Contractual**						
	Contractual	Support the existing alternative route to the ECTC system by increasing capacity to take more applications and review portfolios, thereby increasing the number of educators receiving credentials through the individual review route in a timely fashion. (KA 4)	$100,000	$100,000	$100,000	$100,000	$400,000
7	**Training Stipends**						
	Stipends	START BONUSES Pool: ELIGIBLE TO PROGRAMS SERVICE 10% OR MORE HIGH NEEDS KIDS or FFN/FCC taking subsidized children or for English as a second language	$200,000	$200,000	$200,000	$200,000	$800,000
9	**Total Direct Charges**		**$300,000**	**$300,000**	**$300,000**	**$300,000**	**$1,200,000**
10	**Indirect Charges**		$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$300,000**	**$300,000**	**$300,000**	**$300,000**	**$1,200,000**
14	Funds from other sources used to support the State Plan		**$0**	**$0**	**$0**	**$0**	$0
15	**Total Statewide Budget** (add lines 13-14)		**$300,000**	**$300,000**	**$300,000**	**$300,000**	**$1,200,000**

OEC Budget Details
Project E1

Race to the Top - Project Budget						
		RTT Grant Funds				
	Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Contractual						
Contractual	Contract for Services - KEA Pilot and Field Test - Teacher Recruitment, administration, scoring and focus groups wityh pilot teachers. $15K yr each Yrs 2, 3	$0	$15,000	$15,000		$30,000
Total Direct Charges		**$0**	**$15,000**	**$15,000**	**$0**	**$30,000**
Indirect Charges		$0.00	$0.00	$0.00	$0.00	$0
Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners		$0	$0	$0	$0	$0
Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
TOTAL GRANT FUNDS REQUESTED		**$0**	**$15,000**	**$15,000**	**$0**	**$30,000**
Funds from other sources used to support the State Plan		**$0**	**$0**	**$0**	**$0**	$0
Total Statewide Budget (add lines 13-14)		**$0**	**$15,000**	**$15,000**	**$0**	**$30,000**

OEC Budget Details
Project P4

			RTT Grant Funds				
		Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
6	**Contractual**						
	Contractual	Conference Costs for 3 to 3 Institute for coaches' training . 4 days of hosting at $2500 per day	$10,000	$0	$0	$0	$10,000
	Contractual	District Embedded coaching for 3 to 3 institute - In each year, 2, 3,and 4, a new cohort of 10 districts / communities will receive 28 hours of coaching. Each year has 10 districts x 28 hours per district x $100 per hour. Total of of $28k each for yrs 2,3,4	$0	$28,000	$28,000	$28,000	$84,000
	Contractual	3 to 3 Institute Convening costs for Symposia - Each year's cohort will have 2 symposia @ $11,000 each. (Includes honoraria, and conference hosting costs.) Total 6 symposia (2 each in yrs 2,3, and 4) @ $11,000 = $66,000 total ($22k each yr)	$0	$22,000	$22,000	$22,000	$66,000
	Contractual	University of Washington P3 executive Leadership Certificate Program. Pay UW to develop this program at UCONN. Includes travel, staff, and material costs associated with UW coming to CT to develop the startup.	$65,000	$0	$0	$0	$65,000
7	**Training Stipends**						
	Stipends	Training of Coaches for 3 to 3 Institute 10 coaches x 2 days x $800 Day per x 2 cadres 9 (In hubs?)	$32,000	$0	$0	$0	$32,000
9	**Total Direct Charges**		**$107,000**	**$50,000**	**$50,000**	**$50,000**	**$257,000**
10	**Indirect Charges**		$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$107,000**	**$50,000**	**$50,000**	**$50,000**	**$257,000**
14	Funds from other sources used to support the State Plan						

OEC Budget Details
Project P4

15	**Total Statewide Budget** (add lines 13-14)		**$107,000**	**$50,000**	**$50,000**	**$50,000**	**$257,000**

