



Dannel P. Malloy

GOVERNOR
STATE OF CONNECTICUT

October 17, 2011

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary
United States Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Re: Race to the Top – Early Learning Challenge Grant

Dear Secretary Duncan and Secretary Sebelius:

As Governor, my vision is that all Connecticut children are given every chance to succeed. The current reality, unfortunately, is that one in four Connecticut children enters Kindergarten without the skills, knowledge, and behaviors needed to succeed – reducing their chances of reaching their educational potential and contributing to the worst achievement gap of any state in the country. With Connecticut's Race to the Top - Early Learning Challenge grant application, we ambitiously seek to achieve a dramatic increase in the percentage of Children with High Needs who enter Kindergarten ready to succeed, and to cut in half the percentage of children unprepared for school.

Connecticut has invested billions of dollars in early childhood programs over the years, but educational outcomes for our most vulnerable young children have not materially improved. We have created excellent programs that reach some children during some of their early years, but we have not yet developed an integrated, comprehensive system to reach every high-need child in every setting in every year.

To achieve this vision, we must first transform the early childhood education paradigm to improve academic outcomes for children and their caregivers who have never been part of the publicly subsidized early education and care system. Second, we must expand access to high quality education and care. While Connecticut undertakes our proposed Race to the Top projects to foster a comprehensive system of early childhood care and education, I am committed to fund one thousand new early childhood education slots targeted to high need children.

Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) proposal will enable Connecticut to accelerate ongoing efforts to strengthen state systems and support communities to work collaboratively to better meet the needs of high-need children and families through improved service coordination and quality improvements. Our proposal builds upon years of investment and planning, but at the same time represents a dramatic shift in the way our state coordinates its federal, state, and local resources to produce brighter futures for our children.

To ensure the leadership necessary to change the culture of early childhood systems in Connecticut, I issued Executive Order 11 to establish a State Early Childhood Office. This Office will coordinate the efforts of the many state agencies and many more stakeholders who have committed to work together to integrate the transformative RTT-ELC projects into the existing efforts outlined in Public Act No. 11-181, which mandates the continued development of a coordinated system of early care, education and child development through increased collaboration among State agencies.

We must make smart investments to improve Connecticut's high-needs students' education and well-being. That is why I am proud to present to you Connecticut's Race to the Top – Early Learning Challenge application. Our RTT-ELC proposal aligns with my agenda to improve health, development and educational outcomes for young children, to reduce the achievement gap, and to build a world-class workforce that will increase Connecticut's global competitiveness. But our vision is about more than outcomes and competitiveness – it is part of our fundamental responsibility to provide a chance for all children to succeed.

Sincerely,

A handwritten signature in black ink, appearing to read "Dannel P. Malloy". The signature is fluid and cursive, with a large initial "D" and "M".

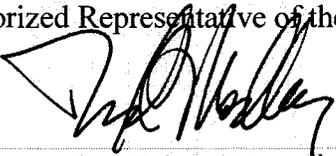
Dannel P. Malloy
Governor, State of Connecticut

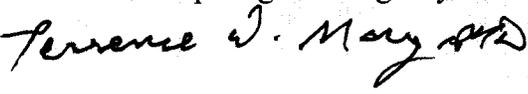
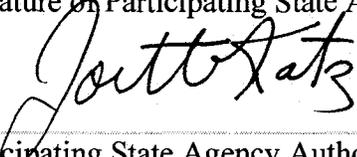
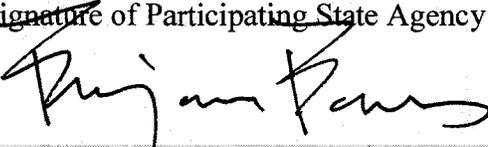
APPLICATION FOR FUNDING UNDER RACE TO THE TOP – EARLY LEARNING CHALLENGE

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IV. APPLICATION ASSURANCES AND CERTIFICATIONS
Race to the Top – Early Learning Challenge
(CFDA No. 84.412)

Legal Name of Applicant (Office of the Governor): Governor Dannel P. Malloy	Applicant's Mailing Address: Executive Chambers State Capitol Hartford, CT 06106
Employer Identification Number: 06-6000798	Organizational DUNS: 807851118
Lead Agency: Connecticut State Department of Education Contact Name: Charlene Russell-Tucker <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: 860-807-2004 Lead Agency Contact Email Address: charlene.russell-tucker@ct.gov
Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i>	
To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Governor Dannel P. Malloy	Telephone: 860-566-4840
Signature of Governor or Authorized Representative of the Governor: 	Date: 10/17/11
Lead Agency Authorized Representative (Printed Name): Stefan Pryor, Commissioner	Agency Name: Connecticut State Department of Education
Signature of Lead Agency Authorized Representative: 	Date: 10/12/11
Participating State Agency Authorized Representative (Printed Name): Dr. Jewel Mullen, Commissioner	Agency Name: Connecticut Department of Public Health
Signature of Participating State Agency Authorized Representative: 	Date: 10/12/11

Participating State Agency Authorized Representative (Printed Name): Terrence W. Macy, Ph.D., Commissioner	Agency Name: Connecticut Department of Developmental Services
Signature of Participating State Agency Authorized Representative: 	Date: 10.13.11
Participating State Agency Authorized Representative (Printed Name): Roderick L. Bremby, Commissioner	Agency Name: Connecticut Department of Social Services
Signature of Participating State Agency Authorized Representative: 	Date: 10.13.2011
Participating State Agency Authorized Representative (Printed Name): Joette Katz, Commissioner	Agency Name: Connecticut Department of Children and Families
Signature of Participating State Agency Authorized Representative: 	Date: Oct. 13, 2011
Participating State Agency Authorized Representative (Printed Name): Benjamin Barnes, Secretary	Agency Name: Connecticut Office of Policy and Management
Signature of Participating State Agency Authorized Representative: 	Date: 10/13/2011
Participating State Agency Authorized Representative (Printed Name): David Title, Chairperson	Agency Name: Connecticut Early Childhood Education Cabinet (The State advisory Council on Early Childhood Education and Care)
Signature of Participating State Agency Authorized Representative: SEE NEXT PAGE PLEASE	Date
Participating State Agency Authorized Representative (Printed Name): Grace Whitney, Director	Agency Name: Connecticut Head Start Association Collaboration Office
Signature of Participating State Agency Authorized Representative: 	Date: 10-17-11

Participating State Agency Authorized Representative (Printed Name): Terrence W. Macy, Ph.D., Commissioner	Agency Name: Connecticut Department of Developmental Services
Signature of Participating State Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name): Roderick L. Bremby, Commissioner	Agency Name: Connecticut Department of Social Services
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Participating State Agency Authorized Representative (Printed Name): Joette Katz, Commissioner	Agency Name: Connecticut Department of Children and Families
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Signature of Participating State Agency Authorized Representative: 	Date: 10/13/11
Participating State Agency Authorized Representative (Printed Name): Grace Whitney, Director	Agency Name: Connecticut Head Start Association Collaboration Office
Signature of Participating State Agency Authorized Representative:	Date:

Participating State Agency Authorized Representative (Printed Name): Robert Kennedy, Interim President	Agency Name: Connecticut Board of Regents of Higher Education
Signature of Participating State Agency Authorized Representative: 	Date 10/18/11
Participating State Agency Authorized Representative (Printed Name): Donald J. DeFronzo, Commissioner	Agency Name: Connecticut Department of Administrative Services
Signature of Participating State Agency Authorized Representative: 	Date 10/17/11

State Attorney General Certification

State Attorney General or Authorized Representative of the Attorney General Certification

I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

State Attorney General or Authorized Representative of the Attorney General (Printed Name):

Telephone:

Perry Zinn Rowthorn

860-808-5315

Signature of the State Attorney General or Authorized Representative of the Attorney General:

Date:

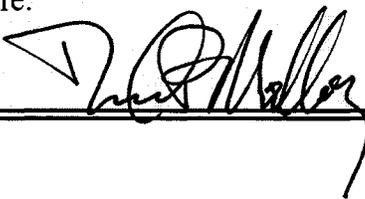


10/17/2011

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Government-wide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name):	
Governor Dannel P. Malloy	
Signature:	Date:
	10-17-11

V. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
*Connecticut State Department of Education (State Education Agency),	Appendix 2	<ul style="list-style-type: none"> • Section 619 Part B IDEA • State-funded Preschool • Title I of ESEA
Connecticut Department of Public Health (Child Care Licensing Agency)	Appendix 2	<ul style="list-style-type: none"> • Title V Maternal & Child Care Block Grant • Home Visiting
Connecticut Department of Social Services	Appendix 2	<ul style="list-style-type: none"> • Administration of CCDF
Connecticut Department of Developmental Services	Appendix 2	<ul style="list-style-type: none"> • Part C IDEA

Connecticut Early Childhood Education Cabinet (<i>the State Advisory Council on Early Childhood Education and</i>)	Appendix 2	
Connecticut Head Start Collaboration Office	Appendix 2	<ul style="list-style-type: none"> • <i>Head Start State Collaboration Grant</i>
Connecticut Department of Administrative Services Connecticut Board of Regents for Higher Education Connecticut Department of Children and Families Connecticut Office of the Governor Connecticut Office of Policy and Management	Appendix 2	<ul style="list-style-type: none"> • <i>Although not required by the application Connecticut has expanded its definition of Participating Agencies to include these listed PSAs to assist the State to achieve the goals of our RTT Plan.</i>

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

Yes

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

Yes

No

Structure of Narrative Sections with High Quality Plans

Connecticut Race to the Top – Early Learning Challenge Application

Application sections with High Quality Plans follow a standard formatting sequence that includes:

The **Application Guidance** associated with the section

A **Logic Model** (landscape print orientation) shows:

- The current situation
- Goals
- Activities
- Outcomes

The **Narrative** includes:

1. Current situation (or context for the High Quality Plan component)
2. High Quality Plan
 - a. Goals
 - b. Activities
 - c. Timeline
 - d. Responsible parties
 - e. Financial resources
 - f. Supporting evidence
 - g. Performance measures
 - h. Plan to address needs of programs
 - i. Plan to address needs of Children with High Needs
3. How the High Quality Plan Will Meet Criteria

A **Work Plan** (landscape print orientation) outlines activities, timelines, milestones, responsible parties, and outcomes.

Any required **Data Tables** for the section

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 January 2007 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 January 2007 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 (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 past 5 years (2007-2011) (see Table (A)(1)-4).
- 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 past 5 years (2007-2011) (see Table (A)(1)-5).
- 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).

Narrative Section (A)(1)

- 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).

(A)(1) Narrative – Past Commitment to Early Learning and Development**Introduction**

Connecticut has invested heavily in early childhood programs and has created nationally-recognized programs, but we still lack the integrated, comprehensive early childhood system we need to reach high-need children birth to five.¹ As a result, too many of our most vulnerable young children are not prepared to succeed in school, evidenced in part by one of the largest K-12 academic achievement gap in the nation.

Connecticut's Race to the Top – Early Learning Challenge State Plan will accelerate the momentum created by landmark legislation that was enacted this past legislative session. Public Act 11-181 established a coordinated system of early care and education and child development needed to help close Connecticut's early childhood preparation gap and narrow the academic achievement gap. *Our State Plan will achieve a dramatic increase in the percentage of high-need children who enter Kindergarten ready to succeed, and will cut in half the percentage of children unprepared for school.*

To achieve this ambitious goal, Connecticut must make fundamental changes in how it organizes its early childhood learning and development system. Connecticut must work across state agencies, public and private sectors, and regions and local communities to coordinate all efforts to support young children. Connecticut's integrated and comprehensive early childhood system must, in particular, engage those programs and services intended to reach children and families that have never participated in the publicly subsidized early education system. To extend Connecticut's reach to these high-need children, the state pledges 1,000 new quality preschool spaces as a complement to our RTT-ELC State Plan.

Connecticut stands behind its ambitious Plan confident that the State and its partners have the building blocks needed to create a coordinated, effective system for children birth to five that will produce positive outcomes, including: (a) an array of early learning and development programs supported through federal, state and local resources; (b) the establishment and use of early learning standards for infants, toddlers and preschoolers; (c) elements of a comprehensive assessment system; (d) a focus on workforce development for those who serve young children and their families; and (e) enhanced data systems and cross-agency collaboration around data use

¹ Connecticut ranks 3rd nationwide in the number of nationally accredited early childhood education (ECE) programs, but our publicly-funded programs reach less than half of our Children with High-needs.

to improve results for children and their families. In this State Plan and through this process, we are deliberately and intricately creating an ecosystem of intertwined, inter-dependent, integrated services and supports for young children – especially high-need children early in their lives.

Landmark legislation in 2011, established a coordinated system of early care and education and child development to be in place by July 2013. Public Act 11-181 frames the key elements of a coordinated system for children birth to age 8; the role of nonprofits, philanthropic organizations and community-based Early Childhood Councils; and desired outcomes for children and families. (See Appendix 4(A)(1)-1 for legislation.) This legislation incorporates decades of advancements in Connecticut across all communities furthering the state’s goal to reach every child, ensure quality in every setting, and produce positive results every year.

Children with High Needs. The United States Census Bureau estimates that the birth to age five population in Connecticut is 210,470. We estimate that some 79,000 (or 38%) of this age group are from low-income families (as referenced in Table (A)(1)-1). This estimate is based upon the number of children eligible for and participating in the state’s Medicaid/CHIP program, called HUSKY.² The figure was validated by examining the reported number of children, ages 0-5, eligible for free and reduced priced lunch, both of which represent poverty indexes. Additionally, the state has a significant number of Special Populations of high-need children, such as the roughly 14,100 children with disabilities or development delays and the 11,300 who are English Language Learners (as referenced in Table (A)(1)-2). As overlap exists among the low-income and Special Populations, we conservatively estimate 80,000 high-need children in the State.

Connecticut’s Kindergarten Entry Inventory (KEI) provides a snapshot of children’s readiness. The following table shows that nearly 1 in 4 entering kindergarten students demonstrates emerging skills in the literacy domain that leads them to require a large degree of instructional support.

Domain	2010 KEI Results: Percent of Children that...		
	Demonstrate emerging skills	Inconsistently demonstrate skills	Consistently demonstrate skills
Language	22%	39%	39%
Literacy	23%	39%	38%
Numeracy	19%	40%	41%
Physical / Motor	11%	39%	50%

² HUSKY is the acronym for Healthcare for Uninsured Kids and Youth. Definitions for all acronyms and descriptions of Connecticut programs for early learning and development are found in Appendix 1.

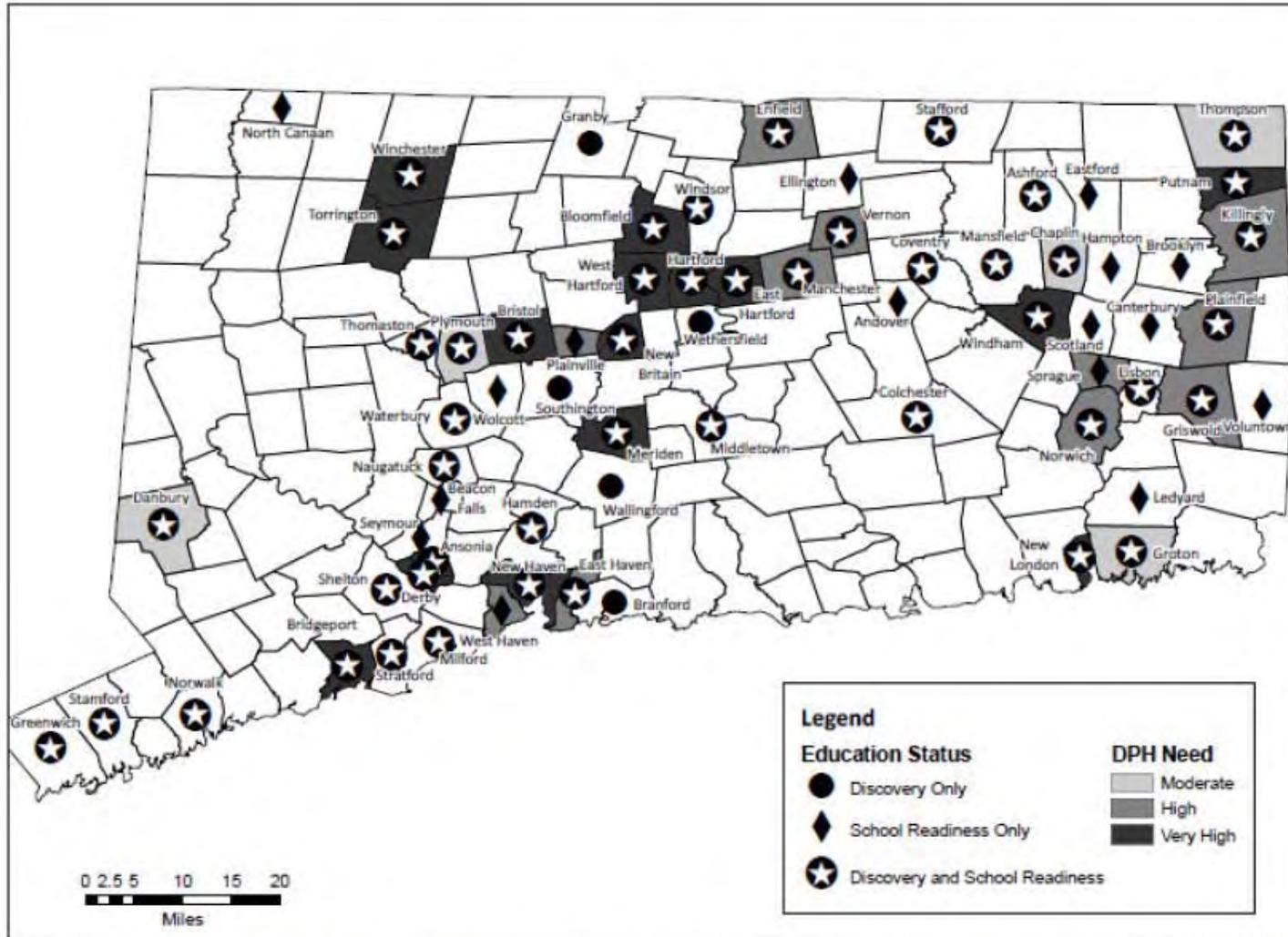
Domain	2010 KEI Results: Percent of Children that...		
	Demonstrate emerging skills	Inconsistently demonstrate skills	Consistently demonstrate skills
Creative / Aesthetic	11%	38%	51%
Personal / Social	16%	40%	44%

Data analyses conducted by the State Department of Education (SDE) indicate that kindergarten students eligible for free and reduced price lunch score substantially lower across all six domains of the KEI when compared with their peers. For example, 36% of students eligible for free/reduced lunch demonstrate emerging literacy skills vs. 15% of full-pay students. Likewise, students in high-need school districts (Priority and Competitive School Districts³) have greater proportions of students who demonstrate emerging skills than students in wealthier districts. This readiness gap reflects a preparation gap as well. In 2010, 70% of kindergarten students in the highest-need districts had preschool experience, compared with 95% in the wealthiest districts.

While there are high-need children in every community in Connecticut, the state can identify where the vast majority of high-need children reside. Map (A)(1)-1 (next page) triangulates three separate proxies for high-need: (a) School Readiness, a State program that provides spaces in community child care programs and public school classrooms for 3- and 4-year old children in low-income communities or communities with pockets of child poverty; (b) Severe, High and Moderate High-needs communities identified by the Connecticut Department of Public Health (DPH) in its 2010 Home Visitation Needs Assessment; and (c) Communities that participate in the Discovery Initiative – a statewide collaborative effort that supports community-based early childhood councils to develop comprehensive community plans that support healthy child development and early school success. Map (A)(1)-1 illustrates that urban centers contain high concentrations of high-need children, and approximately 90% of all high-need children live in communities receiving School Readiness and/or Discovery funds. A geographic analysis of children using data from the Connecticut Department of Developmental Services (DDS) – the lead agency for the state’s early intervention system called the Birth to Three System - corroborates this pattern. Nearly 3 in 4 (72%) of eligible infants and toddlers served by the Birth to Three System live in communities with School Readiness programs.

³ Priority School Districts are the most economically and educationally needy districts in the state. Competitive School Districts are districts with pockets of poverty (e.g., individual “priority schools”).

Map (A)(1)-1 Concentration of high-need children in Connecticut using towns that contain School Readiness, Discovery Initiative, and/or identification as need exists in the Department of Public Health Home Visitation Needs Assessment.



Note: DPH Need refers to the need for Maternal, Infant, and Early Childhood Services as classified by the Connecticut State Department of Public Health in 2010. School Readiness districts have been classified by the Connecticut State Department of Education. Discovery Districts refer to the WCGMF Discovery Initiative, and represent districts that are either in Plan Development, Plan Enhancement, or Plan Implementation.

(A)(1)(a) Financial investment, from January 2007 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.

Connecticut’s investments in early learning and development programs totaled \$306 million in 2011. This represents a 25% increase in funding for early learning and development from 2007 to 2011 despite the economic downturn. (See Table (A)(1)-4.) While most programs have income eligibility and/or developmental delay criteria consistent with our definition of high-need children, several programs (such as Public School pre-school programs) may serve children who do not meet our definition of high-need.

Private and philanthropic support complements state investments. The Connecticut Early Childhood Funders Collaborative was created in 2011 in partnership with the State to provide funding and support for the implementation of Public Act 11-181. A 2011 Connecticut Council for Philanthropy survey found that 38 private and philanthropic funders in Connecticut invested \$72 million in early childhood efforts from 2007 to 2011 (see Invitational Priority 5 for details).

(A)(1)(b) Increasing, from January 2007 to the present, the number of Children with High-needs participating in Early Learning and Development Programs.

In 2007, Connecticut began to ramp up investments in Early Learning and Development. Following the economic downturn, Connecticut continues to increase the number of high-need children participating in its core Early Learning and Development Programs. For example: (a) participation in School Readiness programs increased by 35% (from 6,620 to 8,913) from 2007 to the present; and (b) participation in State-supported Child Day Care increased by 7% (from 3,976 to 4,242). (See Table (A)(1)-5 for details and Table (A)(1)-3 for participation of children in programs by age.)

Connecticut knows how many children participate in specific programs, but cannot currently calculate the total number of high-need children touched by all programs (e.g., a high-need child may participate in multiple programs over time or in several programs at the same time). The state can estimate participation in core high-quality preschool programs. Core early learning programs include: (a) State funded School Readiness (8,913); (b) Head Start (6,301); (c) Programs funded under Title I of ESEA (3,714); (d) Child Day Care Centers (2,481), and; (e) the IDEA early intervention programs. Overall, approximately 2 out of 3 preschool high-need

children participate in core subsidized ECE programs (assuming children do not participate in multiple programs).

Core ECE programs differ appreciably in quality and service delivery. For example, the Care4Kids (TANF funded) relies on family based childcare programs and Family, Friends and Neighbors (FFN). More than half of high-need children rely on other options for early care, with the largest gaps for infants and toddlers. Quality improvement efforts targeting Preschoolers to Kindergarten entry will produce a significant impact. Conversely, any efforts targeting younger children should build in options to engage family based childcare programs and FFN.

These publicly funded Early Learning and Development Programs reach different geographic areas. School Readiness involves 300+ programs located in 64 communities with low-income children. State-supported Child Day Care reaches 100 locations across 36 communities (targeting families earning less than 75% of State Median Income). Family Resource Centers offer a variety of resources in 61 communities. The Birth to Three System and the provision of special education to the eligible population of infants, toddlers and preschoolers with disabilities occurs statewide in every community.

Differences in participant eligibility requirements, consumers, funding levels, types of services, and accountability and regulatory requirements, among others, resulted in a movement to develop local early childhood councils. The School Readiness legislation required the establishment of a Council. However, the School Readiness program targets a narrow slice of early childhood (i.e., 3- and 4-year olds). Through its Discovery Initiative, the William Caspar Graustein Memorial Fund – in partnership with the state’s Early Childhood Education Cabinet, the Child Health and Development Institute (CHDI), and the State Department of Education (SDE) – builds the capacity of local early childhood councils and supports the development of comprehensive community plans for children, birth through 8, that 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 represent a critical driver of the early childhood system reform effort in Connecticut.

