

APPENDIX TABLE OF CONTENTS

Attachment Title	Relevant Selection Criterion	Page #
Appendix 1: Glossary		
Glossary of Terms (quick reference guide for acronyms and programs)	For Reference	A-3
Appendix 2: Participating State Agency MOU		
Participating State Agency Memorandum of Understanding	Sections A-E	A-12
Appendix 3: Letters of Intent		
State Department of Education Letter	Sections A-E	A-50
Table of Intermediaries	Sections A-E	A-52
Letters from Early Learning Intermediary Organizations & Local Early Learning Councils	Sections A-E	A-53
Table of Other Stakeholders	Sections A-E	A-74
Letters from Other Stakeholders	Sections A-E	A-77
Appendix 4: Supporting Information		
(A)(1)-1 Public Act 11-181 (Coordinated System)	Section (A)(1)	A-203
(A)(1)-2 Sections 97-101 of Public Act 11-44 (Child Day Care)	Section (A)(1)	A-212
(A)(1)-3 Public Act 11-54 (EC Educator Requirements)	Section (A)(1)	A-217
(A)(3)-1 Executive Order 11 (Early Childhood Office)	Section (A)(3)	A-230
(A)(3)-2 Section 10-4q of the Connecticut General Statutes (SERC)	Section (A)(3)	A-232
(A)(3)-3 Ready by 5 & Fine by 9	Section (A)(3)	A-233
(A)(3)-4 A Framework for Child Health Services	Sections (A)(3) and (C)(3)	A-273
(B)(1)-1 Recommendations for a Connecticut Quality Rating and Improvement System	Section (B)(1)	A-308
(B)(2)-1 Overview of the Accreditation Facilitation Project (AFP)	Section (B)(2)	A-357
(C)(1)-1 Guidelines for the Development of Infant and Toddler Early Learning (current standards)	Section (C)(1)	A-359
(C)(1)-2 Preschool Curriculum Framework (current standards)	Section (C)(1)	A-444
(C)(1)-3 Preschool Assessment Framework (current)	Section (C)(1)	A-488
(C)(1)-4 Current Documents Related to Early Learning Standards	Section (C)(1)	A-606
(C)(1)-5 Revised Early Learning Standards Guiding Principles (draft)	Section (C)(1)	A-607
(C)(1)-6 Revised Early Learning Standards Domains (draft)	Section (C)(1)	A-610
(C)(1)-7 Training Wheels: The Cycle of Intentional Teaching evaluation	Section (C)(1)	A-611
(C)(1)-8 Summary of Progress on Alignment and Gap Analyses	Section (C)(1)	A-613

Attachment Title	Relevant Selection Criterion	Page #
(C)(1)-9 Learning Experience Plan Guidance for School Readiness Programs	Section (C)(1)	A-614
(C)(3)-1 Existing Connecticut Health Program Standards	Section (C)(3)	A-622
(C)(3)-2 Department of Public Health (DPH) letter	Section (C)(3)	A-625
(D)(1)-1 Competency Framework Map	Section (D)(1)	A-628
(E)(1)-1 Kindergarten Entrance Inventory (currently in use statewide)	Section (E)(1)	A-630
(E)(1)-2 List of psychometric studies of the Kindergarten Entrance Inventory	Section (E)(1)	A-632
(E)(2)-1 Recommendations from the Technical Assistance Report from the Connecticut Interoperability System Council	Section (E)(2)	A-633

Appendix 1: Glossary of Terms

Acronyms

AFP	Accreditation Facilitation Project
CARS	Connecticut Adult Reporting System
CABE	Connecticut Association of Boards of Education
CAPSS	Connecticut Association of Public School Superintendents
CAS	Connecticut Association of Schools
CCAC	Connecticut Charts-a-Course
CCDF	Child Care and Development Fund
CCFLF	Child Care Facilities Loan Fund
CDA	Child Development Associate
CDC	Connecticut Data Collaborative
CEC	Council for Exceptional Children
CEDaR	Connecticut Education Data and Research
CFC	Children’s Fund of Connecticut
CGS	Connecticut General Statutes
CHDI	Child Health and Development Institute of Connecticut
CHEFA	Connecticut Health and Educational Facilities Authority
CHIP	Children’s Health Insurance Plan
CMS	Federal Centers for Medicare and Medicaid Services
CT	Connecticut
CTF	Children’s Trust Fund
CYSHCN	Children and Youth with Special Health Care Needs