AGENCY BUDGET - EDUCATION

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	84,350	85,615	89,468	93,494	**352,927**
2. Fringe Benefits	68,256	69,280	72,397	75,655	**285,588**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	0	0	0	0	**0**
6. Contractual	0	100,000	212,500	212,500	**525,000**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**152,606**	**254,895**	**374,365**	**381,649**	**1,163,515**
10. Indirect Costs*	14,741	10,841	11,576	11,910	**49,068**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**167,347**	**265,736**	**385,941**	**393,559**	**1,212,583**
14. Funds from other sources used to support the State Plan	43,500,000	21,100,000	21,000,000	21,000,000	**106,600,000**
15. Total Agency Budget (add lines 13-14)	**43,667,347**	**21,365,736**	**21,385,941**	**21,393,559**	**107,812,583**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - EDUCATION					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	26,000,000	21,100,000	21,000,000	21,000,000	**89,100,000**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	17,500,000	0	0	0	**17,500,000**
Project B 5	0	0	0	0	**0**
Project C 1	0	0	0	0	**0**
Project C 3	0	0	0	0	**0**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	167,347	265,736	385,941	393,559	**1,212,583**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**43,667,347**	**21,365,736**	**21,385,941**	**21,393,559**	**107,812,583**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

SDE Budget Details
Project B4

			RTT Grant Funds				
		Description	Year 1	Year 2	Year 3	Year 4	Total
1	**Personnel**						
2	**Fringe Benefits**						
3	**Travel**						
4	**Equipment**						
5	**Supplies**						
6	**Contractual**						
7	**Training Stipends**						
8	**Other**						
9	**Total Direct Charges**		**$0**	**$0**	**$0**	**$0**	**$0**
10	**Indirect Charges**		$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$0**	**$0**	**$0**	**$0**	**$0**
14	Funds from other sources used to support the State Plan	See table (A)-(4) -1 for brakout and narrative	**$17,500,000**	**$0**	**$0**	**$0**	$17,500,000
15	**Total Statewide Budget** (add lines 13-14)		**$17,500,000**	**$0**	**$0**	**$0**	**$17,500,000**

SDE Budget Details
Project E1

Race to the Top - Project Budget						
		RTT Grant Funds				
	Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Personnel						
Staff	1 FTE @ 84,350/yr - Assoc. Ed Consultant EA34; KEA Full Oversight and Administration. This includes implemtation YR 1, Ongoing management of KEA during YR2, Census administration YRS 3,4, Transition and alignment of all KEA functions to CSDE, YR 4. SHOULD BE IN SDE BUDGET	$84,350	$85,615	$89,468	$93,494	$352,927
Fringe Benefits						
Fringe Benefits	Connecticut Fringe Benefit % Calculation Employer Share Medical Ins. (Est %) 18.28% Employer Share Group Life Ins. (Est %) 0.16% Employer Share FICA-Social Security 6.20% Employer Share FICA-Medicare 1.45% Unemployment Compensation 0.12% Employer SERS Retirement Reg. Employee 54.71% Total: 80.92%	$68,256	$69,280	$72,397	$75,655	$285,588
Travel						
Equipment						
Supplies						
Contractual						
Contractual #	Contract with RESC Alliance to perform all required pre-administartioon and post administration TA and training for all LEA and regional district Kindergarten Entry Coordinators.$212.5K each YR. SHOULD BE IN SDE BUDGET-	$0	$100,000	$212,500	$212,500	$525,000
Training Stipends						
Other						
Total Direct Charges		**$152,606**	**$254,895**	**$374,365**	**$381,649**	**$1,163,515**
Indirect Charges		$14,741.30	$10,841.07	$11,575.84	$11,910.00	$49,068

SDE Budget Details
Project E1

Race to the Top - Project Budget						
		RTT Grant Funds				
	Description	Year 1	Year 2	Year 3	Year 4	Total
Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners		$0	$0	$0	$0	$0
Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
TOTAL GRANT FUNDS REQUESTED		**$167,347**	**$265,736**	**$385,941**	**$393,559**	**$1,212,583**
Funds from other sources used to support the State Plan		**$0**	**$0**	**$0**	**$0**	$0
Total Statewide Budget (add lines 13-14)		**$167,347**	**$265,736**	**$385,941**	**$393,559**	**$1,212,583**