(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

Connecticut’s most recent early childhood policies are anchored in a decades-old tradition to care for our youngsters. Early childhood efforts took center stage in 1965, when Hartford, Connecticut secured an original Head Start grant. Two years later, Connecticut launched the State-supported Child Care Center program. Connecticut’s more recent early childhood policy development was launched fourteen year ago, as follows:

- 1997** Connecticut enacted School Readiness legislation (Public Act 97-259) changing the landscape for quality preschool programs in our most at-risk communities.
- 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 the state’s **HUSKY** health care program for low-income children pursuant to October Special Session Public Act 97-1.
- 2005** The General Assembly enacted legislation requiring SDE to develop and implement a statewide, developmentally-appropriate **kindergarten assessment tool**, pursuant to Public Act 05-245.
- 2005** The creation of the Early Childhood Education Cabinet⁴ (via Public Act 05-245) brought all of the stakeholders into the same tent, creating increased synergy and a higher level of innovation
- 2006** Pursuant to Public Act 06-179, by the year 2020, at least 10% of total recommended appropriations for each budgeted agency must be allocated for prevention services for children, youth, and families.
- 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 the State Department of Education (SDE) to develop a School Readiness expansion plan for Connecticut, focused specifically on facilities. The plan was completed within a year’s time.

⁴ 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.

- 2007** Pursuant to June Special Session Public Act 07-3, the Early Childhood Education Cabinet expanded its responsibilities (e.g., workforce development plan, data sharing agreements between State agencies).
- 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.
- 2011** Pursuant to Sections 97-101 of Public Act 11-44, the State’s child day care program and Head Start Collaboration Office was transferred from the Department of Social Services to the Department of Education. (See Sections 97-101 of Public Act 11-44 in Appendix 4(A)(1)-2.)
- 2011** Pursuant to Public Act 11-54, the General Assembly strengthened the educational requirements for early care teachers in settings that receive public funding. (See Appendix 4(A)(1)-3.)
- 2011** The General Assembly passed Public Act 11-181, to establish a coordinated system of early care and education and child development by July 2013. Section (A)(2) provides a detailed description.

Practices

Connecticut has developed robust models that have been replicated nationally:

State Programs

- 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.
- The **Connecticut Behavioral Health Partnership**, a collaboration 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** facilitate access to child mental health services and provide continuity with primary care practices. A reimbursement rate 25% above prevailing Medicaid reimbursement rates incents Clinics to meet care standards and performance benchmarks.
- **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. Treatment plans have also been aligned across DCF and Head Start and Early Head Start family partnership agreements, and the DCF data system has been modified to better identify children under age five to participate.⁵

- The Commission for the Advancement of 21st Century Skills, referred to as the **P-20 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.

Partnerships

- The **Discovery 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 8. Communities establish and/or strengthen early childhood councils (e.g., birth to 8 focus, parents as 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 **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. The cornerstones of the program are respect, validation and a belief that when the tools of democracy are understood, the public will actively engage in civic life.

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

Early Learning and Development Standards. Connecticut developed and has been utilizing early learning and development standards for the population of children ages birth to five. Those standards are currently represented in two documents: Connecticut’s *Guidelines for the Development of Infant and Toddler Early Learning* and *Preschool Curriculum Framework*. These documents embed approaches to learning and incorporate Early Learning and

⁵ 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

Development Standards across all five essential domains for school readiness for all age groups (See Table (A)(1)-6). Connecticut's *Guidelines for the Development of Infant and Toddler Early Learning* incorporates physical well-being through parent pull out pages, among others. Prior to development of the RTT-ELC State Plan, Connecticut began revising these standards to create fully aligned birth to grade 3 standards that specifically address Approaches to Learning and Physical Well-Being (among other essentials domains of school readiness). Section (C)(1) describes work to date and plans for revising and implementing the new Early Learning and Development Standards.

Comprehensive Assessment System. Connecticut has developed solid assessment systems for specific early learning programs (Table (A)(1)-7). School Readiness programs meet stringent requirements for formative assessment practices, environmental quality, use of high-quality curriculum and state standards and transition to kindergarten among others.⁶ SDE staff members conduct focused monitoring site visits to assess quality, using an observation tool developed specifically for School Readiness.

Connecticut uses a variety of assessment tools and resources to support programs across multiple settings, including the *Preschool Assessment Framework* and *Guidelines for the Development of Infant and Toddler Early Learning*. For family based childcare programs, state licensing requirements are among the most rigorous standards in the nation (see Section (B)(1)).

Health Promotion Practices. A solid baseline of high-quality health promotion practices is currently required in State-funded programs (Table (A)(1)-8). 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 childcare 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. That 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.

⁶ School Readiness legislation outlines 11 quality components that support program improvement that are further detailed in the School Readiness Preschool Program Evaluation System.

The Early Childhood Health Assessment Record promotes medical homes, mental health consultations, and serves as a catalyst to link children and families to other resources (e.g., Birth to Three, Home Visitation programs).

Family Engagement Strategies. Connecticut strongly promotes family engagement in Early Learning and Development programs and K-12 (Table (A)(1)-9). Evidence of family engagement strategies can be found across all Early Learning and Development Programs. An example includes the state’s School Readiness Preschool Program Evaluation Quality components which detail program expectations for family engagement practices: 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 assisting families with transition to kindergarten. A state-funded early learning and development program, the Family Resource Centers (FRCs), promotes comprehensive, integrated, community-based systems of family support and child development services located in public school buildings.⁷ The state’s programs for providing early intervention and special education engage families and ensure family participation and decision-making throughout.

Programs funded under Title I must have a district-level Parent Involvement Policy and a school-level plan for family engagement that includes a School-Parent Compact. Connecticut has leveraged these federal requirements by creating an innovative training and technical assistance program using the School-Parent Compact as the bridge between school improvement goals and family engagement. Schools utilize student performance data in working with families to develop Compacts that identify specific learning-oriented teacher and family actions at the grade level. Finally, Connecticut supports schools and districts to form School-Family-Community Partnership Action Teams based on the model developed by Dr. Joyce Epstein of Johns Hopkins University and the National Network of Partnership Schools that link to school improvement goals.

Development of Early Childhood Educators. Connecticut has developed a ladder of early childhood educator credentials, and partners with colleges, universities and non-profit agencies to provide a range of professional development and training opportunities for educators (Table (A)(1)-10). CT Charts-a-Course (CCAC), embedded in State statute in 2004 (Section 6 of

⁷ This model is based on —Schools of the 21st Century” developed by Dr. Edward Zigler of Yale University.

Public Act 04-212) and operating under the Connecticut Community College System, has a narrow framework for entry level (CDA) ECE teachers (with eight written Core Areas of Knowledge), an ECE Career Ladder, guidelines for ECE trainers of teachers, and a monitoring system via its Trainer Approval Board. The Core Areas of Knowledge have been developed and periodically revised to meet current standards put forth by organizations and agencies such as NAEYC, the Council for Exceptional Children (CEC) Division for Early Childhood (DEC) and the American Academy of Pediatrics. The Core Areas of Knowledge infuse current scientifically evidence-based knowledge and complements state *Guidelines for the Development of Infant and Toddler Early Learning* as well as the *Preschool Curriculum and Preschool Assessment Frameworks*. Credentials include: Infant/Toddler Credential, Birth to 3 Credential for Early Intervention, Early Childhood Certificate, Child Development Associate (CDA), Teacher Certification for different ages and populations (PK-3, Birth to K, Special Education), and the Director's Credential.

Thirteen postsecondary institutions and other professional development providers issue credentials or degrees to Early Childhood Educators (Table (A)(1)-11).⁸ Some 23 Connecticut institutions of higher education form the Early Childhood Higher Education Consortium (ECHEC) with members from 2- and 4-year colleges, in place since 2004. Among other areas, ECHEC focuses on the challenges associated with program re-design in alignment with NAEYC standards, and faculty capacity to accommodate new demands. Notably, all 12 Connecticut Community Colleges have ECE degree programs and all are working toward NAEYC Early Childhood (EC) Associate Degree Accreditation. The Connecticut ECE Articulation Plan has been in place for over 15 years. The eventual accreditation of all ECE Associate Degree programs will purposefully facilitate a greater number of articulation agreements with more 4-year institutions across a broader array of degree programs.

Kindergarten Entry Assessments. Connecticut's Kindergarten Entry Inventory (KEI), initiated in 2007, meets most of the criteria for a common, statewide Kindergarten Entry Assessment (Table (A)(1)-12). The KEI provides a statewide snapshot of the skills students

⁸ In March 2011, the State Department of Education announced a pilot program among state institutions of higher education under which SDE will approve programs that will eventually offer the Early Childhood Teacher Credential (ECTC). The UConn Department of Human Development & Family Studies, among others, participates in the pilot program. SDE will credential at the Associate's and Bachelor's degree level, and individuals will have to demonstrate coursework and practice/placement at infant/toddler and preschool levels to qualify for the credential. The ECTC is based on NAEYC standards.

demonstrate, based on teachers' observations, at the beginning of the kindergarten year. KEI results are reported at the state and district levels. The KEI: (a) is completed for all kindergarten students in public school, including children with disabilities; (b) aligns with Connecticut's 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 into three performance levels across the six developmental domains (language, literacy, numeracy, physical/motor, creative/aesthetic, personal/social). The performance levels are: (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 focus on all aspects of child development. Most school districts assess kindergarten students' academic skills and readiness, but few assess physical, social-emotional or creative-aesthetic development. Districts can also use the KEI to work with preschools to address common readiness challenges (e.g., if a high percentage of kindergarten students are not ready in the numeracy domain).

Effective Data Practices. All RTT-ELC Participating State Agencies (PSAs) with an early childhood focus track, compile and maintain information about children and families. Data systems across PSAs vary appreciably. Some systems exist for the sole purpose of meeting reporting requirements. Other systems offer sophisticated methods to track a comprehensive array of services. A child currently receiving services often cannot be tracked across multiple programs or agencies. The lack of a common unique program identifier prohibits policymakers from fully understanding the universe of child care and early education programs throughout the state. Various efforts exist to move towards interoperability. For example, the State Department of Education (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). With support from the State Fiscal Stabilization Fund, SDE is incorporating all 12 required data elements into the state's statewide longitudinal data system for pre-K through postsecondary education. SDE now collects teacher- and course-level data that connect with the SASID for preschool programs in public schools. A cross-agency Data Policy Work Group of the Early Childhood Education Cabinet facilitates progress toward the adoption of a unique identifier for children, programs, and staff. The P-20 Council received two State Longitudinal Data System grants, and benefits from free technical assistance services from the National Center for Education Statistics (NCES) to evaluate the options for a data systems interoperability architecture, including the existing interoperability framework.

Table (A)(1)-1: Children from Low-Income⁹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	16,455	39.2%
Toddlers ages 1 through 2	30,081	35.8%
Preschoolers ages 3 to kindergarten entry	32,267	38.4%
Total number of children, birth to kindergarten entry, from low-income families	78,803	37.5%

Data Sources:

- Total number of children is from the United States Census Bureau, Estimates of Resident Population by Selected Age Groups, July 1, 2009 (Total 0-5 population=210,470).
- CT Department of Social Services Husky A Eligible Recipients Report, August 2011.

Table (A)(1)-2: Special populations of Children with High-needs		
<i>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.</i>		
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 delays¹⁰	14,134	6.7%
Are English learners (ELL)¹¹	11,340	5.4%
Reside on "Indian Lands"	108	.05%
Are migrant¹²	Since Connecticut ceased its participation in the federal Migrant education program, it does not have a way to identify these students	
Are homeless¹³	2,150	1.02%
Are in foster care	2,217	1.1%
Children in emergency homeless shelters	929	.44%
Other as identified by the State		

⁹Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

¹⁰For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

¹¹For the purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

¹²For the purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of migratory child in ESEA section 1309(2).

¹³The term homeless children has the meaning given the term homeless children and youths in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-2: Special populations of Children with High-needs <i>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.</i>		
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...
Describe:		
Children in transitional housing	219	.1%
Children in domestic violence shelters	519	.25%
Children in Department of Children and Families (DCF) supportive housing	631	.3%
DCF Open Cases	3,559	1.7%
Children with Special Health Care Needs	1,456	.7%
<ul style="list-style-type: none"> • Children with disabilities or developmental delay data are based on IDEA Part C and 619 data of children birth to 5. • ELL data is proxy based on K-12 population applied to birth to 5 cohort. • Tribal number estimated based on number of children birth to 5 provided social services. • McKinney-Vento data based on proxy using US Housing and Urban Development data. • Homeless data are estimated based on Connecticut Coalition to End Homelessness (CCEH) for birth to 5. • Foster care data are based on DCF data SFY 2011. • Children birth to 6 in emergency homeless shelters and transitional housing data are based on Department of Social Services Profile of Clients served 2010. • Children in domestic violence shelters data are based on <i>CT Coalition to End Domestic Violence Year End 2010-2011 Shelter Services Report</i>. • Children in DCF supportive housing data are based on DCF data for SFY 2011. • DCF open case information is based on the DCF Strategic Plan Indicators SFY 2011. • Children with Special Health Care Needs data are based on DCF Strategic Plan Indicators SFY 2011. 		

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 <i>Specify: All School Readiness, including entitlement, competitive</i> <i>Data Source and Year: May 2011 monthly data report School Readiness.</i>	N/A	N/A	8,913	8,913
Early Head Start and Head Start¹⁴ <i>Data Source and Year: Total funded enrollment by age estimated using percentage of cumulative enrollment by age, Head Start Program Information Report 2011. Due to collection of data issues, the age breakouts are prorated for ages 0 through 2.</i>	186	632	6301	7119
Programs and services funded by IDEA Part C and Part B, section 619 <i>Data Sources: Birth to Three - Birth to Three Data System, Department of Developmental Services</i> <i>Data Source: For three to five year olds - the Special Education Data Application & Collection (SEDAC)</i> <i>Data Year: 10-01-2010 (school year 2010-11)</i>	451	4,048	4,666	9,165

¹⁴ 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
<p>Programs funded under Title I of ESEA</p> <p><i>Data Source and Year:</i> 2009-10 Consolidated State Performance Report Part II. Due to collection of data issues, the age breakouts are prorated for ages 0 through 2.</p>	31	63	3,714	3,808
<p>Programs receiving funds from the State’s Child Care and Development Fund (CCDF) program</p> <p><i>Data Source and Year:</i> Includes Care4Kids. 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.</p>	2134	4,269	7,404	13,807
<p>Other</p> <p><i>Specify: Family Resource Centers</i></p> <p><i>Data Source and Year:</i> Includes infants under age 1. Due to collection of data issues, the age breakouts are prorated for ages 0 through 2.</p>	878	1,756	3,028	5,662
<p>Other</p> <p><i>Specify: Child Day Care Centers</i></p> <p><i>Data Source and Year:</i> 85% of children estimated to be high-need. Due to collection of data issues, the age breakouts are prorated for ages 0 through 2.</p>	375	750	2481	3,606

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 <i>Specify: Children’s Trust Fund</i> Includes Nurturing Families Network, Family School Connection and Help Me Grow	940	1,600	1,203	3,743
State-funded preschool: There are 7,871 children with income <50% State Median Income (SMI) and 1,042 other high-needs students.				

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				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start¹⁵	4,521,150	5,381,150	5,112,090	5,112,091	5,338,150
State-funded preschool Non-TANF (temporary assistance for needy families) claiming for School Readiness students who are not low-income or high-need	5,194,034	6,204,768	7,110,270	6,738,522	6,886,380
State contributions to IDEA Part C	30,169,306	34,091,759	42,866,868	40,506,601	42,835,979
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	No separate state allocation for IDEA 619 or for children with disabilities in the preschool grade receiving special education and related service.				

¹⁵ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

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				
	2007	2008	2009	2010	2011
Total State contributions to CCDF^{16*} Includes the following: <ul style="list-style-type: none"> • Care4 Kids (all years) • School Resources and Referral (SFY 2007 and SFY 2008 only) • Child Day Center (SFY 2007 and SFY 2008 only) • Care4Kids Eligibility Processing System (all years) • Administrative costs (all years) • Child Care Facilities loan fund debt service (SFY 2007 only) 	64,311,635	74,370,211	62,029,349	54,579,020	75,308,237
State match to CCDF* <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	18,716,984	18,142,642	18,264,647	18,349,360	17,637,477
TANF spending on Early Learning and Development Programs^{17*} (Includes Child Day Care Programs, a portion of DPH licensing and School Readiness Entitlement)	87,862,582	102,199,297	99,810,641	97,747,396	101,375,372

¹⁶ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

¹⁷CCDF MOE funds for Child Care dually claimed to TANF MOE.

* see attached spreadsheet

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				
	2007	2008	2009	2010	2011
Other State contributions <i>Specify: DPH Licensing activities</i>	3,414,453	3,492,131	4,795,028	4,421,612	4,875,368
Other State contributions <i>Specify: Family Resource Centers</i>	6,359,461	6,041,488	5,739,414	6,041,488	6,041,488
Other State contributions <i>Specify: Child Day Center program and Before and After School Resource and Referral</i>	0	0	14,273,898	15,031,214	16,359,918
Other State contributions <i>Specify: Children's Trust Fund including Nurturing Families, Help Me Grow, Family School Connection</i>	9,079,979	9,840,518	11,656,034	11,073,233	11,641,326
Other State contributions* <i>Specify: Care4Kids Eligibility Processing System Support</i>	499,279	717,762	557,142	494,895	456,227
Other State contributions* <i>Specify: Child Care Facilities Loan Fund Debt Service Support</i>	0	3,140,897	3,989,335	4,439,922	4,457,899
Private Contributions (These are philanthropic dollars spent on early learning; 2011 funding is estimated.)	14,490,444	16,251,992	13,207,247	15,717,150	12,588,210
Total State contributions:	244,619,307	279,874,615	289,411,963	280,252,504	305,802,031
State-funded preschool Non-TANF claiming for School Readiness students who are not low-income or high-need					

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 ¹⁸				
	2007	2008	2009 ¹⁹	2010 ¹⁷	2011 ¹⁷
State-funded preschool (annual census count; e.g., October 1 count) <i>Specify:</i> May monthly data reports School Readiness The total reported includes those <50% SMI and other high-needs	6,620	6,455	7,856	9,229	8,913
Early Head Start and Head Start²⁰ (funded enrollment) FY 2011 estimated based on prior year.	6,905	7,259	7,035	7,123	7,119
Programs and services funded by IDEA Part C (Birth to Three Data System, DDS)	4,018	4,182	4,603	4,743	4,499
IDEA, Part B, Section 619 Annual December 1 count of 3, 4, and 5-year-old children receiving special education in the preschool grade. 2011 is projected based on 2010.	4,599	4,755	4,645	4,666	4,666
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) 2011 is projected based on 2010 data.	3,042	3,832	3,366	3,808	3,808
Programs receiving CCDF funds (Average monthly served) Includes Care4Kids. School Readiness and Child Day Care programs shown separately.	13,595	15,077	14,422	13,456	13,807

¹⁸ Include all Children with High-needs served with both Federal dollars and State supplemental dollars.

¹⁹Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. . Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011. .

²⁰Including children participating in Migrant Head Start Programs and Tribal 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 ¹⁸				
	2007	2008	2009 ¹⁹	2010 ¹⁷	2011 ¹⁷
Family Resource Centers (Data collection established in FY 2008)	Not Applicable	6,848	6,786	5,697	5,662
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.	3,380	3,347	3,340	3,483	3,606
Other Children’s Trust Fund <i>Describe:</i> Includes Nurturing Families Network, Family School Connection and Help Me Grow for children birth to five. FY 2011 is estimated based on 2010 figures.	5,610	3,494	4,086	3,743	3,743

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

Standards addressing approaches toward learning are embedded throughout *Connecticut’s Guidelines for the Development of Infant and Toddler Early Learning* or *Connecticut’s Preschool Curriculum Framework*. Although these documents do not include a distinct Approaches Toward Learning domain. Both documents address motor development, including fine and gross motor skills. Physical well-being is addressed in *Connecticut’s Guidelines for the Development of Infant and Toddler Early Learning* through suggestions on Parent-Pull-Out Pages and under the listing of Ways You Can Support Healthy Growth and Development.

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 Environment Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Specify: School Readiness (SR) Grant Program</i>	X	X	X		SDE staff conduct random visits using an SDE created observation tool
Early Head Start and Head Start (Programs select tools to comply with Head Start Program Performance Standards)²¹	X	X	X	X	
Programs funded under IDEA Part C	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

²¹ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
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
Programs funded under Title I of ESEA	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Programs receiving CCDF funds- Care4Kids					Refer to Section B
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>					Refer to Section B
Licensed Day Care Facilities- Department of Public Health (DPH)			X		X
Other: Family Resource Centers <i>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.</i>	X			X	

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
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
Other: Child Day Care Programs <i>Describe:</i> State subsidized child care in public or private nonresidential licensed child care centers.					Refer to Section B
Other for DPH licensing includes medical training and proof of immunization.					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
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 <i>Specify:</i> School Readiness Grant Program	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		

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
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 –Care4 Kids					Refer to Section C
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>					Refer to Section C
Licensed Day Care Homes/ Facilities	X		X		
Other: Family Resource Centers (FRCs) <i>Describe: See below</i>	X	X			
Other: Child Day Care <i>Describe: See Below</i>					Refer to Section C

• Family Resource Centers: The FRC concept promotes comprehensive, integrated, community-based systems of family support and child development services located in public school buildings. This model is based on the "Schools of the 21st Century" concept developed by Dr. Edward Zigler of Yale University.

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
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
<ul style="list-style-type: none"> • 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. • Child Day Care: State subsidized child care in public or private nonresidential licensed child care centers. 					

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<i>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.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State-funded preschool <i>Specify: School Readiness Grant Program</i>	Licensing regulations require state-funded centers to involve families in setting goals and evaluating children's progress and to assist 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

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
	home visits. Family outcomes included in the Individualized 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 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.
Programs funded under Title I of ESEA	Programs funded under Title I of ESEA are required by the 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-Care4Kids	There are no family engagement strategies currently required.
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>	Refer to Section B.
Licensed Day Care Centers and Homes	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
<p>Other: Family Resource Centers</p> <p><i>Describe</i> The Connecticut Family Resource Center concept promotes comprehensive, integrated, community-based systems of family support and child development services located in 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.</p>	<p>The FRC model builds upon the basics; families, neighborhoods and academics to support an integrated approach focused upon academics and stronger families. Local decision making where parents are engaged as full partners is a key element for each community to remain focused in their progress toward school success for every child.</p> <p>Four core program strategies for every FRC include:</p> <ol style="list-style-type: none"> 1. Provide a high-quality, well-coordinated home visitation program for at-risk families and their children from birth to age 5 five as part of a continuum of early childhood services. 2. Deliver early detection and well-child screenings for all children, birth to age five that ensures regular health check-ups, vision/hearing/dental screenings, immunizations and identification for possible developmental delays and other health issues. 3. 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. 4. Support school and district improvement efforts that accelerate the closing of Connecticut's achievement gaps through school-<u>family</u>-community connections, including parent engagement, parent leadership and <u>family</u> literacy
<p>Other: Child Day Care Centers</p> <p><i>Describe:</i> State subsidized child care in public or private nonresidential licensed child care centers.</p>	<p>Licensing regulations require state-funded centers to involve parents in setting goals and evaluating children's progress and to assist parents and staff in communicating and making decisions regarding education.</p>

Table (A)(1)-10: Status of all early learning and development workforce credentials²² 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)
		#	%	
Director’s Credential	<i>Not Available</i>	48 people identified as Directors in the Professional Development Registry hold this credential	11% of the 448 identified as Directors in the Professional Development Registry	Between 2007-2010, 106 individuals received the Director’s credential.
Infant/Toddler Credential	<i>Not Available</i>	6	Percent of total population of I/T personnel unknown	This is a relatively new certificate which started in 2009.
Birth to 3 Credential for Early Intervention (Part C) providers	<i>Not Available</i>	42 unlicensed or not certified	20%	Staff that are not appropriately licensed or certified under our personnel standards can complete the requirements for the credential and then perform some of the early intervention duties that only licensed credentialed staff can do.
Early Childhood Certificate	<i>Not Available</i>	152	3%	
Child Development Associate (CDA)	<i>Not Available</i>	1,783	34%	
Teacher Certification (PK-Grade 3, Birth to K, or Comprehensive Special Ed PK-Grade 12)	<i>Not Available</i>	988	Cannot determine total population	The Birth to Kindergarten teacher certification is phasing out as an initial endorsement and will become available as a cross-endorsement only.