DCF	Connecticut Department of Children and Families
DDS	Connecticut Department of Developmental Services
DPH	Connecticut Department of Public Health
DRG	District Reference Group (categories of need)
DSS	Connecticut Department of Social Services
DSTW	Data Systems Technical Workgroup
EASTCONN	One of 6 Regional Education Service Centers (RESCs) in CT
EC	Early Childhood
ECE	Early Childhood Education
ECHEC	Early Childhood Higher Education Consortium
ECO	Governor’s new Early Childhood Office
ECTC	Early Childhood Teacher Credential
ECCP	Early Childhood Consultation Partnership
ECERS-R	Early Childhood Environmental Rating Scale – Revised
ELAF	Early Learning Assessment Framework
ELD	Early Learning and Development (used with Standards)
EPIC	Educating Practices in their Communities
EPSDT	Early Periodic Screening, Diagnosis, and Treatment
ESEA	Elementary and Secondary Education Act
FCD	Foundation for Child Development
FERPA	Family Educational Rights and Privacy Act
FFN	Families, Friends, and Neighbors
FRC	Family Resource Center

HFPG	Hartford Foundation for Public Giving
HIPAA	Health Insurance Portability and Accountability Act
HUSKY	Healthcare for Uninsured Kids and Youth (Connecticut’s health insurance plan for children)
IDEA	Individuals with Disabilities Education Act
ITERS-R	Infant Toddler Environmental Rating Scale - Revised
KEI	Kindergarten Entrance Inventory (current assessment)
KELDI	Proposed new Kindergarten Early Learning and Development Inventory
NAEP	National Assessment of Educational Progress
NAEYC	National Association for the Education of Young Children
NAFCC	National Association of Family Child Care
NFN	Nurturing Families Network
OPM	Connecticut Office of Policy and Management
OPRE	Federal Office of Planning, Research and Evaluation
PAF	Preschool Assessment Framework
PAT	Parents as Teachers
PCF	Preschool Curriculum Framework
PEP	People Empowering People
PKIS	Pre-K Information System
PLTI	Parent Leadership Training Institute
PSA	Participating State Agency
PSEE	Parents Supporting Educational Excellence
PSIS	Public School Information System
RESC	Regional Education Service Center

RTT-ELC	Race to the Top – Early Learning Challenge
SASID	State Assigned Student ID
SDE	State Department of Education
SERC	State Education Resource Center
SEDAC	Special Education Data Application and Collection
SFCP	School-Family-Community Partnerships
SLDS	State Longitudinal Data System
TANF	Temporary Assistance for Needy Families
T-QRIS	Tiered Quality Rating and Improvement System

Selected Early Learning and Family Support Programs / Groups

2-1-1 Child Care. Families, health care providers and other community based providers can call the toll-free 2-1-1 Child Care with concerns about a child’s development or behavior. 2-1-1 Child Care coordinators work with each family to find the best services available to meet their needs. (See “Help Me Grow” for details.)

Accreditation Facilitation Project. AFP delivers statewide NAEYC Accreditation support. Funded by the Department of Social Services since 1997 and provided by the CT Charts-A-Course, AFP, a best practice model for NAEYC, offers on-site individualized assistance, program improvement planning, networking and leadership development to approximately 100 programs each year. AFP also delivers training and financial support to programs that serve 3, 4 and 5 year olds with identified disabilities under IDEA. Approximately 75% of AFP sites serve children with high needs.

All Our Kin: All Our Kin (AOK) bridges the divide between economic security and caretaking responsibility by combining a professional development course in early childhood education with an on-site child care collaborative. Unlike other economic development programs focused specifically either on job training or on providing child care, All Our Kin's Intensive Child Development Program innovatively addresses the two great problems faced by single parents on public assistance--lack of access to employment or education, and lack of access to child care--simultaneously. The Intensive program invests in those who are most invested in young children, and through empowering these caregivers, impacts not only their lives, but the lives of every child they go on to teach.

Birth to Three. Birth to Three, targeted only to children with developmental disabilities or delays, delivers its services primarily in the home, but also in child care settings or other settings that are natural for that child and family. All children referred receive a multi-disciplinary developmental evaluation in five developmental domains as well as a screening for autism (at 16 months of age or older.) An individualized family service plan is then developed for each eligible child, tailored to that child's needs and the family's priorities, resources and concerns. Connecticut's Birth to Three System sees approximately 9500 eligible children and their families each year and evaluates approximately 8500 new children. Services are automatically available to any eligible child under the age of three residing in Connecticut.