SDE Budget Details
Project A3

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	Year 1	Year 2	Year 3	Year 4	Total
1	**Personnel**						
2	**Fringe Benefits**						
3	**Travel**						
4	**Equipment**						
5	**Supplies**						
6	**Contractual**						
7	**Training Stipends**						
8	**Other**						
9	**Total Direct Charges**		**$0**	**$0**	**$0**	**$0**	**$0**
10	**Indirect Charges**	Grant funds requested are XX% of Direct Costs. State must complete indirect cost information at end of budget	$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**	** SEE INSTRUCTIONS **	$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$0**	**$0**	**$0**	**$0**	**$0**
14	Funds from other sources used to support the State Plan	** SEE INSTRUCTIONS **	**$26,000,000**	**$21,100,000**	**$21,000,000**	**$21,000,000**	$89,100,000
15	**Total Statewide Budget** (add lines 13-14)		**$26,000,000**	**$21,100,000**	**$21,000,000**	**$21,000,000**	**$89,100,000**

AGENCY BUDGET - UCONN

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	60,000	245,000	169,725	139,663	**614,388**
2. Fringe Benefits	48,552	198,254	137,341	113,015	**497,162**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	13,000	58,000	40,000	30,000	**141,000**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	50,000	185,000	185,000	185,000	**605,000**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**171,552**	**686,254**	**532,066**	**467,678**	**1,857,550**
10. Indirect Costs*	18,655	70,925	52,207	46,268	**188,055**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**190,207**	**757,179**	**584,273**	**513,945**	**2,045,605**
14. Funds from other sources used to support the State Plan	0	0	0	0	**0**
15. Total Agency Budget (add lines 13-14)	**190,207**	**757,179**	**584,273**	**513,945**	**2,045,605**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - UCONN					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	0	0	0	0	**0**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	0	0	0	0	**0**
Project B 5	0	241,963	251,365	255,692	**749,020**
Project C 1	25,701	289,816	0	0	**315,517**
Project C 3	0	0	0	0	**0**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	109,506	21,901	129,407	54,753	**315,567**
Project E 2	0	0	0	0	**0**
Project P 4	55,000	203,500	203,500	203,500	**665,500**
Total Agency Budget	**190,207**	**757,179**	**584,273**	**513,945**	**2,045,605**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

UCONN Budget Detail for Project B5

			RTT Grant Funds				
		Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
1	**Personnel**						
	Staff #1	Evaluator - validation of QRIS system	$0	$105,000	$109,725	$114,663	$329,388
2	**Fringe Benefits**						
	Fringe Benefits	Connecticut Fringe Benefit % Calculation Employer Share Medical Ins. (Est %) 18.28% Employer Share Group Life Ins. (Est %) 0.16% Employer Share FICA-Social Security 6.20% Employer Share FICA-Medicare 1.45% Unemployment Compensation 0.12% Employer SERS Retirement Reg. Employee 54.71% Total: 80.92%	$0	$84,966	$88,789	$92,785	$266,540
5	**Supplies**						
	XXX Supplies		$0	$30,000	$30,000	$25,000	$85,000
9	**Total Direct Charges**		**$0**	**$219,966**	**$228,514**	**$232,448**	**$680,928**
10	**Indirect Charges**		$0.00	$21,996.60	$22,851.40	$23,244.76	$68,093
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$0**	**$241,963**	**$251,365**	**$255,692**	**$749,020**
14	Funds from other sources used to support the State Plan		**$0**	**$0**	**$0**	**$0**	$0
15	**Total Statewide Budget** (add lines 13-14)		**$0**	**$241,963**	**$251,365**	**$255,692**	**$749,020**