²² Includes both credentials awarded and degrees attained.

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? <i>(Yes/No/Not Available)</i>
Eastern CT State University	29	<i>Not Available</i>
Southern CT State University	14	<i>Not Available</i>
Central CT State University	0	
Mitchell College	6	<i>Not Available</i>
St Joseph College	6	<i>Not Available</i>
University of CT	11	<i>Not Available</i>
University of Hartford	21	<i>Not Available</i>
Charter Oak State College	19	<i>Not Available</i>
Yale	1	<i>Not Available</i>
Post University	12	<i>Not Available</i>
B-3 System (DDS)	7	<i>Not Available</i>
12 Community Colleges	260	<i>Not Available</i>
Council for Professional Recognition (Child Development Associate Certificate)	576	<i>Not Available</i>
Total	962	

Figures include all forms of early childhood certifications and cross-endorsement, credentials, or certificates from either a child development associate to an associate’s or bachelor’s level.

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/N)	Y	Y (math only)	N	Y	Y
Domain aligned to Early Learning and Development Standards? (Y/N)	Y	Y	N	Y	Y
Instrument (s) used? (Specify)	<p>The Kindergarten Entrance Inventory (KEI) was designed to provide a statewide snapshot of the skills students demonstrate, based on teachers’ observations, 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.</p> <p>Each fall, kindergarten teachers are asked to 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.</p>				
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? (If not administered statewide, include date for reaching statewide administration) (Y/N)	Y	Y	N	Y	Y
Results included in Statewide Longitudinal Data System (Y/N)	Y	Y	N	Y	Y

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						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	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
DDS-Birth to Three				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
SDE-PKIS				X		X	X
SDE-SEDAC				X	X	X	X
SDE-Early Childhood Outcome (ECO) data IDEA 619				X	X	X	X
DCF-Link				X			X
DSS-EMS eligibility				X			X
DSS-Care4Kids thru 2-1-1 Child Care				X	X	X	X
DSS – NFN Nurturing				X	X	X	X

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
Family Network							
DSS Healthy Start				X		X	
Charts-a-Course (CAC)					X	X	
Child Care 2-1-1-CCR&R						X	

FFN = individuals receiving child care subsidies who are relatives, friends, or neighbors
NFN = Nurturing Family Network home visiting program for children from birth at risk for abuse/neglect
PSIS = K-12 pupil data
CCAC = Connecticut Charts a Course is the Early Care and Education Professional Development System and Registry
The Dept. of Social Services does not currently have a database for center-based licensed programs receiving state subsidies, but one is under development.
*Although the cells for unique identifiers for children, programs, and staff are unfilled because none are linked statewide, **there are certainly identifiers that are available and that can be linked.** For children, the Dept. of Education and the DDS Birth to Three System are using State Assigned Student IDs (SASIDs) for all children in publicly-funded preschool programs and infants and toddlers in IDEA Part C programs. DPH uses birth certificate numbers as IDs in two of their data bases. By expanding the use of the Birth Certificate number across all DPH and DSS and DCF data and then requiring LEAs to enter that same number into the SASID registration process, we will have a way to link child data across agencies. The CT Charts-a-Course Registry captures information on all staff in publicly-funded child care and is voluntary for private child care. The Dept. of Education has identifiers for certified early childhood teachers and the Dept. of Public Health has identifiers for licensed staff such as therapists. We see the CCAC registry as the ultimate link between these three sources. Birth to Three has already begun discussions to require all IDEA Part C staff to register, beginning 7/1/12. Program IDs are both license numbers used by DPH and 2-1-1 Child Care and 7-digit program IDs used by the State Dept. of Education and program IDs used by the CCAC Registry which are already linked to license numbers.*

(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 most 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 readiness gap 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)) 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 readiness gap between Children with High Needs and their peers.

(A)(2) Narrative – Rationale for Early Learning Reform Agenda and Goals

(A)(2)(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

Connecticut’s ambitious overall goal for the RTT-ELC State Plan is *to achieve a dramatic increase in the percentage of high-need children who enter Kindergarten ready to succeed, and to cut in half the percentage of children unprepared for school.*

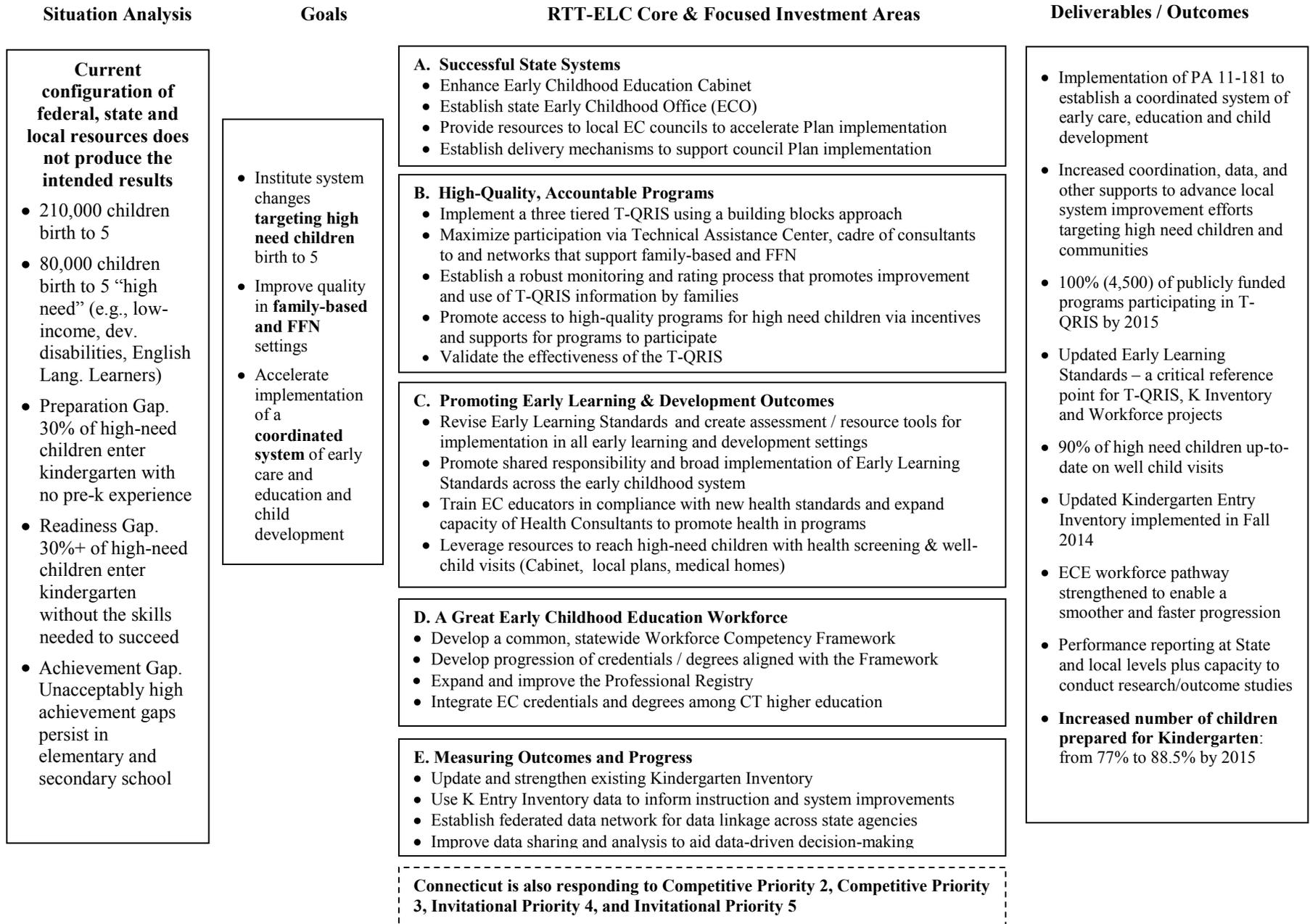
The successful implementation of eight RTT-ELC Projects will establish the infrastructure and necessary pre-conditions to positively affect Connecticut’s 80,000 high-need children during the grant period. Key leverage points include:

1. Institute system changes targeting **high-need children**, including children from special populations ages birth to 5 – by consolidating, improving, and expanding the quality of publicly funded early learning and development programs to close the preparation and readiness gaps.
2. Improve quality in **family based childcare and FFN** settings (that serve more than half of our high-need children and most of our youngest children).²³
3. Accelerate implementation of a **coordinated system** of early care, education and child development that improves quality, assessment, and identifies the key elements from Public Act 11-181, such as creating a unified set of reporting requirements for programs to collect data necessary for quality assessment and longitudinal analysis; developing early learning standards and assessment tools from birth to five; and implementing a quality rating and improvement system that covers home-based, center based, and school-based early child care and learning.

The RTT-ELC State Plan logic model (next page) provides an overview of Connecticut’s RTT-ELC State Plan. It is organized into four areas: (1) situation analysis (current situation), (2) goals, (3) RTT-ELC core & focused investment areas, and (4) deliverables/outcomes. Under RTT-ELC Core & Focused Investment Areas, the model uses the application section format to organize the information. Similar logic models are used to illustrate each forthcoming section of this application.

²³ 2003 National Survey of Children’s Health, U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau.

Figure (A)(2).1 – RTT-ELC State Plan Overall Logic Model



(A)(2)(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.

Our RTT-ELC application aligns with Connecticut’s broader early care, education and child development reform agenda. Our proposed projects will accelerate implementation of these reform efforts and most importantly, change the lives of high-need children and families.

Public Act 11-181, “*An Act Concerning Early Childhood Education and the Establishment of A Coordinated System of Early Care and Education and Child Development*” represents the culmination of a statewide stakeholder dialogue and movement to improve the quality of life for our children, increase academic achievement, and ultimately increase the economic vitality of our State. Public Act 11-181 sets the overall context for our Race to the Top - Early Learning Challenge plan. It identifies broad goals consistent with the Race to the Top Early Learning Challenge: (a) reduce the academic achievement gap; (b) increase participation in early childhood education programs; (c) increase family engagement, family literacy, and parenting skills; (d) increase oral language development and social competence; (e) decrease special education placements; and (f) support families and guardians of young children on finding and retaining employment and encourage such families and guardians to attend work training programs.

Public Act 11-181 sets forth 25 specific actions related to building a system including: (a) create a unified set of reporting requirements for programs to collect data necessary for quality assessment and longitudinal analysis; (b) develop and update early learning standards and assessment tools from birth to five as well as assessment tools for students in Kindergarten through 12; (c) create, implement and maintain a quality rating and improvement system that covers home-based, center based, and school-based early child care and learning; and (d) create partnerships between state agencies and philanthropic organizations to help implement the system, among others. These specific actions align with absolute priorities, priority focus areas, competitive and invitational priorities in the Race to the Top – Early Learning Challenge.

RTT-ELC places a premium on efforts targeting publicly funded early care, education and child development programs. Public Act 11-181 places specific emphasis on the consolidation and coordination of these programs. Transformative efforts already underway in the areas of

early care and education and child development set the stage for successful implementation of RTT-ELC projects.

Connecticut's RTT-ELC State Plan includes a coordinated series of practical strategies and targeted investments that will build upon existing assets to benefit young children and the programs that serve them. Specifically, Connecticut's State Plan will produce: (a) a stronger governance structure to coordinate the State's early childhood system; (b) higher-quality programs through the creation of a statewide Tiered Quality Rating and Improvement System (T-QRIS); (c) comprehensive statewide early learning standards; (d) a coordinated plan to promote healthy young children; (e) a statewide competency framework for early childhood educators; (f) an improved Kindergarten entry assessment tool; (g) a statewide data network to facilitate the use of data for decision making and system improvement at the state and community levels; and (h) stronger local early childhood councils to implement the priorities of the State Plan.

Section (A) Successful State Systems - Leadership and Participation. Early childhood care and education is a top priority for Governor Dannel P. Malloy. Governor Malloy recently committed to add 1,000 high-quality, subsidized early learning and development spaces for high-need children at an annual cost of \$12 million. The proposed governance and organizational structure is directly connected to the Governor (see Section (A)(3)). Through RTT-ELC, we will enhance the role of the Early Childhood Cabinet, activate a new Early Childhood Office (ECO) to ensure cross-agency coordination, and support local early childhood councils as they develop and implement comprehensive early childhood plans.

The **Early Childhood Education Cabinet** was established by law in 2005 (Public Act 05-245) and in 2009, pursuant to September Special Session Public Act 09-6, the Cabinet was reconstituted to align with the Federal Head Start Act of 2007. The Cabinet includes representatives from Participating State Agencies; Early Learning Intermediary Organizations; elected officials; early care providers; and family representatives, among others. The Cabinet maintains a set of four Work Groups (Early Learning Standards, Workforce, Data Systems and Family Involvement). The Cabinet will add three additional work groups to support specifically RTT-ELC projects: Health and Behavioral Needs, T-QRIS, and Statewide and Community Partnerships. Through their continued collaboration and dialogue, Cabinet members will foster a culture for change and improvement in the early childhood community. The planning work conducted by the Cabinet during the previous three years created a critical foundation for our

proposed projects. The continuation of this process allows Connecticut to deepen our bench of early childhood leaders across all settings (e.g., communities, philanthropy, State Agencies).

On October 17, 2011, Governor Dannel P. Malloy issued Executive Order No. 11, which established a State **Early Childhood Office (ECO)**. The Office will serve as the initial implementation mechanism for RTT-ELC projects which require high level cross-agency partnerships. The reference to “initial” relates directly to a timing issue related to Public Act 11-181. The Act calls for recommendations about the structure (i.e., governance) of a coordinated system and identifies a “Planning Director” who shall make broader recommendations associated with the financing and governance of said coordinated system. Our RTT-ELC Leadership Team discussed (permanent) governance models with national Early Childhood Expert Sharon Lyn Kagan to better understand the options. The creation of an “initial” office recognizes that we must allow the processes set forth in Public Act 11-181 to run their course, and allow for public discussion about any recommendations for a permanent structure. The creation of the ECO will strengthen the integrity of RTT-ELC project implementation because of the emphasis on reform and sustainable solutions that produce positive outcomes for children and families.

Equally important, pursuant to Public Act 97-259, local **early childhood councils** were created and our proposal recognizes the important role of these councils. The statewide Discovery Initiative championed by the William Caspar Graustein Memorial Fund now reaches 52 communities that serve approximately 90% of Connecticut’s high-need children. Discovery facilitates a community process, rich with public (particularly family) engagement and the development of a comprehensive early childhood plan for children birth to 8. The local early childhood councils create an incredible interface into high-need communities, with the flexibility for communities to address localized needs.

Finally, our proposed project will call upon implementation intermediaries and networks at the statewide and regional levels.

Section (B) High Quality and Accountable Programs. Connecticut aspires to join 26 other states that currently operate a tiered Quality Rating and Improvement System (T-QRIS) with six common elements: (1) standards; (2) assessment system; (3) educator qualifications; (4) family engagement; (5) health promotion; and (6) effective data practices. Connecticut currently has essential T-QRIS elements, but they are not coordinated in a comprehensive system.

Connecticut's proposed High-Quality Plan to develop and to implement a T-QRIS builds upon an extensive QRIS plan from 2008, coordinates existing elements, and positions Connecticut to populate the T-QRIS with over 4,500 programs by 2015. For example: (a) Connecticut ranks 3rd nationally in the number of nationally accredited (i.e., National Association for the Education of Young Children) centers and programs serving our infants, toddlers, and preschool children – with the majority of these located in our poorest, urban centers; (b) Connecticut maintains rigorous licensing standards that will serve as our lowest level (Tier 1) for entry into the T-QRIS. Connecticut's licensing standards exceed the top tiers of QRIS operating in other states; (c) an eLicense system, operated by the Connecticut Department of Public Health, increases access to information by families, providers, researchers, and the general public, among others; and (d) a range of incentive options and resources exist and include increased payment subsidies accredited programs, scholarships for workforce development, and access to financial resources (e.g., Connecticut Health and Educational Facilities Authority, Individuals with Disabilities Education Act (IDEA)) and technical assistance. Moreover, well-established technical assistance and capacity building efforts exist to improve quality in FFN, family based childcare programs and centers across the full range of T-QRIS Program Standards (e.g., early learning and development standards, health promotion practices).

Licensing and national accreditation will represent Tier 1 (bottom) and Tier 3 (top) of our T-QRIS, respectively. The T-QRIS Work Group of the Cabinet will begin work immediately on structuring the Program Standards for Tier 2, using elements contained in the 2008 QRIS Plan development by the Early Childhood Education Cabinet,²⁴ and supported by recent research. Additionally, we will build out a developmental pathway for FFN, allowing them to access supports that advance them toward licensing or simply increase the quality of care in those settings. The T-QRIS development process will offer incentives for participation, and will result in the re-organization of incentives by Tier. Our approach will result in increased monitoring and the establishment of a statewide center that coordinates technical assistance and capacity building supports.

(A)(2)(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area.

²⁴ The Plan proposed a five-tier T-QRIS which was not fully implemented (see Section (B)(1)).

Our proposed RTT-ELC Focused Investment Areas relate directly to support for components that cut across the system (e.g., early learning standards) or support the implementation of our T-QRIS. Equally important the system reform recommendations by the Planning Director will result in consolidation, efficiencies and additional re-purposing of funding. As the state advances with this reform, we recognize that our most valuable resources live in our communities. Therefore, our RTT-ELC approach engages 69 local early childhood councils. These collaborative efforts create the “process” to engage local leaders and families in the solution. Our private and philanthropic sector stands tall in supporting these local efforts with a collective contribution of \$72 million over the past 5 years.

Section (C). Promoting Early Learning & Development Outcomes

(C1) Early Learning and Development Standards. We will: (a) Revise and validate Connecticut Early Learning and Development (ELD) Standards (birth to 5) that cover all essential domains of school readiness and articulate a continuum of skills from birth to 5 aligned with K-3 standards. To complement and promote implementation of the Standards, we will create assessment and resource tools including an Early Learning Assessment Framework (which builds on the current Preschool Assessment Framework) and an Early Learning Strategies Manual; and (b) Promote a shared community responsibility for supporting children’s growth and development on the Standards. Our goal is to promote implementation in every setting, including among professionals and FFN working with high-need children.

Through the Early Childhood Education Cabinet, Connecticut began revising Early Learning and Development (ELD) Standards. The ELD Standards build upon current standards and the Head Start Framework, will align to new K-3 standards, address high-needs populations and reflect a continuum of skills from birth to age 5. To date, we have: (a) drafted principles to guide the development and implementation of the standards; (b) selected domains for the birth-to-3 and 3-to-5 age ranges based on the domains specified in the Head Start Framework; and (d) started alignment and gap analyses work. This work will leverage the effectiveness of multiple components of our plan (e.g., T-QRIS, Workforce and Kindergarten Entry Inventory).

(C3) Health, behavioral, and developmental needs of Children with High Needs to improve school readiness. Connecticut invests approximately \$450 million in federal and State funds to

support health, behavioral health, and/or nutrition.²⁵ *A Framework for Child Health Services: Supporting the Healthy Development and School Readiness of Connecticut's Children*²⁶ articulates a full continuum of child health services, from primary care to highly specialized services – placing health services within a broader system with other sectors that serve children and families. The Framework emphasizes the critical importance of coordination across the sectors. *A Tool Kit for Integrating Child Health Services into Community Early Childhood Initiatives*²⁷ provides a guide for implementing the major recommendations in the Framework within the local early childhood councils. Our child health services landscape contains all of the assets necessary to build a comprehensive, coordinated child health service system. For example: (a) 2-1-1 Child Care²⁸ provides a comprehensive, statewide, coordinated system for early identification and referral of children at risk for developmental and behavioral problems and those served under the Children and Youth with Special Health Care Needs (CYSHCN) program; (b) The Department of Social Services (DSS) supports several initiatives to increase the *effectiveness of child health supervision services* within the Medicaid model. Providers now receive reimbursement for developmental screenings performed with a standardized tool for children at the ages of 9, 18, and 24 (or 30) months (as recommended by the American Academy of Pediatrics).

Connecticut proposes four goals: (1) Establish a progression of standards for ensuring children's health & safety, screening & healthy child development. Embed and maintain the appropriate standards for ensuring children's health & safety, screening & healthy child development in 4,165 settings (school-based, center-based, home-based and FFN), by 2015; (2) Increase the number of early childhood educators who are trained and supported on an ongoing basis in meeting health standards. Train at least 1,000 Early Childhood Educators to meet health standards and support them with a cadre of 200 qualified health consultants and 144 additional

25 For example: \$318.5 million in HUSKY A and B; \$46.8 million in WIC Nutrition Program; \$37.9 million in Birth to Three; and between \$10 and \$13 million each for Infant Immunization; School Based Health Clinics; and Nurturing Families.

26 Source: Dowrkin, P., Honigfeld, L. & Meyers, J. (2009). *A Framework for Child Health Services: Supporting the Healthy Development and School Readiness of Connecticut's Children*. Child Health and Development Institute. Farmington, CT.

27 Honigfeld, L., Meyers, J., Macary, S. *A Framework for Child Health Services: Supporting the healthy Development and School Readiness of Connecticut's Children – A Tool Kit for Integrating Child Health Services into Community Early Childhood Initiatives*. Farmington, CT: Child Health and Development Institute of Connecticut. 2011.

28 In 2010, the W.K. Kellogg Foundation awarded Connecticut Children's Medical Center a grant to replicate **HMG** systems in 10 states over three years and establish the **Help Me Grow** National Center.

individuals who receive a Childhood Mental Health Endorsement; (3) Promote healthy eating habits, nutrition, and expand physical activity. Increase programs and practices related to healthy eating habits, nutrition and physical activity, in 2,000 early care settings;²⁹ and (4) Leverage existing resources to reach 90% of all high-need children and deliver initial or periodic EPSDT screens, and maintain the appropriate schedule of well-child visits. Our goals relate directly to the implementation of the T-QRIS, workforce, data components, and incorporate refined Standards. Our approach places an emphasis on building the capacity of providers (including Family, Friends, and Neighbors) in the areas of mental health and health. Our stretch goal involves increasing the number of early screens, referrals and follow-ups, particularly with providers who use electronic health records and who serve high-need children enrolled in publicly funded early care programs.

Section (D). A Great Early Childhood Education Workforce

(D1) Develop a Workforce Knowledge and Competency Framework and a progression of credentials. Four goals will advance Connecticut’s workforce development efforts: (a) Develop a common statewide workforce framework – building out Early Learning and Development (ELD) standards (Section (C)(1)), and ensuring that competencies address the developmental contexts of high-need populations. Expand competency development to include those that deliver professional development at the pre-service and in-service levels and develop an improvement monitoring system to assess the efficacy of the professional development delivery systems: (a) Develop a progression of credentials and degrees aligned with the workforce framework; (b) Link knowledge and competencies to educational accomplishments and to state mandated requirements for EC teachers; (c) Expand the existing Professional Registry to include data on competencies, and align with other workforce databases, enabling additional data portals to increase collection in the Registry; and (d) Advance the Early Childhood Higher Education Consortium (ECHEC) work on articulation agreements and education teacher preparation systems. Smooth and accelerate the educational trajectory of EC teachers and improve the quality of academic programs.

In the spring of 2011, the Connecticut General Assembly passed Public Act 11-54, requiring that by 2015, publicly-funded child care settings must have half of their lead teachers

²⁹ The number estimates conservatively that 50% of the programs entering T-QRIS will benefit from access to Health Consultations and health education and program resources.

in classrooms hold an associate degree and the remaining half of their lead teachers hold an bachelor's degree in ECE or child development (CD). By 2020, all lead teachers in publicly-funded programs must have a bachelor's degree in ECE or CD.