Brighter Futures. Brighter Futures is a program run by the Hartford Foundation for Public Giving designed to help Hartford families improve their children’s school readiness and strengthen the service system for young children and their families. Program include neighborhood-based Family Centers, offering day and evening literacy and education programs for children and parents, and a Child Care Enhancement Project that trains early childhood teachers in 23 community-based centers in a nationally acclaimed curriculum that significantly improved their young students’ learning.

Care 4 Kids. Care 4 Kids, the state’s Child Care and Development Fund, helps low to moderate income families in Connecticut pay for child care costs. This program is sponsored by the State of Connecticut's Department of Social Services.

Child Care Facilities Loan Fund (CCFLF.) The CCFLF was created through School Readiness legislation, to finance the construction and quality of child care facilities. The CCFLF has established three separate programs: Tax-Exempt Financing Program, Guaranteed Loan Program and Small Direct Loan Program, all of which recognize the need for the adequate long-term planning of workforce and facility development. In 2007, the Connecticut General Assembly appropriated funds for the Connecticut Health and Educational Facilities Authority (CHEFA), and the State Department of Education (SDE), to develop a School Readiness expansion plan for Connecticut, focused specifically on facilities appropriate to meet the needs of young children.

Child Day Care Centers. Connecticut contracts for approximately 4,200 child care slots at more than 100 locations in 36 municipalities, targeting families earning less than 75% of state median income. These centers provide infant/toddler, preschool and school-age services. Activities funded by the child care centers are designed to provide safe, age-appropriate environments and full range of social, educational and recreational services to children and support services to their families.

Connecticut Behavioral Health Partnership. The Partnership, a collaboration between the Department of Social Services and the Department of Children and Families, employs a single administrative entity to manage the provision of behavioral health services to children insured by Medicaid and those within the Department of Children and Family’s Voluntary Services program. “Enhanced Care Clinics” facilitate access to child mental health services and provide continuity with primary care practices. A reimbursement rate of 25% above prevailing Medicaid reimbursement rates incents Enhance Care Clinics to meet care standards and performance benchmarks.

DCF / Head Start Partnership. This statewide initiative involving Head Start grantees and the Department of Children and Families (DCF) connects young children in the child welfare system, including children in foster care, with high-quality early care and education to increase school readiness. Through quarterly statewide technical assistance and regular local community collaborative meetings this initiative has helped form close positive relationships among staff; integrate agency structures; increase cross agency referrals, joint treatment planning and home visits; and expand collaborative partnerships to engage early childhood mental health, supportive housing, and other community providers to ensure effective child and family support. Several Head Start programs have had periods during which fully one-third of enrolled children have been active with DCF. This initiative was awarded a federal Children’s Bureau grant on September 30th to develop tools to share lessons learned with states across the country

Discovery Initiative. Discovery, an initiative of the William Caspar Graustein Memorial Fund, aims to create an early childhood system that ensures early learning success for all children. The Memorial Fund works collaboratively with communities, statewide partners and government agencies to analyze, reflect, organize and act on behalf of young children from birth to age eight. Communities establish collaborative structures, in which parents are full partners, to create action plans and an inclusive process for implementing and monitoring these plans. Advocates and other stakeholders work to improve policy and practice at the local and state levels.

The **Discovery Birth-to Age Eight Community Partnership Initiative** is an opportunity for communities to build a comprehensive community plan focused on all the service systems that support healthy child development and early school success. The communities must commit to supporting early healthy development (physical, behavioral, oral) and include health service strategies in the community plan. One of the guiding frameworks and tools for the partnership include A Framework for Child Health Services, developed by the Child Health and Development Institute. It articulates the full continuum of child health services within the broader early childhood system to ensure optimal child development and school readiness.

Early Childhood Councils. Many communities have established local Councils through participation in School Readiness and/or Discovery. Connecticut requires the establishment of local School Readiness Councils in each community that receives state funding. Local chief elected officials and superintendents of schools appoint Council members. The private sector and philanthropists have strongly supported the work of the local Councils.

Early Childhood Consultation Partnership (ECCP.) The Early Childhood Consultation Partnership (ECCP) is an early childhood mental health consultation program designed to meet the social and emotional needs of children birth to five. The goal of the program is to reduce the risk factors associated with suspension and expulsion of young children by providing supports and consultation in order to maintain them in their early care and education settings. The program builds the capacity of caregivers by offering support, education, and consultation to promote enduring and optimal outcomes for young children. Through their comprehensive high quality services and commitment to bettering the lives of young children, ECCP has been successful in maintaining children at risk of suspension and expulsion, within their early care and education centers.