UCONN Budget Detail for Project E1

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	Year 1	Year 2	Year 3	Year 4	Total
1	**Personnel**						
	Staff #1	Staff to develop KEA Item and Task with review; Study Alignment of CT ELDS to KEA Standards; Establish early Childhood Assessment Advisory Committee; Ongoing Study of KEA Data- doc analysis, focus groups, committee review, Standard Setting for KEA - Planning and Prep,k, post panel follow up and suupport	$50,000	$10,000	$60,000	$25,000	$145,000
2	**Fringe Benefits**						
	Fringe Benefits	Connecticut Fringe Benefit % Calculation Employer Share Medical Ins. (Est %) 18.28% Employer Share Group Life Ins. (Est %) 0.16% Employer Share FICA-Social Security 6.20% Employer Share FICA-Medicare 1.45% Unemployment Compensation 0.12% Employer SERS Retirement Reg. Employee 54.71% Total: 80.92%	$40,460	$8,092	$48,552	$20,230	$117,334
5	**Supplies**						
	XXX Supplies		$10,000	$2,000	$10,000	$5,000	$27,000
9	**Total Direct Charges**		**$100,460**	**$20,092**	**$118,552**	**$50,230**	**$289,334**
10	**Indirect Charges**		$9,046.00	$1,809.20	$10,855.20	$4,523.00	$26,233
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$109,506**	**$21,901**	**$129,407**	**$54,753**	**$315,567**
14	Funds from other sources used to support the State Plan		**$0**	**$0**	**$0**	**$0**	$0
15	**Total Statewide Budget** (add lines 13-14)		**$109,506**	**$21,901**	**$129,407**	**$54,753**	**$315,567**

UCONN Budget Detail for Project P4

			RTT Grant Funds				
		Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
7	**Training Stipends**						
	Stipends	University of Washington P3 executive Leadership Certificate Program. Pay stipends to P3 Principals and Early Childhood Directors. 3 Cohorts with 30 people per. Stipend for 12 credits based on UCONN instate rate of $7k @ 80% ($5,600 per). 3 cohorts x 30 people x $5600 = $504,000 spread evenly between years 2,3,4 @ $168k per	$50,000	$185,000	$185,000	$185,000	$605,000
9	**Total Direct Charges**		**$50,000**	**$185,000**	**$185,000**	**$185,000**	**$605,000**
10	**Indirect Charges**		$5,000.00	$18,500.00	$18,500.00	$18,500.00	$60,500
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$55,000**	**$203,500**	**$203,500**	**$203,500**	**$665,500**
14	Funds from other sources used to support the State Plan		$0	$0	$0	$0	$0
15	**Total Statewide Budget** (add lines 13-14)		**$55,000**	**$203,500**	**$203,500**	**$203,500**	**$665,500**

UCONN Budget Detail for Project C1

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	Year 1	Year 2	Year 3	Year 4	Total
1	**Personnel**						
	Staff #1	Staff to Align and pilot formative assessment with Tier 3 or 4 programs (including CCDF funded, CDC and school readiness programs)	$10,000	$130,000	$0	$0	$140,000
2	**Fringe Benefits**						
	Fringe Benefits	Connecticut Fringe Benefit % Calculation Employer Share Medical Ins. (Est %) 18.28% Employer Share Group Life Ins. (Est %) 0.16% Employer Share FICA-Social Security 6.20% Employer Share FICA-Medicare 1.45% Unemployment Compensation 0.12% Employer SERS Retirement Reg. Employee 54.71% Total: 80.92%	$8,092	$105,196	$0	$0	$113,288
5	**Supplies**						
	XXX Supplies		$3,000	$26,000	$0	$0	$29,000
9	**Total Direct Charges**		**$21,092**	**$261,196**	**$0**	**$0**	**$282,288**
10	**Indirect Charges**		$4,609.20	$28,619.60	$0.00	$0.00	$33,229
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**			$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$25,701**	**$289,816**	**$0**	**$0**	**$315,517**
14	Funds from other sources used to support the State Plan		**$0**	**$0**	**$0**	**$0**	$0
15	**Total Statewide Budget** (add lines 13-14)		**$25,701**	**$289,816**	**$0**	**$0**	**$315,517**

AGENCY BUDGET - ECSU

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	375,000	380,625	50,000	0	**805,625**
2. Fringe Benefits	303,450	308,002	40,460	0	**651,912**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	33,000	33,000	10,000	0	**76,000**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**711,450**	**721,627**	**100,460**	**0**	**1,533,537**
10. Indirect Costs*	71,145	72,163	10,046	0	**153,354**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**782,595**	**793,790**	**110,506**	**0**	**1,686,891**
14. Funds from other sources used to support the State Plan	0	0	0	0	**0**
15. Total Agency Budget (add lines 13-14)	**782,595**	**793,790**	**110,506**	**0**	**1,686,891**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - ECSU					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	0	0	0	0	**0**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	782,595	793,790	110,506	0	**1,686,891**
Project B 5	0	0	0	0	**0**
Project C 1	0	0	0	0	**0**
Project C 3	0	0	0	0	**0**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	0	0	0	0	**0**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**782,595**	**793,790**	**110,506**	**0**	**1,686,891**

Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

ECSU Budget Details
Project B4

			RTT Grant Funds				
		Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
1	**Personnel**						
	Staff #1	Staff to conduct needs assessment for all tenchnical assistance training for all standards (ELDS< CKC, QRIS) , develop TA video modules for Standards, and associated written guidance	$375,000	$380,625	$50,000	$0	$805,625
2	**Fringe Benefits**						
	Fringe Benefits	Connecticut Fringe Benefit % Calculation Employer Share Medical Ins. (Est %) 18.28% Employer Share Group Life Ins. (Est %) 0.16% Employer Share FICA-Social Security 6.20% Employer Share FICA-Medicare 1.45% Unemployment Compensation 0.12% Employer SERS Retirement Reg. Employee 54.71% Total: 80.92%	$303,450	$308,002	$40,460	$0	$651,912
5	**Supplies**						
	XXX Supplies		$33,000	$33,000	$10,000	$0	$76,000
9	**Total Direct Charges**		**$711,450**	**$721,627**	**$100,460**	**$0**	**$1,533,537**
10	**Indirect Charges**		$71,145.00	$72,162.70	$10,046.00	$0.00	$153,354
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**		$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$782,595**	**$793,790**	**$110,506**	**$0**	**$1,686,891**
14	Funds from other sources used to support the State Plan		**$0**	**$0**	**$0**	**$0**	$0
15	**Total Statewide Budget** (add lines 13-14)		**$782,595**	**$793,790**	**$110,506**	**$0**	**$1,686,891**

AGENCY BUDGET - Charter Oak State College					
Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	37,000	37,555	39,245	41,011	**154,811**
2. Fringe Benefits	29,940	30,390	31,757	33,186	**125,273**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	9,000	8,000	8,000	8,000	**33,000**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**75,940**	**75,945**	**79,002**	**82,197**	**313,084**
10. Indirect Costs*	7,594	7,595	7,900	8,220	**31,308**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**83,534**	**83,540**	**86,902**	**90,417**	**344,392**
14. Funds from other sources used to support the State Plan	0	0	0	0	**0**
15. Total Agency Budget (add lines 13-14)	**83,534**	**83,540**	**86,902**	**90,417**	**344,392**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - Charter Oak State College					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	0	0	0	0	**0**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	0	0	0	0	**0**
Project B 5	0	0	0	0	**0**
Project C 1	0	0	0	0	**0**
Project C 3	0	0	0	0	**0**
Project D 1	83,534	83,540	86,902	90,417	**344,392**
Project D 2	0	0	0	0	**0**
Project E 1	0	0	0	0	**0**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**83,534**	**83,540**	**86,902**	**90,417**	**344,392**

Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

Charter Oak College
Budget Details Project D1

Race to the Top - Project Budget						
		RTT Grant Funds				
	Description	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Personnel						
Staff #1	CCAP	$37,000	$37,555	$39,245	$41,011	$154,811
Fringe Benefits						
Fringe Benefits	Connecticut Fringe Benefit % Calculation Employer Share Medical Ins. (Est %) 18.28% Employer Share Group Life Ins. (Est %) 0.16% Employer Share FICA-Social Security 6.20% Employer Share FICA-Medicare 1.45% Unemployment Compensation 0.12% Employer SERS Retirement Reg. Employee 54.71% Total: 80.92%	$29,940	$30,390	$31,757	$33,186	$125,273
Supplies						
XXX Supplies		$9,000	$8,000	$8,000	$8,000	$33,000
Total Direct Charges		**$75,940**	**$75,945**	**$79,002**	**$82,197**	**$313,084**
Indirect Charges		$7,594.00	$7,594.50	$7,900.20	$8,219.70	$31,308
Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners		$0	$0	$0	$0	$0
Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
TOTAL GRANT FUNDS REQUESTED		**$83,534**	**$83,540**	**$86,902**	**$90,417**	**$344,392**
Funds from other sources used to support the State Plan		**$0**	**$0**	**$0**	**$0**	$0
Total Statewide Budget (add lines 13-14)		**$83,534**	**$83,540**	**$86,902**	**$90,417**	**$344,392**