Connecticut Charts-a-Course (CCAC), operating as part of the Connecticut Community College System, has created a (narrow) framework for entry-level (CDA) ECE teachers (with eight written Core Areas of Knowledge), an ECE Career Ladder, guidelines for ECE trainers of teachers, and a monitoring system via its Trainer Approval Board. Connecticut must expand and apply the content to broader early childhood occupations (e.g., special education teacher, child care director, health educator, and home visitor). The ECE competency sets will require refinement to enable educators to work with culturally diverse populations, high-need children, those with health and mental health issues, and children for whom English is a second language.

CCAC also hosts the Connecticut Early Childhood Professional Registry (“Registry”) which maintains a list of ECE teachers in public, community or family based childcare settings that receive public funding as well as those educators in other settings who register voluntarily. Part of the current challenge is that the Registry does not capture the entire early childhood workforce. But by requiring the registration of all individuals working in early childhood settings that receive public funding, the Registry can function as the pathway to additional information *about* and the connection of resources *to* child care providers. The tie between the Registry and public funding can be used as a pathway to direct additional information and resources to child care providers in community settings, and even to FFN. One such effort to reach Family, Friends and Neighbors is through the Care4Kids subsidy system where approximately 3,309 families caring for 6442 children (30% of total recipients) utilized Care4Kids funds in FFN settings. Care4Kids specifically targets low-income families and high-need children. Of the FFN caregivers in Care4Kids, 93% earn less than 50% of the State Median Income (which is roughly the same as 200% of the Poverty Level).

The Early Childhood Higher Education Consortium (ECHEC) was established in 2004. Its current members include 23 ECE programs in two- and four- year colleges. The ECHEC predominantly focuses on addressing challenges associated with program redesign to assure alignment with NAEYC standards and developing faculty capacity. Notably, all 12 Connecticut Community Colleges have ECE degree programs. Four have achieved NAEYC EC Associate Degree Accreditation, and all expect to achieve it by 2014. In addition to improving the richness

and quality of course offerings, the eventual accreditation of all ECE Associate Degree programs will facilitate an increasing number of articulation agreements between two- and four-year institutions across a broad array of degree programs.

In March 2011, SDE announced a pilot initiative to approve programs that will eventually offer a Connecticut Early Childhood Teacher Credential (ECTC) based on NAEYC standards. Participants must demonstrate competence in both coursework and practical/placement at infant/toddler and preschool levels to qualify for the credential. The following four-year institutions participate in the pilot: University of Connecticut Department of Human Development and Family Studies, Post University, Charter Oak State College, and Goodwin College. The following two-year community colleges participate in the pilot: Housatonic, Gateway, and Tunxis. Other four-year colleges, such as Mitchell, St. Joseph, and Southern Connecticut State University, are interested in applying for ECTC approval in 2012 demonstrating a significant investment in designing bachelor level programs that will prepare our workforce to meet the 2020 legislative requirements.

Section (E). Measuring Outcomes and Progress

(E)(1) Understanding status of children’s learning & development at kindergarten entry.

We propose three goals to develop and implement a new Kindergarten Early Learning and Development Inventory (KELDI) that strengthens our existing Kindergarten Entry Inventory (KEI) (see Section (A)(1) for details on the current Inventory): (a) Revise the indicators and domains in the KEI to reflect new Early Learning and Development Standards (Section (C)(1)) and ensure the revised KELDI is valid, reliable and appropriate to target populations; (b) Use KELDI data to inform instruction and engage families; and (c) Use data to promote school readiness for high-need children at the state and local levels.

In 2005, the General Assembly enacted legislation requiring SDE to develop and implement a statewide, developmentally-appropriate **kindergarten assessment tool**, pursuant to Public Act 05-245. In October 2007, Connecticut began implementation of this tool for all children entering public school kindergartens.³⁰ The Kindergarten Entry Inventory (KEI) was designed to provide a statewide snapshot of the skills students demonstrate, based on teachers’

³⁰ Section 10-14n(h) of the Connecticut General Statute states, “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 level of preparedness for kindergarten, but shall not be used as a measurement tool for program accountability pursuant to section 10-16s.”

observations, at the beginning of the kindergarten year. KEI results are reported at the state and district levels. The KEI meets most of the criteria for a common, statewide Kindergarten Entry Assessment.

This project will refine and strengthen the KEI to meet **all** of the criteria for a common, statewide Kindergarten Entry Assessment over the first two years of RTT-ELC with statewide implementation in fall 2014. This project will also refine the process (e.g., align standards, data) to improve instruction – drawing on existing and proposed professional development mechanisms and models. Finally, in conjunction with cross-agency coordination and supports for local early childhood councils (see Section (A)(3)), we will analyze Kindergarten Inventory data to promote school readiness in communities and families. Analyses will target specific populations (e.g., low-income students) and key state programs in order to help communities and the state use limited resources to most effectively prepare high-need children for kindergarten and future academic success (see Invitational Priority 4).

(E2) Build and enhance early learning data system to improve instruction, practices, services, and policies. We propose three goals to build and enhance our early learning data system: (a) All high-need CT children birth to 5, ECE programs and ECE staff have unique identification numbers that can be linked across all state data systems. Unique child, program, and staff identification numbers built from existing birth, educational, licensing and monitoring data systems will lead to seamless and accurate data sharing and quality policy analysis. High-need children in DCF, DSS, Birth to Three, and other systems will receive coordinated services across agencies, as well as more robust monitoring of progress; (b) Establish a federated data network solution for data linkage across agencies. Participating state agencies share data across a carefully developed system. Data will continue to be housed at individual agencies but will be pushed out to edge servers for distribution. A central server will then link to the edge servers to allow registered users to query data across multiple. Longitudinal data may be stored in the agency servers or in the central server, depending on the final design; (c) All stakeholders have access to quality, early childhood data to aid in data-driven decision-making. Key users will gain access after a rigorous privacy screen to quality data to inform program analysis and early childhood services and instruction. Quality aggregate early childhood data is readily accessible at a community level to local early childhood councils and other local stakeholders.

Connecticut is a data-rich state with systems in place that collect and disseminate early childhood data. However, multiple systems exist to assign child identifiers, and some, but not all, are linked. Children in preschool and infant-toddler programs receive inconsistent identifiers. These limitations prevent meaningful data analysis and data sharing for policy and planning purposes. For example, local early childhood councils have great difficulty obtaining early childhood data from various state agencies specific to their community.

The RTT-ELC focus on a comprehensive data system for children ages birth to five will be integrated with two recent projects to link K-12 data and for linking K-12 data to post secondary data. To support our efforts, the National Center for Education Statistics provides technical assistance to the State to evaluate the options for a data systems infrastructure. The proposed project will unlock critical efforts in nearly all elements of our RTT-ELC Plan – from supporting local early childhood councils (with better data) to supporting the development of T-QRIS to improving state-level coordination through data-based decision-making.

Additionally, our plan includes Competitive Priorities 2 and 3 as well as Invitational Priorities 4 and 5.

- **Competitive Priority 2** is embedded throughout our application – as the key focus of our State Plan. We must reduce the preparation and readiness gaps in order to address one of the largest achievement gaps in the nation (see Section (A)(1) for details).
- **Competitive Priority 3** is addressed through our plan to strengthen the Kindergarten Entrance Inventory (KEI) and discussed in Section (E)(1).
- **Invitational Priority 4** focuses on Connecticut’s burgeoning efforts to reduce the achievement gap by implementing the “Age 3 to Grade 3” continuum approach. Age 3 to Grade 3 develops and sustains aligned pre-K to grade 3 programs. We will promote this alignment first at the state level. The State Board of Education is developing its 5-Year Comprehensive Plan, which will identify and recommend organizational structures within SDE to promote “3 to 3” and coordinate pre-K and K-3. The State will also revise state K-3 Standards to align with new early learning standards and with domains that are not currently addressed in K-3 (e.g., social-emotional). To promote implementation at the district and school levels, we will: (a) design and implement a Leadership Development Initiative for superintendents and principals; and (b) enhance PreK-3 teacher development efforts to build bridges between pre-K and K-3 teachers.

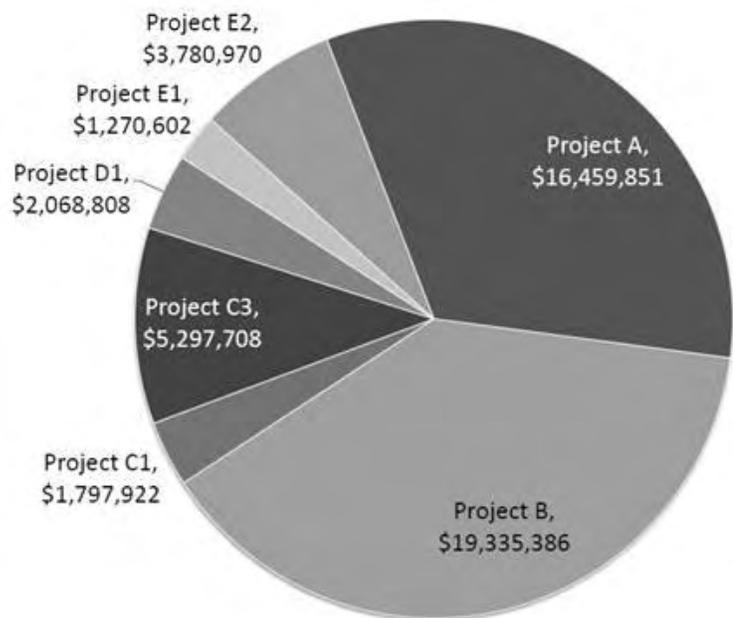
- Invitational Priority 5** enhances existing partnerships with philanthropy and the private sector like those with the Graustein Memorial Fund through its Discovery Initiative (discussed throughout this application). We will: (a) leverage public/private funding, knowledge and resources to build the capacity of local early childhood councils and bolster existing infrastructure at local levels; (b) increase the alignment of private, philanthropic and corporate supports nationally, statewide and locally to sustain RTT-ELC improvements through Grade 3; and (c) create feedback loops for local communities to inform policies and practices – aligning state and local efforts – to create greater collaboration at the state, regional and local levels.

Conclusion

Connecticut’s RTT-ELC State Plan is the product of unprecedented collaboration among eight Connecticut State agencies, the Governor’s Office, the Connecticut Early Childhood Education Cabinet and the Connecticut Head Start Collaboration Office. The members of the RTT-ELC Leadership Team, seven work groups, and many partners (more than 150 organizations submitted letters of intent/support) spent countless hours discussing and developing the High-Quality Plans and overall approach for this application. Their dedication testifies to the importance we place on ensuring that through our collective efforts, we will **cut in half the percentage of children unprepared for school by 2015.**

Connecticut has allocated RTT-ELC resources to reflect our priorities and a realistic calculation of the cost of successfully implementing each High-Quality Plan. As a system-changing and complex project that promotes quality in every setting, our development of a comprehensive T-QRIS (Project B) requires the most resources. Our support for local early childhood councils (part of Project A) will unlock the potential of these

RTT-ELC Investments by Project



councils to create and (most importantly) successfully implement high-quality comprehensive community plans for children birth to 8 that meet their holistic development needs (i.e., language, literacy, math, social-emotional, physical). Our support for councils also addresses our focus on high-need children – as 90% of Connecticut’s high-need children live in communities which have these local councils.

Targeted investments in standards, health, our early care workforce, and data and assessment system will yield tremendous system-wide benefits and lead to thousands of Connecticut children receiving improved early education, health care and family supports that promote development and readiness.

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

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (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

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (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

- (E)(1) Understanding the status of children’s learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(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 and commitment in 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, each Participating State Agency, 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 MOU or other binding agreement 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 (*e.g.*, parent councils, nonprofit organizations, local

foundations, tribal organizations, and community-based organizations); libraries and children’s museums; health providers; 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 and 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) Narrative – Aligning and Coordinating Early Learning and Development

1. Current status

The RTT-ELC opportunity occurs in the midst of a *statewide early childhood movement* that enacted **Public Act 11-181**, “*An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development.*” Public Act 11-181 sets the frame for implementation of RTT-ELC projects and provides the foundation for broader transformative efforts to occur. To further the implementation of this legislation, Governor Dannel P. Malloy signed Executive Order No. 11 establishing a State Early Childhood Office on October 17, 2011 (See Appendix 4(A)(3)-1).

The enactment of Public Act 11-181 represents decades of investment in early childhood programs – originating with one of the nation’s first Head Start programs, continuing with 14 years of State-funded School Readiness Programs for Priority high-need children, and the establishment of the Early Childhood Education Cabinet in 2005, pursuant to Public Act 05-245.³¹ The Cabinet issued several foundational reports that raised the awareness about and served as a model for: (a) public dialogue and integrated planning across agencies and sectors (e.g., health; early care; K-12); (b) incorporation of scientific research on early brain development; (c) inclusion of every stakeholder in implementation – particularly local EC councils; and (d) identification of indicators and outcomes against which to measure progress.

Two limitations previously existed for the Cabinet. First, a strong “implementation” mechanism did not exist. Excellent plans and recommendations informed a policy agenda, and implementation occurred opportunistically with respect to Participating State Agencies (PSAs). Second, the economic downturn resulted in scaling down the staff and resource support for the Cabinet at the end of a gubernatorial administration.

Public Act 11-181 contains the mechanism to advance a broader reform agenda and create a coordinated system of early care and education and child development – including a subset of RTT-ELC projects. Our RTT-ELC application creates a robust implementation mechanism; leverages federal resources to advance critical, transformative work (e.g., T-QRIS); and capitalizes on the momentum of a growing statewide movement to improve outcomes for children, reduce the achievement gaps and increase the competitiveness of our workforce.

³¹ The Cabinet meets the State Advisory Council requirements specified in the Head Start Act of 2007.

2. High Quality Plan

a. Goals. Connecticut will implement Public Act 11-181, *An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development* through achievement of two goals:

1. Coordinate statewide implementation of the State Plan by activating the State Early Childhood Office (ECO) and enhancing the Early Childhood Education Cabinet. Governor Malloy’s Executive Order No. 11 established a State Early Childhood Office (ECO) with the capacity and authority to coordinate the efforts of the Participating State Agencies and other stakeholders working collaboratively to integrate the transformative RTT-ELC projects into the existing efforts outlined in Public Act No. 11-181.

2. Increase the capacity of local early childhood councils to implement the State Plan locally. Systematically strengthen local early childhood councils through financial support and technical assistance. Local councils are the frontline coordinating mechanisms that ensure state-level system enhancements achieve their intended impact on children and families.

b. Activities

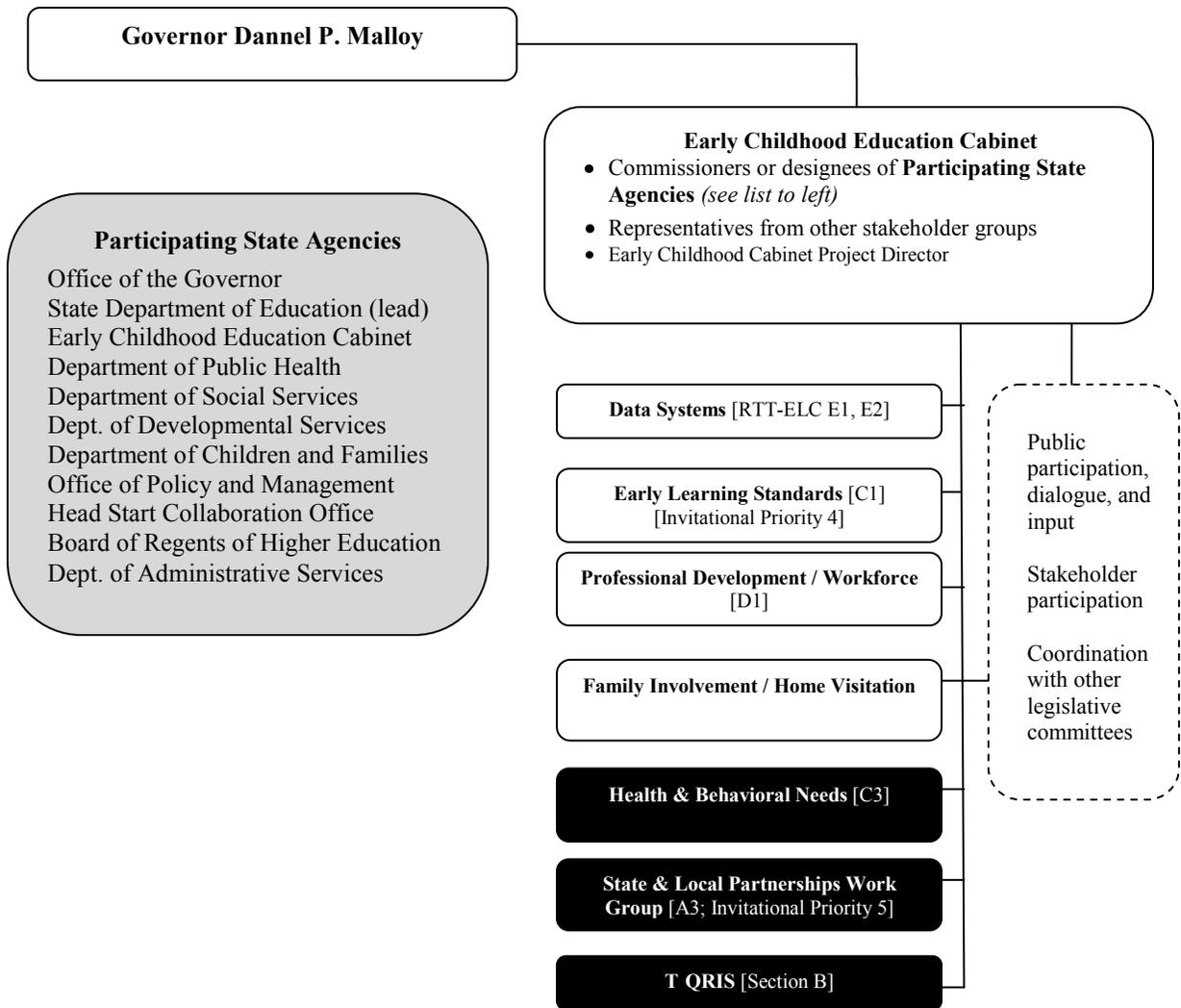
1.1. Enhance the Early Childhood Education Cabinet to support implementation of the RTT-ELC State Plan. Figure (A)(3)-1 (next page) shows the structure of the Cabinet and proposed enhancements relevant to timely, strategic high-quality implementation of proposed RTT-ELC projects.

Pursuant to Section 10-16z of the Connecticut General Statutes (CGS), the Cabinet serves in an advisory role and contains representatives from **most RTT-ELC Participating State Agencies**³² as well as other early learning and development stakeholders. The Cabinet Work Group structure creates vehicles to broaden participation in critical discussions by involving consumers and experts in the process. RTT-ELC implementation parlays the work of four existing Cabinet Work Groups and requires the addition of three new Work Groups: Health and Behavioral Needs (Section (C)(3)); State and Local Partnerships (Sections (A)(3) and Invitational Priority 5); and T-QRIS (Section B). (See also Table (A)(3)-1 for a summary of the Governance-related roles and responsibilities of each PSA.)

³² The Department of Administrative Services and the Board of Regents for Higher Education are not official members of the Cabinet, but will engage in the Cabinet’s Work Groups upon receipt of RTT-ELC grant. They are included as PSAs for their expertise and partnership in IT infrastructure and workforce development.

Figure (A)(3)-1. Connecticut’s Early Childhood Education Cabinet – Advisory Structure

Shading denotes proposed additions to support RTT-ELC project implementation; a “[]” denotes RTT-ELC Sections corresponding to Work Group work)



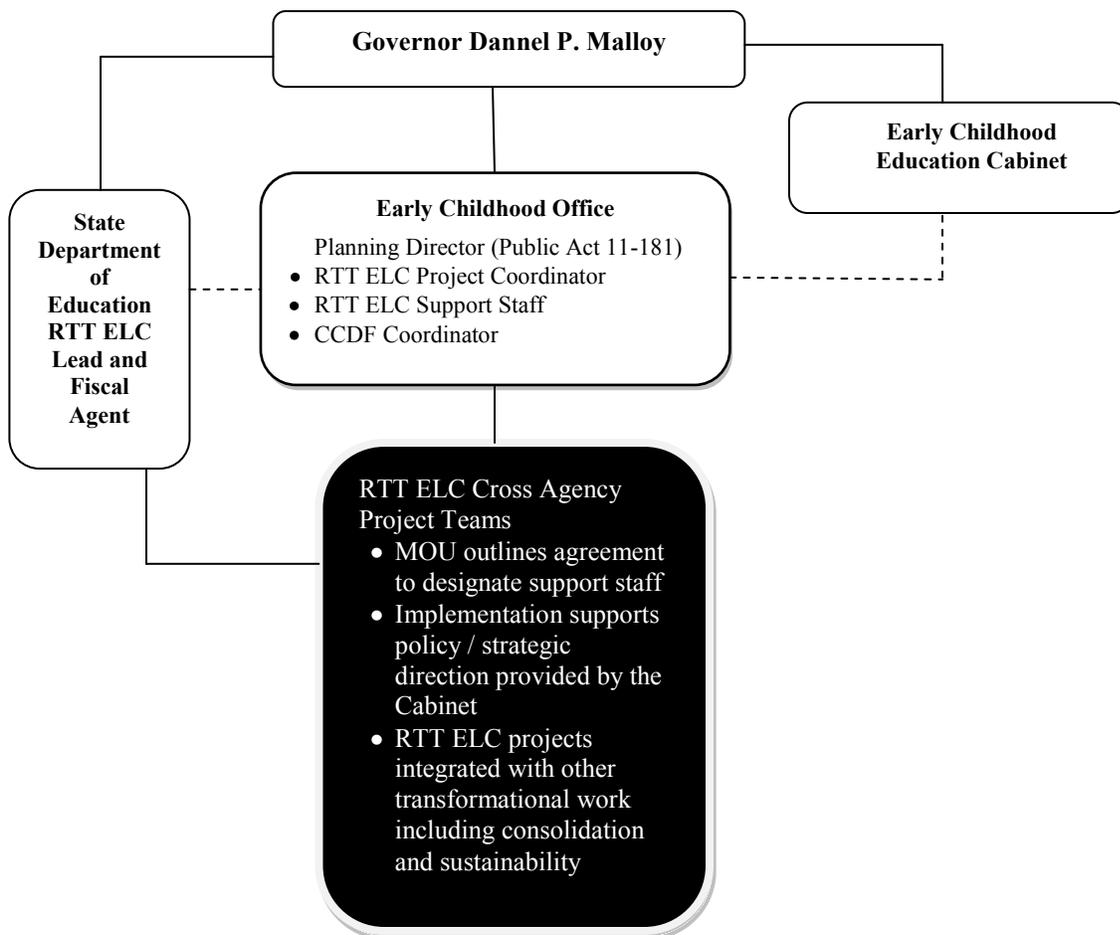
1.2. Activate the State Early Childhood Office in collaboration with the PSAs. To promote a culture of change and integrate the transformative RTT-ELC State Plan into the existing efforts defined in Public Act 11-181, Governor Malloy issued Executive Order No. 11, which established a State Early Childhood Office (ECO). The Planning Director identified in Public Act 11-181 will head the ECO and make broader recommendations associated with the permanent financing and governance of the coordinated early childhood system. The ECO will provide strong leadership and an effective bridge mechanism until the Planning Director recommends the adoption of a permanent governance structure that advances Public Act 11-181.

The State Department of Education (SDE) will serve as the Lead Agency and fiscal agent for Connecticut’s RTT-ELC State Plan. SDE will hold responsibility for implementing RTT-ELC projects in partnership with Participating State Agencies and the ECO (See Appendix 2 for PSA MOU). RTT-ELC projects occur in the broader context of Connecticut’s reform efforts to establish a coordinated system for early care, education and child development. Recently, for example, pursuant to Sections 97-101 of Public Act 11-44, the Child Day Care program was transferred from the Department of Social Services to the State Department of Education.

Figure (A)(3)-2 shows the structure of the proposed implementation mechanism.