Early Childhood Education Cabinet. The Early Childhood Education Cabinet was established in 2005 to advise the State Department of Education Commissioner on policies and initiatives to meet the goals of the School Readiness program and promote consistency of quality and comprehensiveness of early childhood services. In 2007, the Cabinet was tasked to develop and implement an accountability plan for early child education services. In 2009, the Cabinet was reconstituted to align with the Federal Head Start Act of 2007. As part of the RTT-ELC application, the Cabinet will continue in an advisory role to Governor Malloy with representation from all RTT-ELC Participating State Agencies, intermediaries, and other stakeholders who influence early learning and development systems. The Cabinet committee structure will broaden participation in critical discussions by involving consumers and experts in the process.

Educating Practices in their Communities (EPIC.) The Child Health and Development Institute, in partnership with the Connecticut Chapter of the American Academy of Pediatrics and the Connecticut Chapter of the American Academy of Family Physicians offers 11 training modules to inform pediatricians and their staff about critical children's health issues – on-site in pediatric offices.

Family Resource Centers (FRCs.) FRCs provide access, in communities with concentrations of high-need students, to a broad continuum of early childhood and family support services

which foster the optimal development of children and families. FRCs offer parent education and training; family support; preschool and school-age child care; teen pregnancy prevention (positive youth development services); and family day-care provider training. There are 61 stated-funded FRCs in Connecticut.

Head Start Oral Health Initiative. Head Start grantees in Connecticut received one of the first grants under this national initiative and continue to actively implement the Cavity Free Kids curriculum, Family Oral Health Guide, and partnership activities that secure dental homes. Because many Head Start grantees also operate other early childhood programs these activities reach many high-need children not in Head Start, and all young children in the state have benefited from efforts to improve access to dental homes.

Help Me Grow. 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. Families, health care providers and other community based providers can call 2-1-1 Child Care with concerns about a child's development or behavior. 2-1-1 Child Care coordinators work with each family to find the best services available to meet their needs. Families can also receive information on child development topics, such as managing difficult behavior, toilet training, sleep issues, promoting language development, and typical developmental milestone information.

HUSKY. This is the state Children's Health Insurance Program (CHIP) program. The HUSKY Plan offers a full health insurance package for children and teenagers up to age 19, regardless of family income.

Nurturing Family Network. The Children's Trust Fund delivers several programs for at-risk families including Nurturing Families Network, a no-cost, voluntary program that provides information, guidance and assistance to first-time parents whose children are at risk for abuse or neglect. Available through some 41 community agencies and birthing hospitals throughout Connecticut, the Network offers three distinct, yet interwoven services: home visiting, parenting groups and connecting parents with other support services in the community.

Parent Trust Fund. The Parent Trust Fund helps communities improve the health, safety and learning of their children by providing competitive grants to communities that give parents, grandparents and adult caregivers civic leadership skills they need to take the lead in their community for children. Parent engagement programs supported by the Parent Trust Fund include the nationally recognized Parent Leadership Training Institute (PLTI), People Empowering People (PEP), and Parents Supporting Educational Excellence (PSEE), among others. The Fund serves an average of more than 1,100 parents annually across Connecticut.

Parents as Teachers (PAT.) The PAT home visiting program is utilized in 120+ family-serving agencies across Connecticut, including in the state's Family Resource Centers, Early Head Start and Nurturing Families Network programs. PAT-certified staff conduct home visits, group meetings, health and developmental screening and resource/referral services to more than 4,000 children.

Regional Education Service Centers (RESCs.) Regional Educational Service Centers (RESCs) were created more than 30 years ago by legislative mandate to help districts communicate and collaborate. RESCs are public education agencies whose main purpose is to “furnish programs and services” to Connecticut’s public school districts.

School Readiness Program. In 1998, the state School Readiness grant program was funded to provide spaces in community childcare programs and public school classrooms for 3- and 4-year old children in low-income communities or in communities with pockets of child poverty. School Readiness Councils consisting of co-leadership from the chief elected official and the superintendent of schools are charged with coordinating a School Readiness program network. This initiative is jointly administered by the State Departments of Education and Social Services. In 2011, more than 8,900 slots in 300+ early learning programs were supported through School Readiness.