AGENCY BUDGET - UCONN Health Center

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	200,000	0	0	0	**200,000**
2. Fringe Benefits	161,840	0	0	0	**161,840**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	12,000	0	0	0	**12,000**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**373,840**	**0**	**0**	**0**	**373,840**
10. Indirect Costs*	39,884	0	0	0	**39,884**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**413,724**	**0**	**0**	**0**	**413,724**
14. Funds from other sources used to support the State Plan	0	0	0	0	**0**
15. Total Agency Budget (add lines 13-14)	**413,724**	**0**	**0**	**0**	**413,724**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - UCONN Health Center					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	0	0	0	0	**0**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	0	0	0	0	**0**
Project B 5	0	0	0	0	**0**
Project C 1	413,724	0	0	0	**413,724**
Project C 3	0	0	0	0	**0**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	0	0	0	0	**0**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**413,724**	**0**	**0**	**0**	**413,724**

Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

UCONN Health Center
Budget Details Project C1

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	Year 1	Year 2	Year 3	Year 4	Total
1	**Personnel**						
	Staff #1	Staff to advise on Creation the guidance on special needs and dual language learners.	$200,000	$0	$0	$0	$200,000
2	**Fringe Benefits**						
	Fringe Benefits		$161,840	$0	$0	$0	$161,840
5	**Supplies**						
	XXX Supplies		$12,000	$0	$0	$0	$12,000
9	**Total Direct Charges**		**$373,840**	**$0**	**$0**	**$0**	**$373,840**
10	**Indirect Charges**		$39,884.00	$0.00	$0.00	$0.00	$39,884
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**			$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$413,724**	**$0**	**$0**	**$0**	**$413,724**
14	Funds from other sources used to support the State Plan		**$0**	**$0**	**$0**	**$0**	$0
15	**Total Statewide Budget** (add lines 13-14)		**$413,724**	**$0**	**$0**	**$0**	**$413,724**

AGENCY BUDGET - DSS

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	**0**
2. Fringe Benefits	0	0	0	0	**0**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	0	0	0	0	**0**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**0**	**0**	**0**	**0**	**0**
10. Indirect Costs*	0	0	0	0	**0**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**0**	**0**	**0**	**0**	**0**
14. Funds from other sources used to support the State Plan	60,944,846	0	0	0	**60,944,846**
15. Total Agency Budget (add lines 13-14)	**60,944,846**	**0**	**0**	**0**	**60,944,846**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - DSS					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	60,944,846	0	0	0	**60,944,846**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	0	0	0	0	**0**
Project B 5	0	0	0	0	**0**
Project C 1	0	0	0	0	**0**
Project C 3	0	0	0	0	**0**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	0	0	0	0	**0**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**60,944,846**	**0**	**0**	**0**	**60,944,846**

State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

DSS Budget Details for
Project A3

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	Year 1	Year 2	Year 3	Year 4	Total
9	**Total Direct Charges**		**$0**	**$0**	**$0**	**$0**	**$0**
10	**Indirect Charges**	Grant funds requested are XX% of Direct Costs. State must complete indirect cost information at end of budget	$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**	** SEE INSTRUCTIONS **	$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$0**	**$0**	**$0**	**$0**	**$0**
14	Funds from other sources used to support the State Plan	See table (A)-(4) -1 for brakout and narrative	**$60,944,846**	**$0**	**$0**	**$0**	$60,944,846
15	**Total Statewide Budget** (add lines 13-14)		**$60,944,846**	**$0**	**$0**	**$0**	**$60,944,846**