Figure (A)(3)-2. Connecticut’s Early Childhood Office – Implementation Structure

Shading denotes proposed additions to support RTT-ELC project implementation.



The RTT-ELC Project Coordinator will oversee the efforts of cross-agency RTT-ELC project teams. Project team members will be appointed by their respective PSAs (see MOU in

Appendix 2). RTT-ELC funded staff, consultants and/or other stakeholders involved in State Plan implementation will support the project teams. A subset of each project team will participate on the relevant Early Childhood Education Cabinet Work Groups which interface with an even broader stakeholder group.

2.1. Provide financial support to local early childhood councils to accelerate State Plan implementation. As described in Section (A)(1), Connecticut has a strong infrastructure of local early childhood councils through School Readiness and Discovery. Pursuant to Public Act 97-259, Connecticut required the establishment of local “School Readiness Councils” in each community that receives state funding. Local chief elected officials and superintendents of schools appoint School Readiness Council members.

Prior to Connecticut’s 2007 legislative session, the Graustein Memorial Fund offered to match state funds for community capacity building and funding for communities to develop local plans for children **birth to 8** that guide and support the expansion of the school readiness program. Participating communities developed a plan with eight plan 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. Seventeen councils have developed plans that specify innovative solutions but require additional funding. Flexible funding at the local level to pilot and demonstrate the impact of these innovative approaches is important. Community plans hold the potential to create innovative approaches that can inform system development at the state level, and state leadership can promote replication and adaptation of successful practices in communities across the state.

Governor Dannel P. Malloy on Early Childhood Opportunities

“...One of the other ways we can close the achievement gap is by giving every child in this state – irrespective of their family’s income – a chance to have a pre-kindergarten learning experience.

Too many of our children today don’t get that chance, meaning they are simply too often not ready to learn when they begin school. Which means they’re behind before they even get started.

As Mayor of Stamford, I made pre-kindergarten education a reality for every child in the City; as Governor, I’d like to do the same for every child in the State.

While we don’t have the money to do that today, we do have the money to make a down payment on that dream.”

State Budget Address, February 16, 2011, State Capitol, Connecticut

The commitment by a core set of funders³³ catalyzed a broader philanthropic movement resulting in 38 charitable institutions investing \$72 million over the most recent five years to address early childhood-related matters (see Invitational Priority 5). An evaluation report stated that, “On the community and state level, the involvement of multiple partners and the fact that the planning work was funded and supported by a public-private partnership gave the work greater credibility and encouraged the involvement of new partners” (p. 22).³⁴ Moreover, a review of the community-level plans corroborates that RTT-ELC projects address priority issues at the local level. The report stated that, “financing, governance, and accountability represented the most under-developed element” (p. 7) and outlined barriers that RTT-ELC will address (e.g., lack of funding flexibility to respond to local priorities – Section (A)(4); timely access to state agency data – Section (E)(2)).³⁵

Connecticut will use RTT-ELC funds to systematically expand the efforts of and impact from local early childhood council efforts. The Cabinet’s State and Community Partnership Work Group will serve as a mechanism to elevate discussion on these important partnership issues. The RTT-ELC State Plan will provide financial support for councils based on research and state reports³⁶ describing the need for councils to fund their basic infrastructure (staffing, space for operations, equipment and materials, training, data, and communication forums), improved access to high-quality data that supports system improvements, and technical assistance and professional development via a statewide and regional delivery mechanism (see below). (See Invitational Priority 5 for our High Quality Plan involving public-private partnerships. See Appendix 3 for an impressive accounting of stakeholders ready to participate in RTT-ELC State Plan implementation.)

2.2. Establish statewide and regional delivery mechanisms to support State Plan implementation by local councils. The establishment of a coordinated system of early care and

33 The partnership included the Cabinet; the William Caspar Graustein Memorial Fund; the Child Health and Development Institute of Connecticut, a subsidiary of the Children’s Fund of Connecticut, and the State Department of Education.

34 Source: Building a Public-Private Partnership: Lessons Learned from a Public-Private Partnership to Build the Capacity of Connecticut Communities to Develop Comprehensive Community Plans for Young Children. On Point Consulting. Alexandria, VA. November 2009.

35 Building Local Capacity Public-Private Partnership: Summary Report for Community Plans. A Collaborative Management Team Report. 2009.

36 See Connecticut Early Childhood Research and Policy Council, *Connecticut Early Childhood Investment Plan, Part 1*, December 2006; and Graustein Memorial Fund, *Families and Communities Raise Our Children: The Role and Cost of Effective Local Early Childhood Councils*, September 2009.

education and child development requires work across at least three levels of the system: State government, intermediary organizations (statewide and regional), and local early childhood councils. The **Early Childhood Office** will serve as the (initial) mechanism for coordinating and advancing cross-agency efforts affecting children ages birth to 5 (see Activity 1.2).

Intermediary organizations may provide implementation support on a project-by-project basis.

- SDE will engage the **State Education Resource Center (SERC)** as an intermediary mechanism to promote statewide and regional coordination of services as necessary. The SERC, established by Section 10-4q of the Connecticut General Statutes, proves valuable for RTT-ELC implementation because of its mission, nimbleness, reach across all districts (including those in need of improvement), and linkage to sustaining gains in high-need children into elementary school and beyond. Section 10-4q (a) of the Connecticut General Statutes states that activities, “...may include training and continuing education seminars, publication of technical materials, research and evaluation, and other related activities.” SERC may support programs and activities concerning early childhood education, the federal No Child Left Behind Act, P.L. 107-110, and closing the academic achievement gap between socio-economic subgroups. (See Appendix 4(A)(3)-2 for legislation and Appendix 3 for letter of intent.)

- **Regional Educational Service Centers (RESCs)** may serve as intermediary coordinating hubs to support technical assistance delivery via provision of services and/or coordination of services from a qualified contractor and/or intermediary organizations providing implementation support (see Appendix 3 for letter of intent).

c. Timeline. The Early Childhood Education Cabinet will adjust the Work Group structure upon notification of an RTT-ELC award. The newly established State Early Childhood Office (ECO) and its Planning Director will lead transformative efforts currently underway. Public Act 11-181 provides a set of other significant milestones. For example:

- On and after July 1, 2013, there shall be a coordinated system of early care and education and child development. The coordinated system of early care, education and child development shall consist of comprehensive and aligned policies, responsibilities, practices and services for young children and their families.
- On and after October 1, 2011, until July 1, 2013, the Planning Director shall report progress on coordination and alignment quarterly to the Early Childhood Education Cabinet.

- On and after January 1, 2012, until July 1, 2013, the Planning Director shall semiannually report to the joint standing committees of the General Assembly having cognizance of matters relating to appropriations, human services and education, in accordance with the provisions of Section 11-4a of the CGS.
- On or before January 30, 2013, the Planning Director shall report to the joint standing committees of the General Assembly having cognizance of matters relating to appropriations, human services and education, in accordance with the provisions of Section 11-4a of the CGS.

The work plan table at the end of the section outlines time frames for other important tasks (e.g., hiring Project Coordinator).

d. Responsible parties. Public Act 11-181 identifies required members of the Early Childhood Education Cabinet, the roles for the Planning Director as well as local council efforts. The MOU outlines PSA roles and responsibilities. More than 80 letters of intent and support (on behalf of 150+ organizations) illustrate the broad implementation reach associated with the RTT-ELC movement.

e. Financial resources. \$16,459,851 in RTT-ELC grant funds will support Project A. Of this amount, \$14 million in RTT-ELC funding directed to local EC councils is expected to leverage another \$50+ million in public-private partnerships at the local level.

f. Supporting evidence. Several reports illustrate the existing movement in Connecticut to improve outcomes for children, and ultimately to reduce the achievement gap. These reports draw upon references about the importance of early brain development and the role of care givers. For example, *Ready by 5 & Fine by 9* (Appendix 4(A)(3)-3) outlines an early childhood investment framework (relevant to the circumstances of 2007). *A Framework for Child Health Services* (Appendix 4(A)(3)-4) offers a basis of action to improve the delivery of child health services for infants, toddlers and preschoolers. Other reports concentrate on the role played and impact generated by Public-Private Partnerships. The most compelling supporting evidence involves the enactment of Public Act 11-181 and the ongoing commitment of the State to maintain its investment in early care, education and child development irrespective of economic downturns. RTT-ELC funds align squarely with the advancement of a broader reform agenda.

g. Performance measures. Not applicable for this section.

h. Plan to address needs of programs. Our support for local early childhood councils and improved delivery mechanism will improve the delivery of professional development and support to local early learning programs serving high-need children.

i. Plan to address needs of Children with High Needs. The Participating State Agencies via MOU demonstrate their commitment to the RTT-ELC goals, particularly in the context of funding streams (from their agency) targeting high-need children. For example, all will: facilitate coordination across PSAs necessary to implement the State Plan and *sustain* a level of agency staffing to the Early Childhood Office following the end of the RTT-ELC that is sufficient to continue State Plan implementation. Local school readiness councils (School Readiness and/or Discovery) encompass approximately 90% of all high-need children in the state.

3. How High Quality Plan Will Meet Criteria

(A)(3)(a) Demonstrating how the Participating State Agencies and other partners will identify a governance structure.

Public Act 11-181 refers to the Early Childhood Education Cabinet which serves as the Governor’s advisory body (and the State Advisory Council). The required membership includes most PSAs as well as other significant stakeholders.³⁷

The Governor’s implementation structure is the Early Childhood Office which will work hand-in-hand with SDE, as the Lead Agency, and all PSAs to implement the RTT-ELC State Plan and a comprehensive early childhood system.

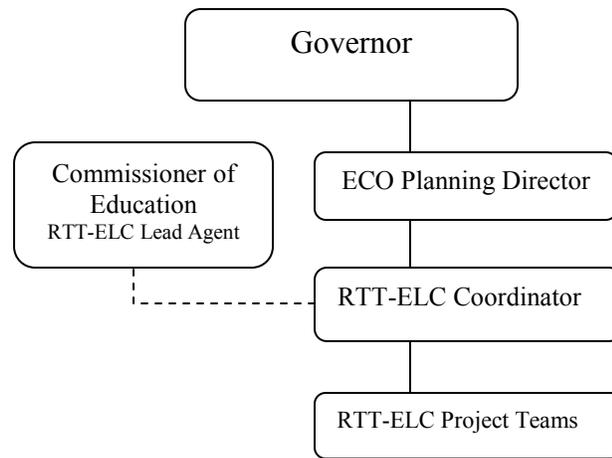
(A)(3)(a)(1) The organizational structure for managing the grant and how it builds upon existing interagency governance.

The new State Early Childhood Office (ECO) is a transitional cross-agency implementation mechanism until recommendations pursuant to Public Act 11-181 result in a permanent governance structure. The proposed model formalizes existing efforts, particularly those involving RTT-ELC projects. The Planning Director (established under Public Act 11-181) charged with the broader development of a coordinated system will lead the Office, and is a direct appointee of the Governor.

³⁷ The Department of Administrative Services and the Board of Regents for Higher Education are not official members of the Cabinet, but will engage in the Cabinet’s Work Groups upon receipt of RTT-ELC grant. They are included as PSAs for their expertise and partnership in IT infrastructure and workforce development.

Connecticut shall embed RTT-ELC implementation within the context of the Early Childhood Office. The RTT-ELC funded Project Coordinator shall report to the ECO Planning Director (and his/her eventual permanent replacement) to facilitate broader transformative efforts and to enact sustainability mechanisms for RTT-ELC projects, and shall coordinate RTT-ELC implementation activities with the Commissioner of Education, as the Lead Agency for RTT-ELC. The RTT-ELC Project Coordinator will also coordinate with the Cabinet support staff. Cross agency project teams will form to support RTT-ELC project implementation, and will interface with Cabinet Work Groups.

RTT-ELC Accountability Structure



(A)(3)(a)(2) The governance-related roles and responsibilities of project partners.

The State Department of Education serves as the Lead Agency and fiscal agent for the RTT-ELC. The MOU identifies PSA roles by RTT-ELC project and Table (A)(3)-1 describes governance-related roles and responsibilities of the PSAs.

(A)(3)(a)(3) The method and process for making different types of decisions and resolving disputes.

The Commissioner of Education shall facilitate any dispute resolution process related to the implementation of RTT-ELC projects. The Commissioner and the Planning Director (or his/her permanent replacement) will inform the Governor of any such matters associated with a policy or strategy dispute. The Governor’s Office will intervene as warranted to facilitate timely resolution.

(A)(3)(a)(4) When and how the State will involve other key stakeholders in the planning and implementation of the activities carried out under the grant.

RTT-ELC projects embrace a growing, statewide movement to improve health, education, and quality of life outcomes for children. Other stakeholders will participate through the Cabinet (and Work Group) process; through local implementation (i.e., early childhood councils); and

through direct involvement during implementation of RTT-ELC projects. See high quality plans in each section for details.

(A)(3)(b) Evidence 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.

Connecticut's PSAs are fully committed to working together to implement all projects of Connecticut's plan. 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:

- Office of the Governor,
- Connecticut Department of Children and Families,
- Connecticut Office of Policy and Management,
- Connecticut Board of Regents for Higher Education, and
- Connecticut Department of Administrative Services.

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 State Early Childhood Office and Early Childhood Cabinet to significantly improve educational outcomes for high-need children. Note the Scopes-of-Work are aligned with the State Plan activities and budget, as outlined in Section (A)(4).

All PSAs are critical partners in creating a successful early childhood system and are committed to ensure the children of Connecticut enter kindergarten ready to succeed in school and life.

(A)(3)(c) Evidence of commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching its ambitious yet achievable goals.

Our application includes more than 150 detailed and persuasive letters of intent/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 Appendix 3, specifically indicate how each stakeholder will add value and impact to the implementation of the reform agenda.

On September 8, 2011, Connecticut’s leaders, advocates and stakeholders from all levels enthusiastically demonstrated support for Connecticut’s RTT-ELC grant application at the RTT-ELC forum. Additionally, others posted comments and feedback on Connecticut’s RTT-ELC blog. Connecticut’s RTT-ELC planning process generated significant, positive media coverage in state and local newspapers as well.

The State’s open and inclusive approach to early childhood reform resonates with a broad audience and provides evidence of the support the State will benefit from by undertaking the transformative work outlined in this application. Most significantly, stakeholders strongly articulated their support for focusing efforts on our 80,000 high-need children, many of whom attend family-based childcare and FFN programs.

Core Area (A)(3) – Align and coordinate early learning and development across the State

Goal (A)(3) #1 – Coordinate statewide implementation of the State Plan by creating a State Early Childhood Office (ECO) and enhancing the Early Childhood Education Cabinet. [Part of Project A]					
Financial resources to support Goal (A)(3) #1 activities: RTT ELC funds: \$2,459,851 Other funds: \$0					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity A.3.1.1	Enhance the Early Childhood Education Cabinet to support implementation of the RTT-ELC State Plan	Start Date:	1/01/12	PSAs, Cabinet, Cabinet Work Groups	New Work Groups created
		End Date:	12/31/15		
		Milestones:	Create Work Groups (01/01/12) Work Groups begin meeting (03/01/12)		
Activity A.3.1.2	Establish, via Executive Order, a State Early Childhood Office (ECO)	Start Date:	10/17/11	Governor, ECO	ECO established and operational
		End Date:	10/17/11		
		Milestones:	Planning Director hired (12/01/11) RTT-ELC Project Coordinator hired (02/01/12)		
Goal (A)(3) #2 – Increase the capacity of local early childhood councils to implement the State Plan locally. [Part of Project A]					
Financial resources to support Goal (A)(3) #2 activities: RTT ELC funds: \$14,000,000 Other funds: \$1,010,350,000					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity A.3.2.1	Provide financial support to local early childhood councils to accelerate State Plan implementation	Start Date:	03/01/12	SDE, ECO, Community Partnership Work Group	Implementation Plan created Funds provided to local early childhood councils
		End Date:	12/31/15		
		Milestones:	Funding plan developed (06/01/12) Fund distribution begins (08/01/12)		
Activity A.3.2.2	Establish statewide and regional delivery mechanisms to support State Plan implementation by local councils	Start Date:	3/01/12	ECO, PSAs, SERC, RESCs, Community Partnership Work Group, local councils	Statewide/regional delivery mechanism implemented
		End Date:	12/31/15		
		Milestones:	Regional hub plan developed (03/01/12) Support to local councils begins (08/01/12)		

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
<p>Connecticut Office of the Governor (PSA)</p>	<ul style="list-style-type: none"> • 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 high-need children, whether they are low income, they come from families where English is a second language, they have disabilities or where they 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 Governor’s State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181 and Executive Order No. 11. • Facilitate the identification of 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 a Participating State Agency, or when a Participating State Agency’s Scope of Work requires modifications. • Sustain a level of agency staffing to the State’s Early Childhood System and the successor to the State Early Childhood Office 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. Appoint a planning Director (already established through Public Act No. 11-181) to lead the State Early Childhood Office established in Executive Order No. 11 and coordinate efforts with the staff of the Early Childhood Education Cabinet and RTT-ELC project staff. • Assign a point person to the State Early Childhood Office - the mechanism to drive RTT ELC cross-agency initiatives. • Ensure the coordination of service delivery and technical assistance efforts that build capacity of statewide, regional and local early childhood education services. • Facilitate a cross-agency effort to support local early childhood councils, families, caregivers and educators with service coordination, co-location, and integration, family engagement, and data sharing. • Create performance management processes and facilitate the dissemination of information to families, caregivers and educators.
<p>State Department of Education (Lead Agency) State Level Agency designated by the Governor for the administration of the RTT-ELC grant; this agency is also the fiscal agent. Required participating state</p>	<ul style="list-style-type: none"> • 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 high-need children, whether they are low income, they come from families where English is a second language, they have disabilities or where they 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 including staffing the State Early Childhood Office and managing Race to the Top-

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
<p>agency because SDE administers Part B of IDEA, state funded preschool, Title I of ESEA and it is the State Education Agency.</p>	<p>Early Learning Challenge Project Teams.</p> <ul style="list-style-type: none"> • Designate an appropriate staff person as a liaison to the State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181 and Executive Order No. 11. • Abide by the governance structure outlined in the State Plan. • Facilitate coordination across Participating State Agencies necessary to implement the State Plan. • Sustain a level of agency staffing to the State’s Early Childhood System and the successor to the State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation. • Continue to participate on Early Childhood Education Cabinet work groups relevant to RTT-ELC projects which will be designed to significantly improve educational outcomes for high-need students. • Partner with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to improve educational outcomes for high risk students and related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate. • Establish performance management processes and a process for the dissemination of information
<p>Connecticut Department of Public Health (PSA)</p> <p>Required participating state agency because DPH administers home visiting, Title V Maternal and Child Care Block Grant. DPH is also the State’s Child Care Licensing Agency.</p>	<ul style="list-style-type: none"> • 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 high-need children, whether they are low income, they come from families where English is a second language, they have disabilities or where they 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 State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181 and Executive Order No. 11. • Charge agency staff necessary for State Plan implementation and to foster cooperation under this MOU in support of the Sate 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 a Participating State Agency, or when a Participating State Agency’s Scope of Work requires modifications. • Sustain a level of agency staffing to the State’s Early Childhood System and the successor to the State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation. • Participate with the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations. • Participate on the Early Childhood Education Cabinet work groups relevant to RTT-ELC projects. • Partner with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance of an early childhood education system and implement short-term plans to support effective models related to the RTT-ELC project and implementation of

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
	<p>Public Act 11-181, including re-purposing of existing agency funds as appropriate.</p> <ul style="list-style-type: none"> • Assign an appropriate staff person to facilitate performance management processes and dissemination of information.
<p>Connecticut Department of Developmental Services (PSA)</p> <p>Required participating state agency because DDS administers Part C of IDEA.</p>	<ul style="list-style-type: none"> • 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 high-need children, whether they are low income, they come from families where English is a second language, they have disabilities or where they 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 State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181 and Executive Order No. 11. • 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 a Participating State Agency, or when a Participating State Agency’s Scope of Work requires modifications. • Sustain a level of agency staffing to the State’s Early Childhood System and the successor to the State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation. • Assign the Birth to Three Manager to assist the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations. • Designate the Birth to Three Manager to the Early Childhood Education Cabinet work groups relevant to RTT-ELC projects. • The Birth to Three Manager will 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 early childhood education models, particularly as they relate to children with disabilities who are in the birth to three age range. The Birth to Three Manager will work on the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate. • The Birth to Three Manager will facilitate performance management processes and dissemination of information.
<p>Connecticut Department of Social Services (PSA)</p> <p>Required participating state agency because DSS administers the Child Care Development Fund.</p>	<ul style="list-style-type: none"> • 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 high-need children, whether they are low income, they come from families where English is a second language, they have disabilities or where they are at risk of abuse, neglect or homelessness. This population is the primary reason Connecticut seeks RTT-ELC funds.

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
	<ul style="list-style-type: none"> • Designate an appropriate staff person as a liaison to the State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181 and Executive Order No. 11. • 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 a Participating State Agency, or when a Participating State Agency’s Scope of Work requires modifications. • Sustain a level of agency staffing to the State’s Early Childhood System and the successor to the State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation. • 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. • Designate the Program Manager and CCDF Administrator to participate on Early Childhood Education Cabinet work groups relevant to RTT-ELC projects. • 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 early childhood education models, particularly as they relate to children who are low income. The Program Manager and CCDF Administrator will work on the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate. • Assign the Program Manager and CCDF Administrator to facilitate performance management processes and dissemination of information.
<p>Connecticut Department of Children and Families (PSA)</p> <p>DCF is not a required participating state agency but it is included because it administers programs for high-need children (those in foster care or who are in danger of becoming abused or neglected).</p>	<ul style="list-style-type: none"> • 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 high-need children, whether they are low income, they come from families where English is a second language, they have disabilities or where they 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 Governor’s State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181. • 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 a Participating State Agency, or when a Participating State Agency’s Scope of Work requires modifications. • Sustain a level of agency staffing to the State’s Early Childhood System and the successor to the State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation.

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
	<ul style="list-style-type: none"> • Designate an appropriate staff person to participate on Early Childhood Education Cabinet work groups 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.
<p>Connecticut Office of Policy and Management (PSA)</p> <p>OPM is included (not required) because it carries out fiscal and policy directives of the governor.</p>	<ul style="list-style-type: none"> • 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 high-need children, whether they are low income, they come from families where English is a second language, they have disabilities or where they 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 Governor’s State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181. • 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 a Participating State Agency, or when a Participating State Agency’s Scope of Work requires modifications. • Sustain a level of agency staffing to the State’s Early Childhood System and the successor to the State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation. • The Education Budget Specialist will serve as the Secretary of the Office of Policy and Management’s designee on the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations particularly as they relate to the provision of early childhood education services for high-need students. • The Education Budget Specialist will participate on Early Childhood Education Cabinet work groups relevant to RTT-ELC projects. • The Education Budget Specialist will 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 No. 11-181, including re-purposing of existing agency funds as appropriate. • The Education Budget Specialist will ensure that the Secretary of OPM is kept informed of state efforts to create an early childhood system and she will to facilitate performance management processes and dissemination of information.

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
<p>Connecticut Head Start Collaboration Office (PSA)</p> <p>Required participating state agency as the Head Start Collaboration Office administers the Head Start State Collaboration grant.</p>	<ul style="list-style-type: none"> 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 high-need children, whether they are low income, they come from families where English is a second language, they have disabilities or where they 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 Governor’s State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181 and Executive Order No. 11. 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 a Participating State Agency, or when a Participating State Agency’s Scope of Work requires modifications. Sustain a level of agency staffing to the State’s Early Childhood System and the successor to the State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation. The Head Start Collaboration Office Director will be the point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations. The Head Start Collaboration Office Director will participate on Early Childhood Education Cabinet work groups relevant to RTT-ELC projects, particularly as they relate high-need children. The Head Start Collaboration Office Director will 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 No. 11-181, including re-purposing of existing agency funds as appropriate. The Head Start Collaboration Office Director will facilitate performance management processes and dissemination of information.
<p>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.</p>	<ul style="list-style-type: none"> 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 high-need children and the education workforce that serves them. Designate an appropriate staff person as a liaison to the Governor’s State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181 and Executive Order No. 11. 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.

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
	<ul style="list-style-type: none"> • 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 to the State’s Early Childhood System and the successor to the State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation. • Assign a high-level staff person as agency point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations. • Designate an appropriate staff person to participate on Early Childhood Education Cabinet work groups relevant to RTT-ELC projects. • 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.
<p>Connecticut Department of Administrative Services (PSA)</p> <p>DAS is not a required participating state agency; however, it is included because it houses the Bureau of Enterprise Systems and Technology who will provide the Information Technology infrastructure to support the state’s data sharing across agencies.</p>	<ul style="list-style-type: none"> • 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 high-need children and the creation of data systems that will improve educational services for them. • Designate an appropriate staff person as a liaison to the State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181 and Executive Order No. 11. • 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 a Participating State Agency, or when a Participating State Agency’s Scope of Work requires modifications. • Sustain a level of agency staffing to the Governor’s State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation. • Assign a high-level staff person as agency point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations. • Designate an appropriate staff person to participate on Early Childhood Education Cabinet work groups relevant to RTT-ELC projects, specifically on systems and data sharing. • 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

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
	processes and dissemination of information.
Other Entities	
<p>Connecticut Early Childhood Education Cabinet</p> <p>Required participating state agency as the State Advisory Council on Early Childhood Education and Care.</p>	<ul style="list-style-type: none"> • 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 high-need children, whether they are low income, they come from families where English is a second language, they have disabilities or where they 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 State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181 and Executive Order No. 11. • 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 a Participating State Agency, or when a Participating State Agency’s Scope of Work requires modifications. • Sustain a level of agency staffing to the State’s Early Childhood System and the successor to the State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation. • The Early Childhood Cabinet coordinator will be the Cabinet point person to the State Early Childhood Office - the mechanism to drive RTT ELC cross-agency initiatives. • The Early Childhood Cabinet coordinator will ensure that the Cabinet’s Tiered Quality Rating and Improvement System Work Group connects with and supports (in an advisory capacity) the work of the State Early Childhood Office cross-agency team responsible for the establishment of a three-tier T-QRIS. • The Early Childhood Cabinet coordinator will ensure that the Cabinet’s State & Local Partnerships Work Group connects with and supports (in an advisory capacity) the work of the State Early Childhood Office cross-agency team responsible for the coordination of service delivery and technical assistance efforts that build capacity of statewide, regional and local service delivery mechanism and/or collaborative to promote participation in various levels of T-QRIS. • Provide a Cabinet liaison to support the development and implementation of a system for rating and monitoring the quality of programs participating in the tiered T-QRIS. • Ensure that the Cabinet’s T-QRIS Work Group connects with and supports (in an advisory capacity) the work of the State Early Childhood Office cross-agency team responsible for validation of the effectiveness of the T-QRIS. • Ensure that the Cabinet’s Early Learning Standards Work Group directly connects with and supports (in an advisory capacity) the work of the State Early Childhood Office Early Learning Standards Workgroup to refine early learning standards and support the public service campaign to promote the adoption of these standards. • Convene an Early Childhood Education Cabinet Health Work Group and

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
	<p>ensure that the Committee directly connects with and supports (in an advisory capacity) State Early Childhood Office health-related work.</p> <ul style="list-style-type: none"> • Ensure that the Cabinet’s Workforce Work Group connects with and supports (in an advisory capacity) State Early Childhood Office efforts develop a common, statewide knowledge and competency framework. • Ensure that the Cabinet’s Early Learning Standards Work Group connects with and supports (in an advisory capacity) State Early Childhood Office effort to refine the Kindergarten Inventory assessment tool and supports implementation of the Inventory. • Charge the Cabinet’s Data Policy Work Group to provide guidance to State Early Childhood Office Data Systems/Technical Work Group and the Department of Administrative Services in the development of a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state’s longitudinal data system) that will allow cross-agency data sharing, linkage, and security particularly for high risk children. • 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.
Other : Early Childhood Office Per Executive Order #11, this office will plan for and develop a coordinated, comprehensive and aligned system of early care, education and child development.	<ul style="list-style-type: none"> • 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 high-need children, whether they are low income, they come from families where English is a second language, they have disabilities or where they are at risk of abuse, neglect or homelessness. This population is the primary reason Connecticut seeks RTT-ELC funds. • Plan for and develop a coordinated, comprehensive and aligned system of early care, education and child development. • Charge agency staff necessary for State Plan implementation and to evoke cooperation 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 a Participating State Agency, or when a Participating State Agency’s Scope of Work requires modifications. • Facilitate discussions with Participating State Agencies and other partners 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.

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
Connecticut Parent Advocacy Center, Inc. (CPAC)	Y
State Head Start Associations	
Connecticut Head Start Association	Y
Family Child Care Associations	
All Our Kin	Y
Asociacion de Proveedoras Profesionales Hispanas	
Asociación de Proveedoras Profesionales Hispanas de Cuido de Niños del Hogar (Association of Professional Hispanic Family Child Care Providers)	
Bolton Providers Network	
Brass City Child Care Providers	
Casa Otonal	
CFDCAN	
Child Care Providers of West Hartford	
Child Care Resources of Central Connecticut	
Connecticut School-Age Child Care Alliance	
Family Child Care Providers Association	
Hartford Area Child Care Collaborative	
JP Vincent Family Resource Center	
Kid Care	
La Casa de Puerto Rico	
Love-n-Learn Child Care	
Lower Fairfield County Family Day Care Association	
Northwest CARE	
Professional Child Care Network	
Second Homes Child Care Association	
Southington Day Care Providers	
Today’s Child Care Association	
Valley Child Care Providers	
West Haven Family Day Care Provider Network	
Wethersfield Family Child Care	
Windham Area Child Care Association	
State Affiliates of National Association for the Education of Young Children	

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 Association for the Education of Young Children	Y
Statewide or Regional Union Affiliates that Represent Early Childhood Educators	
American Federation of Teachers (AFT) Connecticut	Y
Connecticut Education Association (CEA)	Y
Service Employees International Union	
Other Organizations	
Connecticut Birth to Three Interagency Coordinating Council	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)	
Ansonia (Discovery & School Readiness)	Y
Ashford (Discovery & School Readiness)	Y
Beacon Falls (School Readiness)	
Bloomfield (Discovery & School Readiness)	Y
Branford (Discovery)	Y
Bridgeport (Discovery & School Readiness)	Y
Bristol (Discovery & School Readiness)	Y
Brooklyn (School Readiness)	
Canterbury (School Readiness)	
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)	

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)?*
Ellington (School Readiness)	
Enfield (Discovery & School Readiness)	Y
Granby (Discovery)	Y
Greenwich (Discovery & School Readiness)	Y
Griswold (Discovery & School Readiness)	Y
Groton (Discovery & School Readiness)	Y
Hamden (Discovery & School Readiness)	Y
Hampton (School Readiness)	
Hartford (Discovery & School Readiness)	Y
Killingly (Discovery & School Readiness)	Y
Lebanon (School Readiness)	
Ledyard (School Readiness)	
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)	
Norwalk (Discovery & School Readiness)	Y
Norwich (Discovery & School Readiness)	Y
Plainfield (Discovery & School Readiness)	
Plainville (School Readiness)	
Plymouth (Discovery & School Readiness)	Y
Putnam (Discovery & School Readiness)	
Scotland (School Readiness)	
Seymour (School Readiness)	
Shelton (Discovery & School Readiness)	Y
Southington (Discovery)	Y
Sprague (School Readiness)	
Stafford (Discovery & School Readiness)	Y
Stamford (Discovery & School Readiness & Interagency Coordinating Council)	Y
Stratford (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)?*
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)	
Wallingford (Discovery)	Y
Waterbury (Discovery & School Readiness)	Y
West Hartford (Discovery & School Readiness)	Y
West Haven (School Readiness)	
Wethersfield (Discovery)	Y
Winchester (Discovery & School Readiness)	Y
Windham (Discovery & School Readiness)	Y
Windsor (Discovery & School Readiness)	Y
Wolcott (School Readiness)	
<p><i>*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 six individual Regional Educational Service Centers and the William Caspar Graustein Memorial Fund submitted one letter of intent on behalf of 51 Discovery Initiative local early learning councils.</i></p> <p><i>** Letters of intent were not received from all local School Readiness Councils, but there is a direct link between the State Department of Education (RTT-ELC Lead Agency) and the School Readiness Councils. School Readiness is a state-funded initiative (jointly funded by the Departments of Education and Social Services and administered by the State Department of Education).</i></p>	

(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 and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting 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 describes how it connects to the State Plan (also completed in section VIII).

(A)(4) Narrative – A Budget to Implement and Sustain the Work**(A)(4)(a) How the State will use existing funds that support early learning and development from Federal, State, private, and local 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.**

Connecticut’s High Quality RTT-ELC State Plan builds upon substantial and ongoing investments in early childhood learning and development. State funds for early learning and development in fiscal year 2011 alone, are \$306 million, as depicted in Table (A)(1)-4. Our Plan builds upon these investments. In addition to existing state funding, the Plan will incorporate federal and private investments of over \$100 million, including a bold recalibration of some federal IDEA funding, as well as a proposed redirection of a portion of Title I ESEA funding. Existing CCDF funding will be used to augment federal funding to build local infrastructure (Section A) and maintain an expansive registry of early childhood educators (Section D). Private donations will finance critical elements of the Plan, primarily in building local early childhood infrastructure (Section A). The below table depicts the existing funding source, the amount, and the connection between the source and the State Plan.

Program	Amount in millions (2012-2015)	Connection of existing resource with RTT-ELC
SDE-School Readiness (Entitlement)*	287.69	Section A. Connecticut plans to expand local early childhood infrastructure by investing \$12 million in additional FY 14 funding for 1,000 more quality preschool spaces. The Priority School District grant will be repurposed to fund these additional spaces. School Readiness will be part of an early childhood system that is being created (Public Act 11-181).
Head Start (federal)	240.05	Section A. Connecticut plans to leverage this federal program as it builds an early childhood infrastructure (Public Act 11-181). The Head Start Collaboration Office has been brought into SDE as a predicate to this.
Head Start Collaboration Office (federal)	0.4	Section A. Connecticut plans to leverage this federal program as it builds an early childhood infrastructure (Public Act 11-181). The Head Start Collaboration Office has been brought into SDE as a predicate to this.
SDE Philanthropy-Early Childhood Infrastructure	9.96	Section A. This would augment state investments in building local early childhood infrastructure
BOR-Early Childhood Educator Loan Forgiveness Program	1.5	Section D1. One of the major barriers for community college graduates to continue their education is the lack financial resources to pay for higher education. To smooth the road between AS and BS degrees (with articulation in place), the Board of Regents plans to provide loan forgiveness to early childhood educators who agree to teach in quality publicly subsidized early childhood programs.

SDE-State/Fed-Statewide Advisory Council	1.2	Section A. The SAC (Early Childhood Education Cabinet) will play a key role as leaders in creating the early childhood system and finalizing the updating of the T-QRIS.
DSS- Federal set aside –CCDF quality	8.8	Sections A. These federal funds will be directed towards the enhancement of community infrastructure (Section A).
DSS (Federal) CCDF	196.18	Section A. Connecticut plans to expand local early childhood infrastructure; a first step was increasing these quality childcare rates in FY 2012. The federal CCDF program should be considered as part of an early childhood system that is being created (Public Act 11-181).
SDE-State Funded Centers (CDC)-Includes federal funding	141.82	Section A. Connecticut plans to expand local early childhood infrastructure; a first step was increasing these quality childcare rates in FY 2012 and moving the program under the early childhood umbrella in SDE. The CDC Program (and matching federal funding) will be part of an early childhood system that is being created (Public Act 11-181).
SDE-Title I (portion)	44.97	Section A. Current federal law allows school districts to use their Title I funding to serve high-need children in quality preschool settings. Connecticut will encourage school districts to use a portion of their Title I funding to serve at risk students in quality preschool programs.
SDE-Match for philanthropy	5.04	Section A. SDE committed to providing a state match to private donations to build quality early childhood program infrastructure.
SDE-Other Early Childhood Services	72.54	Section A. Connecticut plans to create an early childhood infrastructure by incorporating these and other programs, as well as local programs, into an an early childhood system that is being created (Public Act 11-181).
Quasi-Public – Early Childhood Infrastructure	1.7	Section A. This funding would subsidize the creation of quality early childhood settings.
DPH-Licensing	12.2	Section B. With current funding and the enhanced numbers of personnel related to the T-QRIS, the quality of licensed programs will improve at an accelerated pace.
DSS-Care4Kids	430.71	Section B. Part of state’s income security program; it provides subsidies to make childcare affordable to low-income working families. Connecticut plans to create an early childhood infrastructure which could touch on these and potentially other programs (Public Act 11-181).
DDS-Birth to Three	176.41	Section C. Both the T-QRIS (more health training) and the funding of more pediatric screenings could bring more children into the Birth to Three system. The mission of the Birth to Three System is to strengthen the capacity of families to meet the developmental and health-related needs of their infants and toddlers who have delays or disabilities.
SDE-Federal IDEA Funding	60.98	Section C. A portion of IDEA funding is specifically targeted to preschool children with disabilities. This suggests that these funds be augmented with additional IDEA funding to be set aside for programs benefitting children with disabilities before they reach kindergarten.
DSS-Federal CCDF quality set aside	10.4	Section D-Funding will be used to augment the Plan’s investment in a workforce registry.
SDE-Quality Enhancement	4.48	Section D-Funding will be used to augment the Plan’s investment in a workforce registry.
DSS-Quality Enhancement	15.08	Section D-Funding will be used to augment the Plan’s investment in a quality workforce.

SDE-Longitudinal Study	10.25	Section E-Developing elements of the study including populating a data warehouse will be integrated with the additional data elements generated by the Plan.
New redirected Quasi-public funds	0.5	Section E2-This funding would supplement the state’s efforts to create a federated early childhood data system.
Total Resources	1,732.86	

Section A: Specifically, key programs such as State funded School Readiness, Child Day Care Centers, the Statewide Advisory Council/Early Childhood Education Cabinet along with federal funding for Head Start, the Head Start Collaboration Office, and CCDF quality funding set-asides will support Section A. Public Act 11-181 calls upon the State to build a quality early childhood system. Implementation of the Public Act began with the incorporation of the Child Day Care Centers, the Head Start Collaboration Office and CCDF quality set-aside funding into the State Department of Education. The consolidation will continue as part of our State Plan, as federal funding for Head Start and CCDF will be added to support this early childhood system. As part of this, a portion of Title I ESEA – specifically designated for at-risk children – will be set aside to support the creation of services in support of the at-risk children birth to 5, and the age 3 to grade 3 continuum (Invitational Priority 4).

Section B: More than \$100 million annually in State related resources will be leveraged to support the T-QRIS. The existing DPH Child Day Care Licensing (both state and federal funding) will be integrated with the Plan’s goals of improving and expanding quality in early childhood education. Additionally, the Plan will include the State-funded Care4Kids program that reaches at risk children in family-based childcare as well as FFN settings.

Section C: To expand health programming in early childhood under Section C, the Plan will include over \$57 million in state and federal special education funding. Since children with disabilities are an extremely important part of the high-need population, the State will devote all of its Birth to Three funding and significant parts of federal special education funding to support this section. Roughly \$10 million per year of Connecticut’s IDEA, Part C 611 funding will strengthen the capacity of families to meet the developmental and health-related needs of infants and toddlers with developmental delays and disabilities.

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

State School Readiness funding, approximately \$7 million annually will be used to update and maintain the early childhood workforce Professional Registry.

Section E: Finally, \$3 million annually will be used to support Section E to complete the data interoperability projects already underway. This will enable us to understand the “universe” of services delivered to high-need children and families as well as identify the providers associated with those services. This data will inform local early childhood councils as well as policy-makers to help increase the number of our young children who enter Kindergarten fully prepared to succeed in the school environment.

(A)(4)(b) 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.

This planning process utilized a version of what is commonly referred to as the professional judgement 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 high-ranking, vastly experienced leaders from Participating State Agencies, intermediaries, local early childhood councils, and the private sector, worked scrupulously through the sections of the Plan to determine necessary and reasonable costs to implement the Plan. Work groups for each project, comprised of staff from participating PSAs and outside experts, were tasked to determine the strategies and activities for reaching RTT-ELC project-specific goals. These same work groups drafted line item budgets which 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 RTT-ELC Leadership Team and outside consultants to gauge the reasonableness of the figures.

Final budget review was conducted by a leadership group, guided by a core team of individuals from SDE, the Governor’s Office, and the Office of Policy and Management, which verified the budgets for each of the goals for each RTT-ELC project.

Overall, the budget formulation process was guided by a professional judgement model to ensure that the budget would be adequate while efficiently and effectively using RTT-ELC resource 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.

(3) Details the amount of funds budgeted for project partners, and the specific activities to be implemented with these funds consistent with the State Plan.

SDE serves as the RTT-ELC Lead Agency, joined by ten other PSAs. Those PSAs with RTT-ELC budgets are listed in the table below with their corresponding RTT-ELC budget figures, with the same budget information by Project in the far right columns.

Agency Name	RTT-ELC Funds		RTT-ELC Project	RTT-ELC Funds
SDE	\$ 29,163,814		Project A	\$ 16,459,851
DSS	\$ 9,184,228		Project B	\$ 19,335,386
DPH	\$ 7,349,744		Project C1	\$ 1,778,122
Board of Regents	\$ 813,960		Project C3	\$ 5,297,708
DAS	\$ 3,428,050		Project D1	\$ 2,068,808
DCF	\$ 51,650		Project E1	\$ 1,270,602
			Project E2	\$ 3,780,970
Total	\$ 49,991,446		Total	\$ 49,991,446

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.

(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 advantages of these assets. Sixty-nine (69) local early childhood councils are supported by School Readiness funding and/or the Discovery Initiative of the William Caspar Graustein Memorial Fund.³⁸ Our budget will distribute \$19.34 million to local organizations for the implementation of the State Plan, with \$14 million (in Project A, and which rolls up into the SDE Agency Budget) going directly to local early childhood councils and \$5.34 million (in

³⁸ Of these 69 local early childhood councils, 48 participate both in Discovery and School Readiness, 16 only in School Readiness and 5 only in Discovery.

Project B which rolls up into the DSS Agency Budget) organized as provider incentives for participation in the T-QRIS. Additionally, we have \$4.8 million (in Project B, and which rolls up into the SDE Agency Budget) planned under contractual obligations to regional hubs to oversee quality monitoring, ensure that technical assistance addresses local service contexts, and provide planning assistance to local councils. In total, our State Plan budgets over \$24.1 million (48% of total budget) for regional and local organizations to carry out RTT-ELC goals and objectives.

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

Each PSA has considered what specific funding must be dedicated from each agency to continue the work of the State Plan after the grant period ends. These amounts, which total roughly \$12 million, are reflected in the table below. It includes only cash outlays of funds repurposed for specific RTT-ELC projects and not contributions of staff time.

Continuing Investments in RTT-ELC Projects (by Agency)			
SDE	DSS	DAS	DPH
\$ 7,417,500	\$ 2,250,000	\$ 75,000	\$ 2,250,000

- **State Department of Education (SDE):** As the RTT-ELC Lead Agency, with \$7.42 million in expected annual investments, SDE will have the largest sustaining budget increase after the grant term. Of this amount, \$4.2 million will be devoted to the ongoing support of local early childhood councils and state/regional intermediaries (See Section (A)(3)). Another \$1 million will be dedicated to the T-QRIS (Section B), and the remaining funds to a variety of smaller, ongoing expenditures including the staffing costs of a permanent Early Childhood Office. Of note, this figure does not include the \$12 million in additional funding dedicated to create and sustain 1,000 new publicly funded early childhood spaces for high-need children beginning in FY14.
- **Department of Administrative Services (DAS):** DAS will have \$75,000 in computer hardware and software maintenance expenses.
- **Department of Public Health (DPH):** DPH will spend \$1 million to continue the health inspection program described in Section (C)(3). An additional \$800,000 will support health and mental health consultants, with the balance of funds going to smaller expenditures.

- **Department of Social Services (DSS):** DSS will use \$1 million for ongoing support of the T-QRIS and another \$1 million for provider incentives.

This \$12 million amount will require budget increases that are modest comparable to overall agency budgets. What does not appear immediately in this figure is how the work of PSAs will change because of shifts in the early childhood infrastructure, catalyzed by RTT-ELC funding. RTT-ELC funding will enable the State to reorganize critical components of the early childhood learning and development system.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
(NOTE: ALL AMOUNTS ARE IN \$ MILLIONS)					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
SDE-School Readiness (Entitlement)*	69.80	71.2	72.62	74.07	287.69
Head Start (federal)	58.24	59.41	60.59	61.81	240.05
SDE-FED Head Start Collaboration Office	.10	.10	.10	.10	.40
DDS-Birth to Three	42.80	43.66	44.53	45.42	176.41
SDE-State Funded Centers (CDC)- Includes federal funding	34.40	35.10	35.80	36.52	141.82
SDE- State/Fed Statewide Advisory Council	.30	.30	.30	.30	1.20
DSS – Quality Childcare Initiatives (CCDF Quality Set-Aside)	2.20	2.20	2.20	2.20	8.80
DSS-Fed CCDF	47.60	48.55	49.52	50.51	196.18
SDE-FED Title I (portion)	10.91	11.13	11.35	11.58	44.97
SDE-Match for Philanthropy	1.22	1.25	1.27	1.30	5.04
SDE – Other (HS Enhancement, FRCs, EC Competitive)	17.6	17.95	18.31	18.68	72.54
Private Philanthropy	0	3.33	3.33	3.30	9.96
Quasi-Public – Building Early Childhood capacity	.20	.50	.50	.50	1.70
DSS-Care4Kids	104.50	106.59	108.72	110.90	430.71
DPH – Child Day Care Licensing/federal funding	2.96	3.02	3.08	3.14	12.20
SDE-FED IDEA – 611 (portion)	10.20	10.20	10.20	10.20	40.80
SDE-FED IDEA - 619 (all)	4.90	4.99	5.09	5.20	20.18
DSS FED CCDF Quality	2.60	2.60	2.60	2.60	10.40
SDE Quality Enhancement	1.12	1.12	1.12	1.12	4.48
DSS Quality Enhancement	3.77	3.77	3.77	3.77	15.08
SDE Longitudinal Data	2.60	2.55	2.55	2.55	10.25
BOR Early Childhood Loan Forgiveness	0	0	1.50	0	1.50
Quasi-Public Data Collaborative	.50	0	0	0	.50
TOTAL	418.52	429.52	439.05	445.77	1,732.86
*Includes \$12 million for 1,000 new slots in FY 2013					

B. High-Quality, Accountable Programs

(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 standards³⁹ 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

³⁹ See such nationally recognized standards as:

U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311 http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII_ENG.pdf

U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense. Retrieved from:

http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.60.500.100.0.0.0.0¤t_id=20.60.500.100.500.60.60.0.0

American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of Pediatrics.

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 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;
 - Documentation of how the tiers meaningfully differentiate levels of quality.

(B) Narrative – High-Quality, Accountable Programs

Connecticut aspires to join 26 other states that currently operate a Tiered Quality Rating and Improvement System (T-QRIS) with six common elements: (1) standards; (2) assessment system; (3) educator qualifications; (4) family engagement; (5) health promotion; and (6) effective data practices.

Connecticut's High-Quality Plan will connect and coordinate an existing set of building blocks that will allow us to populate the T-QRIS with over 4,500 programs participating by 2015.

Connecticut has in place several core T-QRIS elements (e.g., tiered standards; financial incentives; and monitoring and technical assistance). As currently configured, these elements do not result in a universal system to increase quality of early childhood education across all early learning programs and make known the indicators of quality to families. Connecticut completed work on a T-QRIS plan in 2008, with a Guiding Committee consisting of more than 25 representatives from state and private agencies, as well as child care providers. This plan recommended a 5-Tier system, with licensed programs at Tier 1 and nationally accredited providers at Tier 5 – in between were three additional tiers (See Appendix 4(B)(1)-1). The T-QRIS work under RTT-ELC will build on this earlier effort, and will result in a three-tier system, with licensed programs at Tier 1 and nationally accredited programs at Tier 3. Much of the work that remains will focus on building out Tier 2, creating clear pathways and supports for providers to move up the Tiers, enlisting providers in the T-QRIS, and validating the T-QRIS.