AGENCY BUDGET - DDS

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	**0**
2. Fringe Benefits	0	0	0	0	**0**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	0	0	0	0	**0**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**0**	**0**	**0**	**0**	**0**
10. Indirect Costs*	0	0	0	0	**0**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**0**	**0**	**0**	**0**	**0**
14. Funds from other sources used to support the State Plan	41,080,375	44,783,113	44,596,113	44,418,829	**174,878,430**
15. Total Agency Budget (add lines 13-14)	**41,080,375**	**44,783,113**	**44,596,113**	**44,418,829**	**174,878,430**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY PROJECT BUDGET - DDS					
Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	0	0	0	0	**0**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	0	0	0	0	**0**
Project B 5	0	0	0	0	**0**
Project C 1	0	0	0	0	**0**
Project C 3	41,080,375	44,783,113	44,596,113	44,418,829	**174,878,430**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	0	0	0	0	**0**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**41,080,375**	**44,783,113**	**44,596,113**	**44,418,829**	**174,878,430**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

DDS Budget Details for
Project C3

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	Year 1	Year 2	Year 3	Year 4	Total
9	**Total Direct Charges**		**$0**	**$0**	**$0**	**$0**	**$0**
10	**Indirect Charges**	Grant funds requested are XX% of Direct Costs. State must complete indirect cost information at end of budget.	$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other**	** SEE INSTRUCTIONS **	$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance	** SEE INSTRUCTIONS **	$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$0**	**$0**	**$0**	**$0**	**$0**
14	Funds from other sources used to support the State Plan	See table (A)-(4) -1 for brakout and narrative	$41,080,375	$44,783,113	$44,596,113	$44,418,829	$174,878,430
15	**Total Statewide Budget** (add lines 13-14)		**$41,080,375**	**$44,783,113**	**$44,596,113**	**$44,418,829**	**$174,878,430**

AGENCY BUDGET - DPH

Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	**0**
2. Fringe Benefits	0	0	0	0	**0**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	0	0	0	0	**0**
6. Contractual	0	0	0	0	**0**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**0**	**0**	**0**	**0**	**0**
10. Indirect Costs*	0	0	0	0	**0**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	**0**
13. Total Grant Funds Requested (add lines 9-12)	**0**	**0**	**0**	**0**	**0**
14. Funds from other sources used to support the State Plan	12,213,231	0	0	0	**12,213,231**
15. Total Agency Budget (add lines 13-14)	**12,213,231**	**0**	**0**	**0**	**12,213,231**

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 localities, Early Learning Intermediary

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

AGENCY BUDGET - DPH					
Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Project A – Governance, statewide coordination & support for local infrastructure	12,213,231	0	0	0	**12,213,231**
Project B 1	0	0	0	0	**0**
Project B 2	0	0	0	0	**0**
Project B 3	0	0	0	0	**0**
Project B 4	0	0	0	0	**0**
Project B 5	0	0	0	0	**0**
Project C 1	0	0	0	0	**0**
Project C 3	0	0	0	0	**0**
Project D 1	0	0	0	0	**0**
Project D 2	0	0	0	0	**0**
Project E 1	0	0	0	0	**0**
Project E 2	0	0	0	0	**0**
Project P 4	0	0	0	0	**0**
Total Agency Budget	**12,213,231**	**0**	**0**	**0**	**12,213,231**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1

DPH Budget Details for
Project A3

	Race to the Top - Project Budget						
			RTT Grant Funds				
		Description	Year 1	Year 2	Year 3	Year 4	Total
9	**Total Direct Charges**		**$0**	**$0**	**$0**	**$0**	**$0**
10	**Indirect Charges**	Grant funds requested are XX% of Direct Costs. State must complete indirect cost information at end of budget	$0.00	$0.00	$0.00	$0.00	$0
11	**Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners**	** SEE INSTRUCTIONS **	$0	$0	$0	$0	$0
12	Funds set aside for participation in grantee technical assistance		$0	$0	$0	$0	$0
13	**TOTAL GRANT FUNDS REQUESTED**		**$0**	**$0**	**$0**	**$0**	**$0**
14	Funds from other sources used to support the State Plan	See table (A)-(4) -1 for brakout and narrative	**$12,213,231**	**$0**	**$0**	**$0**	$12,213,231
15	**Total Statewide Budget** (add lines 13-14)		**$12,213,231**	**$0**	**$0**	**$0**	**$12,213,231**