Connecticut will seek assistance from national experts and neighboring states⁴⁰ that implement a T-QRIS, and facilitate the development of a multi-state T-QRIS Learning Community, to consist of invited public agencies, T-QRIS experts, providers and other stakeholders from nearby states.

Figure (B) shows a logic model across Connecticut's six elements for a High Quality, Accountable Plan (Sections (B)(1) through (B)(5).)

40 Nearby states include: New Hampshire, Maine, Rhode Island, Vermont, Delaware, Maryland, Pennsylvania, as well as other states such as New York that will submit a RTT-ELC application.

Figure (B): Logic Model for Narrative Sections (B)(1) through (B)(5) – High Quality, Accountable Programs

Situation Analysis	Goals	Activities	Deliverables / Outcomes
<ul style="list-style-type: none"> • CT is a national leader in the number of accredited programs and in assisting programs in achieving accreditation through its Accreditation Facilitation Project (AFP) • CT DPH Child Day Care Licensing among most rigorous standards in nation <ul style="list-style-type: none"> ○ 2,900 licensed family based childcare programs ○ 1,250 center-based programs ○ 458 (known) legally exempt programs (of which 93 NAEYC accredited) • CT DPH offers eLicense to facilitate public access to licensing information • Families/public access 2-1-1 Child Care, the proposed T-QRIS reporting mechanism • Technical assistance efforts exist – especially for FFN and family based child care programs • Wide array of incentive mechanisms exist – reimbursement, facilities, workforce • Program quality unknown for thousands of high-need children in unlicensed settings 	<p>1. Implement a three-tiered T-QRIS using a “building blocks” approach</p>	<ul style="list-style-type: none"> • Establish T-QRIS Task Force on EC Cabinet and facilitate multi-state learning community • Finalize T-QRIS design • Beta Test T-QRIS • Populate T-QRIS (see Sections B2 and B3) 	<ul style="list-style-type: none"> • T-QRIS developed, beta tested, and implemented starting in June 2013 • Technical Assistance Center coordinates service delivery • Increase the number of family based childcare programs and FFN providers participating in T-QRIS, with a particular emphasis on those serving high-need children • TA services delivered by T-QRIS consultants • Annual monitoring visits to all participating programs • T-QRIS ratings posted to inform families, especially those with high-need children, of program quality • 100% (4,500) of publicly funded programs serving high-need children participating in T-QRIS • Add at least 1,000 high quality spaces for high-need children by 2015 • Conduct T-QRIS evaluation and validation study • Facilitate T-QRIS multi-state learning community
	<p>2. Maximize participation in the T-QRIS by all programs serving high-need children</p>	<ul style="list-style-type: none"> • Establish T-QRIS Technical Assistance Center • Develop T-QRIS consultants to assist programs participating in the T-QRIS • Build local and regional capacity to support family based childcare programs (licensed) and FFN providers (unlicensed) • Re-configure, align and increase existing incentives to expand participation in the T-QRIS • Provide resources to local early childhood councils to promote T-QRIS participation particularly for programs with high-need children 	
	<p>3. Establish a robust monitoring and rating process that promotes improvement and use of T-QRIS information by families, especially those with high-need children</p>	<ul style="list-style-type: none"> • Develop assessment and monitoring protocols • Develop assessment and monitoring database • Train monitoring and inspection staff • Post and publicize T-QRIS results (See B4) • Adjust and improve monitoring 	
	<p>4. Promote access to high-quality Early Learning & Development Programs for high-need children</p>	<ul style="list-style-type: none"> • Complete early care program consolidation and system improvements identified by the Planning Director • Reconfigure and align incentives to promote participation in T-QRIS, especially for programs serving high need children 	
	<p>5. Conduct a comprehensive evaluation of the validity and value of the T-QRIS for improving early childhood learning and development for all children, particularly those who are high need</p>	<ul style="list-style-type: none"> • Select T-QRIS evaluator to design a systems evaluation • Evaluate and review for possible modifications • Use recommendations to update the T-QRIS 	

(B)(1) Narrative – Developing a Statewide T-QRIS

1. Current status

In 2008, the EC Cabinet convened a Guiding Committee to study creating a statewide T-QRIS. This Guiding Committee drafted a T-QRIS Plan (See Appendix 4(B)(1)-1) calling for a 5-tier system. At that time, the scope of the plan presented financial challenges for the state, which is the primary reason why it was not fully implemented. Upon recent review of the 2008 Plan and along with technical documents available through The Office of Child Care’s National Child Care Information and Technical Assistance Center, Connecticut now has a comprehensive, forward-thinking and achievable T-QRIS plan as proposed in the RTT-ELC.

Connecticut’s current licensing and program quality requirements, particularly in publicly funded early learning and development programs, establishes the foundation for a robust T-QRIS with measurable standards that meaningfully differentiate program quality levels, and reflect high expectations of program excellence that lead to improved learning outcomes for children, particularly for those with high needs. (See Narrative Section (A)(2) for details)

2. High Quality Plan

a. Goals

1. Implement a three-tiered Quality Rating and Improvement System (T-QRIS) using a “building blocks” approach. A “building blocks” approach requires T-QRIS participants to meet all of the standards within each level prior to advancing to the next level.

- Tier 1 will require licensing compliance for child day care services⁴¹
- Tier 2 will require compliance with standards above and beyond licensing
- Tier 3 will require national accreditation

Equally important, the proposed T-QRIS will create a developmental pathway into the system through program and practitioner outreach and supports specifically targeting FFN and family based childcare programs that serve approximately 50% of our high-need children.⁴²

41 Section 19a-77 of the CGS articulates Connecticut licensing standards for Child Day Care Services. Connecticut maintains rigorous licensing standards that exceed the “top tier” of existing tiered T-QRIS systems in other states. For example, Louisiana awards programs points (toward its top tier) for creating a complaint process for parents, while Connecticut requires this for licensing. Connecticut’s required licensing ratio and group sizes for infants and toddlers are equivalent to or exceed top tier ratio and group sizes in Tennessee and New Mexico.

42 The 50% approximation results from a simple calculation in which the numerator totals (9,500 Birth to Three Children cared for by their own parents + 16,036 high-need children enrolled in subsidized Head Start and/or School Readiness Programs) and the denominator totals our estimated 60,000 High Needs children in Connecticut.

b. Activities

1.1 Establish a T-QRIS Work Force on the EC Cabinet and facilitate regional learning community. The Early Childhood Cabinet (see also Section A-3) will create a T-QRIS Work Group which will design and develop the T-QRIS.⁴³ The full-time T-QRIS Coordinator will oversee its implementation. As part of the process of soliciting expertise, we will facilitate the development of a multi-state T-QRIS Learning Community.⁴⁴ The Learning Community, supported by the T-QRIS Coordinator, will facilitate sharing of policies and best practices regarding implementation and sustainability.

1.2 Finalize the T-QRIS Design. Table (B)(1)-1 shows a list of Programs Standards used in Connecticut and the elements addressed (e.g., comprehensive assessment, qualified workforce). It shows that Connecticut's core publicly funded early care and learning programs operate under high expectations for quality and address all of the Program Standards Elements. The T-QRIS work group will use the foundational work conducted in 2008 and make final decisions about how to differentiate the three Tiers, with specific emphasis on Tier 2 and the developmental pathway (e.g., for FFN providers). The T-QRIS beta testing phase (see below) will incorporate the new Early Learning standards across our three-tier system.

Current Program Standards apply to: (a) 2,863 licensed, family based childcare programs; (b) 1,250 center-based programs of which 426 hold National Association for the Education of Young Children (NAEYC) accreditation; (c) 458 (known) programs operate under an exemption.⁴⁵ Connecticut's stringent licensing requirements will be incorporated into Tier 1. National accreditation (e.g., NAEYC; Head Start approval) will comprise Tier 3. Consideration for Tier 2 status will require programs to address competencies regarding Early Learning and Development Standards, Comprehensive Assessment Systems and Family Engagement. To fully populate the requirements specifically for programs to reach Tier 2, the T-QRIS Work Group,

43 The T-QRIS Task Force will include representatives and stakeholders involved in advancing the RTT-ELC High Quality Plan – including families and providers.

44 The Learning Community will take the form and function that works the best for the participants. For example, the Learning Community might involve a combination of face-to-face workshops (on particular topics) and/or virtual connections.

45 Sec.19a-77. (Formerly Sec.19-43b). "Child day care services" defined. Exclusions and Additional license section (b) for licensing requirement purposes, child day care services shall not include such services which are: (1)(A) administered by a public school system, or (B) administered by a municipal agency or department and located in a public school building; (2) Administered by a private school which is in compliance with section 10-188 and is approved by the State Board of Education, or is accredited by an accrediting agency recognized by the State Board of Education.

with input from national experts and the multi-state T-QRIS Learning Community, will need to refine and test various models in different settings, especially for programs serving high-need children.

The T-QRIS Work Group will finalize Connecticut's T-QRIS Plan (elements are explained in Sections (B)(2) through (B)(5)). The core planning tasks include: (a) addressing the inclusion of license-exempt programs in the T-QRIS tiers; (b) establishing a uniform tiered incentive system to maximize participation; (c) building the requisite databases to interface with the existing information technology platforms (e.g., Department of Public Health e-license; 2-1-1 Child Care to disseminate ratings); (d) conducting a beta test and making mid-course adjustments; (e) finalizing the T-QRIS Operating Standards and Protocols; (f) developing and conducting training (e.g., monitors, licensers); (h) developing a Statewide T-QRIS Technical Assistance Center to coordinate outreach, incentives, and supports; (i) designing a phased implementation plan; (j) designing and conducting a validation study; and (k) transitioning from a 'start-up' into a high-performance system (with sufficient resources to perform all functions).

1.3 Beta Test T-QRIS. The T-QRIS Coordinator will oversee a beta test targeting approximately 40 providers representative of all three Tiers (and a subset of licensed exempt providers). The beta test will inform key elements relevant to implementation such as: (a) training requirements for monitors; (b) work flow and time requirements to conduct monitoring; (c) data system integrity and ease of use; (d) communication protocols with providers and parents; and (e) report generation and linkage to public reporting mechanisms, among others. The beta test will identify issues that require additional problem-solving and/or technical assistance. The T-QRIS Work Group will review findings from the beta test and provide input for mid-course adjustments. The T-QRIS Coordinator will be responsible for developing a final set of operating protocols.

1.4 Populate T-QRIS (see also Sections B2 and B3). Connecticut will implement a multi-phase plan that will result in the T-QRIS participation of all existing licensed or accredited early care programs (i.e., 4,500) by 2015.

c. Timeline. The EC Cabinet will establish a T-QRIS Work Group. The State Department of Education will hire a RTT-ELC Project Coordinator within the first quarter of the grant period, and a T-QRIS Coordinator shortly thereafter. The Work Group shall complete all design and

beta testing work prior to December 2013. The final two years will involve populating the T-QRIS and full system implementation. (Refer to work plan table at the end of section.)

d. Responsible parties. The EC Cabinet T-QRIS Work Group will provide high level oversight and guide T-QRIS Plan finalization. The T-QRIS Coordinator will staff the T-QRIS Work Group and the multi-state learning community. National experts and independent consultants, supported with RTT-ELC funds, will provide technical support to advance T-QRIS planning, T-QRIS pilot testing, development of operating standards and protocols, and ongoing trouble shooting. PSAs with significant roles in T-QRIS implementation include: the Department of Social Services (e.g., incentives, 2-1-1 enhancement to support T-QRIS data and dissemination); the Department of Information Technology (e.g., coordinate data system development); the Department of Public Health (e.g., licensing and monitoring); and the State Department of Education (e.g., program monitoring, standards setting, technical assistance).

e. Financial resources. Approximately 40% of RTT-ELC funds support the T-QRIS Project. RTT-ELC funds will support nearly 100% of the costs to establish the T-QRIS (approximately \$20 million).

f. Supporting evidence. The proposed T-QRIS incorporates elements from Connecticut's 2008 T-QRIS Plan, which was not fully implemented then because of its cost. The design for a three tiered T-QRIS framework using a "building blocks" approach draws heavily upon the 2008 Plan and technical documents available through The Office of Child Care's National Child Care Information and Technical Assistance Center. The need to address high-need children in FFN and family based childcare programs; quantitative data about existing providers; qualitative data about existing Program Standards Elements (Table (B)(1)-1); existing Connecticut licensing requirements and national accreditation standards; all informed the design. Finally, strong input by intermediaries and existing program improvement initiatives to engage effectively FFN and family based childcare programs reinforced the decision to provide a developmental pathway into Tier 1.

g. Performance measures. Refer to Table (B)(2)(C) for performance measures associated with increasing the number and percentage of Early Learning and Development Programs participating in the statewide T-QRIS.

h. Plan to address needs of programs. Connecticut will establish a statewide T-QRIS Technical Assistance Center that coordinates a menu of technical assistance and program

supports to meet the needs of programs. A variety of program incentives and supports will be offered to maximize participation.

i. Plan to address needs of Children with High Needs. Programs receiving public funding will be required to participate in the T-QRIS. These programs (e.g., Head Start, School Readiness) serve high-need children. As part of a partnership between the states' Head Start Collaboration Office and the Department of Children and Families, children in protective services (foster care) are enrolled in Head Start. This partnership received recognition as a national model. In addition, Head Start programs require that special needs children comprise 10% of their total population. Additionally, the Plan will include a developmental pathway for FFN and family based childcare programs, which serve thousands of high-need children, into Tier I which includes the state's rigorous licensing requirements.

3. How High Quality Plan Will Meet Criteria

The proposed T-QRIS plan incorporates Program Standards shown in Table (B)(1)-1. Revised Early Learning and Development Standards (revised per Section (C)(1)) will become available in mid 2012. The proposed T-QRIS system differentiates the three Tiers based upon the existing early care provider landscape with licensing as the floor and national accreditation as the ceiling. The program provides direct benefits to high-need and special needs children via improved quality – including options for FFN providers and family based childcare programs serving high-need children.

Core Area (B)(1) – Develop and adopt a common, statewide Tiered Quality Rating and Improvement System

Goal (B)(1) #1 – Implement a three-tiered T-QRIS using a “building blocks” approach [Part of Project B]					
Financial resources to support Goal (B)(1) #1 activities: RTT ELC funds: \$3,383,693 Other funds: \$77,509,250					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity B.1.1.1	Establish T-QRIS Task Force on EC Cabinet and facilitate regional learning community	Start Date:	12/31/11	EC Cabinet	T-QRIS Work Group established
		End Date:	12/31/15		
		Milestones:	Task Force established (01/01/12)		
			Coordinator hired (04/01/12) Consultant hired (05/01/12)		
Activity B.1.1.2	Finalize the T-QRIS design, including tiered program standards for each tier	Start Date:	04/01/12	T-QRIS Work Group Project Coordinator Consultant	T-QRIS plan ready for beta test
		End Date:	08/31/12		
		Milestones:	Draft #1 (07/01/12)		
			Draft #2 (08/01/12) Plan ready for beta test (09/01/12)		
Activity B.1.1.3	Beta Test T-QRIS	Start Date:	08/01/12	T-QRIS Work Group Project Coordinator Consultant	6-month Beta test completed
		End Date:	06/01/13		
		Milestones:	Providers and protocol established (10/01/12)		
			Beta test begins (12/01/12) Final Operating Protocols (06/01/13)		
Activity B.1.1.4	Populate T-QRIS	Start Date:	12/01/13	T-QRIS Work Group Project Coordinator Consultant	4,500 early child care programs in T-QRIS
		End Date:	12/31/15		
		Milestones:	1,000 programs in T-QRIS (06/30/14)		
			2,250 programs in T-QRIS (12/31/14) 4,500 programs in T-QRIS (12/31/15)		

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements						
	<i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
DPH Licensing			X		X	X	
School Readiness	X	X	X	X	X	X	
National Association for the Education of Young Children (NAEYC)	X	X	X	X	X	X	
National Association of Family Child Care (NAFCC)	X	X	X	X	X	X	
Head Start	X	X	X	X	X	X	
Source: Connecticut RTT-ELC T-QRIS Work Group program review, September 2011							
Note: Connecticut requires School Readiness and Head Start programs to meet national standards for accreditation.							

(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 the 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).

(B)(2) Narrative – Promoting Participation in T-QRIS**1. Current status**

Connecticut has robust participation in its rigorous Tier I early childhood licensing system. Tier III includes all Head Start, School Readiness and Child Day Care programs (which are partially funded by CCDF). (See Table (B)(1)-1.) Additionally the State provides funding through its Care4Kids program to low-income working families which may also use FFN to provide early child care. In this way, the State funds are strong incentives because they provide ongoing financial support for the early care providers and programs many of which serve high-need children. In order to continue receiving this state funding, programs will be required to participate in the T-QRIS. Over 4,500 programs (not including 458 known license-exempt programs of which 93 hold national accreditation) will meet eligibility requirements for inclusion in the T-QRIS upon completion of their site reviews.

2. High Quality Plan**a. Goals**

1. Maximize participation in the T-QRIS by programs in every setting, serving high-need children. Table (B)(2)(c) shows specific performance measures for increasing the number and percentage of Early Learning and Development Programs participating in the T-QRIS. By 2015, we anticipate over 4,500 programs will participate in the T-QRIS.

b. Activities

1.1 Establish a T-QRIS Technical Assistance Center. Connecticut will establish (via RFP) a T-QRIS Technical Assistance Center (“Center”). The Center will provide technical assistance, program supports (i.e., improvement grants), and disseminate information about the T-QRIS implementation. The Center will not be involved in the monitoring or rating processes. The proposed approach builds in flexibility to maximize existing resources and provide targeted assistance. The Center will support parent information and engagement process through the development of a marketing campaign and collateral materials that can be used by providers and by local early childhood councils in their efforts to promote family engagement.⁴⁶

1.2 Develop T-QRIS consultants to assist programs participating in the T-QRIS.

Connecticut’s Accreditation Facilitation Project (AFP), a nationally acclaimed model, offers

⁴⁶ The Center will translate materials into several languages based on the diversity of high needs communities in which local early childhood councils locate.

technical assistance to programs pursuing national accreditation (See Appendix (B)(2)-1). The T-QRIS plan will embrace this proven model. Additionally, all programs in the T-QRIS will have access to nutrition, health, and mental health consultation (see Section (C)(3)).

Furthermore, the Center will benefit from health consultant coordinators who will increase the quality and capacity of an existing pool of 200 (independent) health consultants serving programs. The Center will coordinate and oversee these consultation services. The T-QRIS will identify and post qualified consultants by area of expertise in the improved workforce Professional Registry (See Section (D)(1)).

1.3 Build the local and regional capacity of local and regional networks to support family based childcare programs (licensed) and FFN providers (unlicensed). Connecticut's RTT-ELC specifically will engage family-based childcare programs and FFN providers because they serve thousands of high-need children. The T-QRIS will design and implement a developmental pathway to reach out and engage FFN providers, particularly those who serve high-need children and who are motivated to enter Tier 1 (licensing). The Center will issue a Request for Proposals that aligns with the State Plan to maximize participation of providers of services for high-need children in the T-QRIS. The Center will partner with local community councils to build capacity to engage providers and families in the T-QRIS.

1.4 Reconfigure, align and increase existing incentives to expand participation in the T-QRIS. RTT-ELC funds will support a national expert to consult with the T-QRIS Work Group and produce a structured set of incentives to encourage participation in the T-QRIS. Table (B)(2)-1 outlines the available supports and incentives estimated to approach \$10 million annually.

Table (B)(2)-1. Existing mechanisms to support participation in quality improvement efforts

Support Type	Description
Accreditation Facilitation Project	<ul style="list-style-type: none"> • Offers technical assistance to programs pursuing national accreditation • T-QRIS embraces this model
Tiered Reimbursement via Care 4 Kids	<ul style="list-style-type: none"> • Increased rate of reimbursement for NAFCC or NAEYC Accredited programs • Increased rate of reimbursement for licensed providers • Increased rate of reimbursement for programs serving children with special needs (15%)
Scholarships for Professional Development	<ul style="list-style-type: none"> • Financial assistance to individuals employed in ECE programs and meet eligible priorities: pursue early childhood training / coursework that leads to a Child Development Associate (CDA), higher education degrees in ECE or training needed to improve a child care program

Table (B)(2)-1. Existing mechanisms to support participation in quality improvement efforts

Support Type	Description
Start Bonus	<ul style="list-style-type: none"> • Education bonuses to individuals working in prioritized ECE settings and programs for the successful completion of targeted levels of training through the Training Program in Child Development (TPCD) and/or the acquisition of a CDA and/or degrees in early childhood education • Retention bonuses to teachers who hold an associate's degree or higher and continue their employment in a publicly funded program
School Readiness	<ul style="list-style-type: none"> • Training and Coaching • Quality Enhancement Funding
Head Start Technical Assistance	<ul style="list-style-type: none"> • Regional and local training • On-site consultations
One Time Project or Program Funding	<ul style="list-style-type: none"> • Crib project replaced 1,000+ recalled cribs • Playground safety project • Emergency management training (*National Model) • Early Learning Guidelines training – including FFN, family based childcare programs & family based childcare programs
Facilities Supports	<ul style="list-style-type: none"> • Connecticut Health and Educational Facilities Authority (CHEFA) initiatives to promote facility development (requires NAEYC Accreditation) • Children's Investment Partnership (LISC) to support facility development and renovation through loans and grants
Programs to promote participation of high-need children in high quality programs	<ul style="list-style-type: none"> • Regional networks supporting FFN and family based childcare programs • Local programs to promote children's participation in high quality settings

The Plan will build on existing incentives in the following categories: (a) *Tiered subsidy reimbursement* programs that participate in the T-QRIS will receive higher reimbursement rates for children who receive child care assistance; (b) *Quality grants*⁴⁷ (which may be one-time awards) will be linked to T-QRIS participation to support program improvements and professional development; (c) *Quality bonuses or merit awards* intended to benefit all children, especially high-need children (not just those served with subsidy funds); (d) *Financing* options such as low- or no-interest loans to improve playgrounds or facilities; (e) *Scholarships* for professional development with an emphasis on programs participating in the T-QRIS; and (f) *State tax credits* for T-QRIS programs and/or families.

1.5 Provide resources to local early childhood councils to promote T-QRIS participation, particularly for programs with high-need children. The Center will establish a web presence that

⁴⁷ Achievement bonuses or awards may be given to providers upon completion of specific requirements to improve quality based on the levels established in the T-QRIS (particularly Tier 2).

contains information relevant to the T-QRIS. Information will target a range of audiences including families, providers, and local early childhood councils.

c. Timeline. Several tasks will begin immediately such as establishing more incentives and creating the Center; other tasks such as boosting nutrition, health and mental health consultation will be coordinated with the beta test.

d. Responsible parties. Four Participating State Agencies will have critical roles in implementation: the State Department of Education (SDE); the Head Start Collaboration Office; the Department of Social Services (DSS); and the Department of Public Health (DPH).

e. Financial resources. Approximately \$19.3 million of RTT-ELC funds will support: (a) a Coordinator to staff the T-QRIS Technical Assistance Center; (b) the establishment of web content and collateral materials; (c) an incentive pool (\$5.3 million) to maximize participation in the T-QRIS provided mainly as participation bonuses; (d) a cadre of technical assistance consultants (\$1.4 million); (e) \$825,000 to support the developmental pathway for FFN (Tier 1); (f) a consultant to develop recommendations for incentives for T-QRIS; (g) \$4.8 million to support regional hubs to coordinate regional quality improvement programs and assistance to programs with the T-QRIS; and (h) approximately \$5 million to improve DPH capacity for licensing and monitoring of programs.

f. Supporting evidence. The proposed mechanisms to promote participation in the T-QRIS incorporate national best practices that produce (local) results. For example, through support and incentives, all 33 of the Hartford Public Schools' license-exempt pre-K classrooms are seeking national accreditation. To date, ten have achieved NAEYC accreditation (serving 264 children in several of the poorest neighborhoods in the state) and 23 are in-process. The Accreditation Facilitation Project provides training and technical assistance; SDE/IDEA provides funding for NAEYC fees for classrooms serving 3, 4 and 5 -year olds with identified disabilities.

g. Performance measures. Table (B)(2)(c) shows that Connecticut intends to engage a range of providers in the tiered T-QRIS such that by mid-2014 at least 1,000 providers are in the system; by the end of 2014 at least 2,250 will be and by the end of 2015 at least 4,500 providers. Notably, licensed and accredited programs (Tiers 1 and 3, respectively) can populate the T-QRIS before the beta test is complete.

h. Plan to address needs of programs. The Center will provide a full menu of program supports and technical assistance in response to program needs, paying specific attention to

programs serving high-need children. For example, the Center will provide nutrition, health, and mental health consultation to programs serving children with disabilities, children whose families do not speak English, children who are at risk of being abused or neglected, and children who are homeless, as well as low income children.

i. Plan to address needs of Children with High Needs. The T-QRIS will target publicly funded early learning and development programs, including those that serve children with special needs. FFN providers, serving thousands of high-need children, will be encouraged and supported to pursue licensing (Tier 1).

3. How High Quality Plan Will Meet Criteria

(B)(2)(a) All publicly funded Early Learning and Development Programs participate in T-QRIS.

The proposed reform effort will require all publicly funded Early and Learning Development Programs, including state funded preschool, early Head Start and Head Start, programs funded under Parts B and C of IDEA and programs funded under Title I of ESEA, to participate in the T-QRIS.

(B)(2)(b) 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.

Thousands of high-need children are served by FFN providers and family based child care programs. Connecticut's T-QRIS will include a developmental pathway into Tier 1 for FFN providers and a pathway for family based child care programs to Tier 2. Additionally, the Center will pay special attention to disseminate information about the T-QRIS and build or expand services around nutrition, mental health and health consultation services. This Plan will provide thousands of families with high quality and affordable child care. Additionally, Governor Malloy has committed to add 1,000 high-quality, subsidized early learning and development spaces for high-need children. Programs serving this group of children will be required to participate in the T-QRIS.

(B)(2)(c) Ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in T-QRIS.

Table (B)(2)(c) shows that, by end of 2015, all State funded and licensed programs, regardless of their setting, will participate in the T-QRIS. Estimating the numbers for those settings that do not receive public funding, the majority of which are FFN, proves more difficult.

Our Plan, Section E2, will improve data collection and allow the state to track the high-need children in these settings. The State's focus on creating a development pathway for FFN will yield approximately 100 new licensed centers by 2015.

Core Area (B)(2) – Promote participation in Connecticut’s Tiered Quality Rating and Improvement System

Goal (B)(2) Maximize participation in the T-QRIS by programs in every setting [Part of Project B]					
Financial resources to support Goal (B)(2) #1 activities: RTT ELC funds: \$6,767,385 Other funds: \$155,018,500					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity B.2.1.1	Establish T-QRIS Technical Assistance Center	Start Date:	04/01/12	T-QRIS Work Group	T-QRIS TA Center established
		End Date:	12/20/15		
		Milestones:	RFP for TA Center (06/01/12) ID TA Center (08/01/12)		
Activity B.2.1.2	Develop T-QRIS consultants to assist programs participating in the T-QRIS	Start Date:	10/01/12	SDE, DSS, DPH T-QRIS TA Center	Consultants assisting providers improve quality of programming within T-QRIS
		End Date:	12/31/15		
		Milestones:	Consultants chosen (12/01/12) Following beta test, work with all Tiers begins (06/01/13)		
Activity B.2.1.3	Build local and regional capacity to support family based childcare programs and FFN providers	Start Date:	10/01/12	SDE, DSS, DPH T-QRIS TA Center	Consultants work with local early childhood councils to guide FFN into Tier 1
		End Date:	12/31/15		
		Milestones:	“Developmental Pathway” to Tier 1 established (12/01/12) Work with FFN begins at local level (01/01/13)		
Activity B.2.1.4	Re-configure, align and increase existing incentives to expand participation in the T-QRIS	Start Date:	08/01/12	SDE, DSS, DPH T-QRIS Coordinator	New incentive structure for T-QRIS in place
		End Date:	12/31/15		
		Milestones:	ID of all existing mechanisms (10/01/12) New mechanism established (01/01/13)		
Activity B.2.1.5	Provide resources to local early childhood councils to promote T-QRIS participation particularly for programs with high-need children	Start Date:	01/01/13	SDE, DSS, DPH T-QRIS TA Center	T-QRIS information provided to families, providers and local early childhood councils
		End Date:	12/31/15		
		Milestones:	Web site on T-QRIS ready (06/30/13) Support roll out (09/01/13)		

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	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: School Readiness</i>	258	0	0	0	0	129	50%	258	100	258	100
Early Head Start and Head Start	105	0	0	0	0	53	50%	105	100	105	100
Programs funded by IDEA, Part C (44 providers)	No programs*	0	0	0	0	0	0	0	0	0	0
Programs funded by IDEA, Part B, section 619	No programs*	0	0	0	0	0	0	0	0	0	0
Programs funded under Title I of ESEA	19 districts	0	0	0	0	10	50%	19	100	19	100
Programs receiving from CCDF funds	No Programs**	0	0	0	0	0	0	0	0	0	0
Other:											
- State-funded Child Day Care	103			0	0	52	50%	103	100	103	100
_ Licensed Family Day Care	2,683	0	0	0	0	1,342	50%	2,683	100	2,683	100
_ Licensed Child Care Ctrs.	1,250	0	0	0	0	625	50%	1,250	100	1,250	100
_ Exempt Child Care Ctrs.	457***	0	0	0	0	229	50%	457	100	457	100
_ Group Day Care Homes	29	0	0	0	0	15	50%	29	100	29	100
_ FFN	3,400****	0	0	0	0	25	1%	60	2	100	3

* IDEA, Part B and C in CT provide **services to children individually** in the child’s home or in child care settings. Part B and Part C funds are not used for program operations.
 ** Care4Kids provides subsidies for the individual child and their family selects programs or FFN care.
 *** When the system is operational, this number will increase due to identification of currently unknown, exempt programs.
 **** Number of providers receiving Care 4 Kids subsidies. High volume of turnover annually.

(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 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.

(B)(3) Narrative – Rating and Monitoring EC Programs

1. Current status

Connecticut monitors its early learning and development programs but the approaches differ by program and by funding stream. For example, Head Start programs receive a twice-per-year monitoring visits (using a Head Start monitoring tool), and programs complete an annual self-assessment. School Readiness programs use a variety of monitoring processes, tools and environmental rating scales. The reliability of raters/monitors corresponds with the tools and approaches used for the various programs. Monitoring mechanisms for child day care licensing reside with the Department of Public Health (DPH). However, DPH licensing specialists usually have workloads twice the national average. The state currently makes information available publicly on state-licensed corporations and organizations through its online **eLicense system**. The eLicense system will provide the technology platform to post T-QRIS results.

2. High Quality Plan

a. Goals

1. Establish a robust monitoring and rating process that promotes improvement and use of T-QRIS information by families, especially those with high-need children.

b. Activities

1.1 Develop assessment and monitoring protocols. The T-QRIS Workgroup will review, crosswalk and analyze existing quality improvement monitoring tools, protocols and processes across publicly funded early learning and development programs. The T-QRIS Coordinator will collect policies and “best practice” information from members of the multi-state T-QRIS Learning Community. The T-QRIS Coordinator will develop recommendations for review by the T-QRIS Work Group about: (a) use of observational tools; (b) systems to schedule visits and assign monitors; (c) protocols to post results to programs and the T-QRIS; and (d) processes for conducting follow-up visits. The T-QRIS Coordinator will develop a schedule and process for reliability training for monitors and licensing specialists and ensure high levels of inter-monitor reliability.

1.2 Develop a T-QRIS assessment and monitoring database. The T-QRIS coordinator will work with software specialists from the Department of Social Services to build a database for recording the T-QRIS beta test assessment and monitoring information. Connecticut will build upon existing information technology platforms. The Connecticut Department of Public Health

(DPH) operates an eLicense system. The eLicense system increases access to information by families, providers, researchers, and the general public, among others. DPH information technology platforms allow uploads directly to the Department of Social Services contractor that manages 2-1-1 Child Care. The 2-1-1 Child Care information technology platform uses “NACCRRAware” developed by the National Association of Child Care Resource & Referral Agencies. This platform will serve as the basis for publicly posting T-QRIS results – parlaying existing public recognition for the 2-1-1 Child Care “brand”.

1.3 Train monitoring and inspection staff. DPH maintains 15 full-time child care licensing specialists who perform inspection visits related to statutory requirements. DPH will add 12 full-time licensing specialists, a supervisor and an analyst for a total of 14 FTE increase in staff. DPH licensing specialists will undergo training and participate in site visits for the purpose of increasing inter-rater reliability. Additionally, DPH and the T-QRIS Coordinator will identify and train T-QRIS monitors (i.e., consultants who will be enlisted in the Registry). The T-QRIS Coordinator will review data collection and monitoring forms, provide feedback on inter-rater reliability, organize a quality monitoring process, and provide additional training as warranted.

1.4 Post and publicize T-QRIS results. The T-QRIS Work Group will approve a policy for posting T-QRIS results. The T-QRIS Coordinator will make available aggregate information in a variety of media to technical assistance providers or networks and local early childhood councils. All of this information will be available in multiple languages. Local early childhood councils will promote the T-QRIS and educate families on its value. Families will use this information to guide their decisions about child care.

1.5 Adjust and improve monitoring protocols. The T-QRIS Work Group and T-QRIS Project Coordinator will oversee the development of formal feedback protocols to create continuous improvement mechanisms that will flow back to monitors and licensing specialists to improve trainings and inter-monitor reliability.

c. Timeline. Work plan tasks will begin during the second quarter of RTT-ELC implementation (see work plan table at the end of this section).

d. Responsible parties. The State Departments of Social Services, Education, Public Health, the Early Childhood Education Cabinet and the T-QRIS Coordinator will collaborate on the T-QRIS.

- e. **Financial resources.** \$2,900,308 RTT ELC funds will support this effort which leverages more than \$66 million dollars in state funding for early learning programs.
- f. **Supporting evidence.** In developing our plan, we consulted the *Compendium of Quality Rating Systems by Child Trends and Mathematica Policy Research*.⁴⁸
- g. **Performance measures.** Not applicable.
- h. **Plan to address needs of programs.** The licensing and program monitoring site visits will connect closely to the Center's technical assistance services as described in Section (B)(2). The Center will provide a full menu of program supports and technical assistance in response to program needs, paying specific attention to programs serving high-need children. For example, the Center will provide nutrition, health, and mental health consultation to programs serving children with disabilities, children whose families do not speak English, children who are at risk of being abused or neglected, and/or children who are homeless, as well as low income children.
- i. **Plan to address needs of Children with High Needs.** The increased frequency of licensing inspections will have an immediate and positive impact to improve the quality of care, and will provide the opportunity to engage the provider community and families regarding the T-QRIS and the importance of high quality settings for Children with High Needs.

3. How High Quality Plan Will Meet Criteria

(B)(3)(a) Using a valid and reliable tool for monitoring, 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.

The T-QRIS monitoring process will use assessment tools and methodologies determined by the T-QRIS Work Group, with assistance from technical consultants, national experts, and the multi-state T-QRIS Learning Community. Annual monitoring remains the goal with a subset of programs receiving additional monitoring as part of a validation study (see also Section (B)(5)).

(B)(3)(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs and making program quality rating data, information, and licensing history publicly available.

Families currently use the Department of Social Services 2-1-1 Child Care program to get critical up-to-date child care information. Using this approach, 2-1-1 Child Care will serve as

⁴⁸ Child Trends and Mathematica Policy Research. (2010). *Compendium of Quality Rating Systems*. Office of Planning, Research and Evaluation, Washington, DC.

the nexus for public information sharing about T-QRIS results. We will translate ratings into multiple languages.

Core Area (B)(3) – Rating and Monitoring Early Learning and Development Programs

Goal (B)(3) #1 – Establish robust monitoring and rating process that promote improvement use of T-QRIS information [Part of Project B]					
Financial resources to support Goal (B)(3) #1 activities: RTT ELC funds: \$2,900,308 Other funds: \$66,436,500					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity B.3.1.1	Develop assessment methodology and monitoring protocols	Start Date:	07/01/12	T-QRIS Work Group T-QRIS Project Coordinator	Methodology and protocol established
		End Date:	12/01/12		
		Milestones:	Convene Multi-State Learning Community (08/01/12)		
			Draft #1 (09/01/12) Protocol Ready (10/01/12)		
Activity B.3.1.2	Produce assessment and monitoring database	Start Date:	10/01/12	T-QRIS Project Coordinator	Database created
		End Date:	02/28/13		
		Milestones:	Assessment of platform (eLicense) (11/01/12)		
			Beta database ready (01/01/13) Database ready (02/28/13)		
Activity B.3.1.3	Train monitoring and inspection staff	Start Date:	08/01/12	T-QRIS Work Group T-QRIS Project Coordinator	Staff trained and prepared to begin monitoring visits
		End Date:	12/31/15		
		Milestones:	Licensing specialists hired (10/01/12)		
			Training protocol set (11/01/12) Training begins (12/01/12)		
Activity B.3.1.4	Post and publicize results	Start Date:	06/01/13	T-QRIS Work Group T-QRIS Project Coordinator	Web site publishing results
		End Date:	12/31/15		
		Milestones:	Accredited (Tier 3) providers published (07/01/13)		
			Licensed (Tier 1) providers published (09/01/13) Tier 2 published (11/01/13)		
Activity B.3.1.5	Adjust and improve monitoring protocols	Start Date:	10/01/12	T-QRIS Work Group T-QRIS Project Coordinator	Formal feedback protocol established and operational
		End Date:	12/31/15		
		Milestones:	End of Beta Test 06/30/13) Feedback protocol established (08/31/13)		

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 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 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).

(B)(4) Narrative – Promoting Access to High Quality Programs**1. Current status**

Connecticut's core early learning programs include: (a) CCDF program Care4Kids (13,807 total participants); (b) State funded School Readiness (8,913); (c) Early Head Start and Head Start (7,119); (d) Programs funded under Title I of ESEA; and (e) Child Day Care Centers (3,606). As previously described, Connecticut includes two tiers of improvement: Tier 3 includes nationally accredited programs and Tier 1 includes licensed programs. In addition, thousands of high-need children are receiving services provided by FFN providers, who are not licensed or accredited.

2. High Quality Plan**a. Goals**

1. Promote access to high-quality Early Learning & Development Programs for High-Need Children. 4,500 programs participate in the T-QRIS by 2015 with an increase of at least 1,000 high quality spaces in the total system, and 155 programs advancing to a higher Tier. (See Table (B)(4)(c)(1) and (B)(4)(c)(2).)

b. Activities

1.1 Complete early care program consolidation and system improvements identified by the Planning Director. Public Act 11-181 calls for: (a) the creation of an early childhood care and education system; and (b) recommendations for actions regarding how federal, state and local resources can be combined to maximize efficiencies in the system. The Planning Director will provide the recommendations for system improvements to the Governor and General Assembly in 2013. We anticipate that the establishment of a permanent governance structure, the consolidation of programs, and improved coordination of funds will result in the ability to redirect resources to promote access to high-quality Early Learning and Development programs.

1.2 Reconfigure and align incentives to promote participation in T-QRIS, especially for programs serving high-need children. A range of incentive options and resources exist and include increased payment subsidies to accredited programs, scholarships for workforce development, and access to financial resources (e.g., Connecticut Health and Educational Facilities Authority, IDEA) and technical assistance. Section (B)(2) describes incentives and program supports.

Family Centered Childcare and Family, Friend and Neighbor Providers (FFN). These providers will receive financial incentives to improve the quality of the services they provide to children. The providers will have a number of opportunities to increase their knowledge and skills regarding child development and early learning. These might include satisfactory completion of coursework that could lead to a child development credential as documented in the Professional Registry (see Section (D)(1)) which will trigger an increase in reimbursement within the Care 4 Kids program (i.e., tiered reimbursement). Providers will be able to seek training in a variety of venues including Family Resource Centers, RESCs, online courses, and community colleges. Additionally, qualified home visitors will reinforce the new Early Learning and Development Standards (see Section (C)(3)). The proposed approach aligns with the current, tiered fee structure in which accredited providers receive higher (15%) pay rates than their unlicensed counterparts. Effectively, the approach creates an intermediate reimbursement level, one for the provider who has achieved the child development credential.

Incentives for Families. We will provide an incentive for families to choose quality care, without mandating it through our Care 4 Kids program. For example, families will receive greater financial incentives for the enrollment of a child into an accredited, licensed or credentialed provider. This type of approach will require the T-QRIS to provide reliable, valid, and timely data for families to make informed choices (Sections (B)(1), (B)(2) and (B)(3)).

Tax Incentives. Several states offer tax incentives as part of their T-QRIS financial model. Connecticut will not consider implementation of any tax incentives (for families, providers/business, or practitioners) until the T-QRIS operates efficiently and effectively.

Other Supports. The Center will work with programs to access underutilized resources such as the Child Adult Food Care Program. Consultants can assist the programs to secure eligibility and receive food benefits. The Center will benefit from the coordination with other Participating State Agencies such as the Statewide Early Childhood Health Coordinator (See Section (C)(3) for additional information). Finally, the role of the local early childhood councils in developing and implementing an early childhood plan – including family engagement components will create a strong local resource network for families and their children.

The incentives and policies will be reviewed bi-annually, and the Early Childhood Education Cabinet will forward recommendations to the Governor.

- c. Timeline.** The T-QRIS process will start in January 2012. Recommendations for initial consolidation efforts will occur by January 1, 2013. Recommendations for overall system reform will occur by July 1, 2013. See the work plan table at the end of this section for additional details.
- d. Responsible parties.** The State Departments of Social Services, Education, Public Health, the Early Childhood Education Cabinet and the T-QRIS Coordinator will collaborate on the T-QRIS.
- e. Financial resources.** The High-Quality Plan calls for over \$5.8 million in funds from RTT-ELC and \$132.9 million in funding from other sources. The Governor's commitment of adding 1,000 high-quality spaces represents an annual, ongoing investment of \$10 to \$12 million.
- f. Supporting evidence.** High program quality correlates with children prepared to enter kindergarten. The variety of incentives as part of T-QRIS will encourage and engage the variety of providers serving high-need children to participate.
- g. Performance measures.** See Table (B)(4)(c)(1) and Table (B)(4)(c)(2) for performance measures.
- h. Plan to address needs of programs.** The T-QRIS offers a menu of program supports and incentives to participate. The incentive options and resources will be reviewed during the early stages of implementation (see Section (B)(2)). The validation study will provide information to make mid-course modifications in the incentives and supports offered to programs.
- i. Plan to address needs of Children with High Needs.** Implementing a T-QRIS with appropriate incentives and supports to participate will increase access to high-quality programs. Posting T-QRIS information publicly and promoting better understanding of high-quality care will benefit families in making choices regarding their child's early care and education.

3. How High Quality Plan Will Meet Criteria

(a) Policies and practices that provide support and incentives for programs to continuously improve.

Public Act 11-181 sets forth a broad reform agenda complete with deadlines for consolidations and recommendations for future actions. The T-QRIS includes a process to review and adjust the incentives and program supports that correspond to program needs. The

Center will continually monitor the capacity and quality of consultants to ensure that supports are effective and meaningful (see Section (B)(2).)

(b) Supports to help working families who have Children with High Needs access high-quality programs that meet their needs.

The T-QRIS will provide public rating information not currently available to families. PA 11-181 will result in increased access for children to high quality early learning and development programs .

(c) Setting ambitious yet achievable targets for increasing the number of programs in the top tiers of the Tiered QRIS and the number and percentage of Children with High Needs enrolled in programs in the top tiers of the Tiered QRIS.

At least 4,500 programs will participate in the T-QRIS by 2015 with an increase of at least 1,000 high-quality spaces in the total system, and 155 programs advancing into a higher Tier. (See Tables (B)(4)(c)(1) and (B)(4)(c)(2).)

Core Area (B)(4)– Promote access to high-quality Early Learning and Development Programs for Children with High Needs

Goal (B)(4) #1 – Promote access to high-quality Early Learning & Development Programs for high-need children [Part of Project B]					
Financial resources to support Goal (B)(4) #1 activities: RTT ELC funds: \$5,800,616 Other funds: \$132,873,000					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity B.4.1.1	Complete early care consolidation and system improvements identified by Planning Director.	Start Date:	Ongoing		Coordinated system of early care and education and child development + additional access to high quality early learning & development programs for children
		End Date:	12/31/15		
		Milestones:	Recommendations to consolidate programs (1/1/12)	Commissioner of Education	
			Recommendations for system changes (7/1/13)	Planning Director + all PSAs	
	Implementation (1/1/12) + additional 1,000 spaces (01/01/13)	Early Childhood Office			
Activity B.4.1.2	Reconfigure and align incentives to promote participation in T-QRIS, particularly in programs serving high-need children	Start Date:	08/01/12	SDE, DSS, DPH T-QRIS Coordinator	New incentive structure for T-QRIS in place
		End Date:	12/31/15		
		Milestones:	ID of all existing mechanisms (10/01/12)		
			New mechanism established (01/01/13)		

Performance Measures 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 2012	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015
Total number of programs covered by the Tiered Quality Rating and Improvement System	No T-QRIS in place. No Baseline data.	Beta-testing of T-QRIS in 2012. No programs in system yet.			
Number of programs in Tier 1 - Lowest			1,850 estimated	3,800	3,900
Number of programs in Tier 2			50 estimated	100	200
Number of programs in Tier 3 - Highest			220 actual	470	495
<p><i>Include a row for each tier in the State's Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier.</i></p> <p>* Number is estimated based on the sum of Family Day Care, Licensed Child Care Centers and Group Day Care Homes.</p>					

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	<i>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</i>									
		Baseline (Today) N/A*		Target-end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: School Readiness</i>	8,913 actual	0	0	0	0%	4,456	50%	8,913	100%	8,913	100%
Early Head Start and Head Start (7,284? 2010 PIR)	7,123 actual	0	0	0	0%	3,511	50%	7,123	100%	7,123	100%
Early Learning and Development Programs funded by IDEA, Part C	4,499 actual	0	0	0	0	0	0	0	0	0	0
Early Learning and Development Programs funded by IDEA, Part B, section 619	4,666 actual	0	0	0	0	0	0	0	0	0	0
Early Learning and Development Programs funded under Title I of ESEA	3,808 actual	0	0	0	0%	86	2%	122	3%	158	4%
Early Learning and Development Programs receiving funds from the State's CCDF program	13,807 actual	0	0	0	0	0	0	0	0	0	0
State-funded Child Day Care (4,242 total children)	3,606 actual	0	0	0	0%	1,803	50%	3,606	100%	3,606	100%
Other: Licensed Child Day Care (70,266 total children)	24,080 estimate	0	0	0	0	0	0%	240	1%	481	2%

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	<i>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</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
<p><i>Connecticut will have a 3 Tier T-QRIS. Tier 2 and 3 are represented in this table.</i></p> <p><i>N/A*=In 2012 we are beta-testing the T-QRIS and will not be populating it. So the baseline and 2012 info show zero children.</i></p>											

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.
(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), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) 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.

(B)(5) Narrative – Validating the Effectiveness of the T-QRIS**1. Current status**

Connecticut's early learning programs include: (a) CCDF program Care4Kids (13,807 total participants); (b) State funded School Readiness (8,913); (c) Early Head Start and Head Start (7,119); (d) Programs funded under Title I of ESEA; and (e) Child Day Care Centers (3,606). As previously described, Connecticut includes two tiers of programs: Tier 3 includes nationally accredited programs and Tier 1 includes licensed programs. The validation effort will prove critical with respect to the establishment of Tier 2, the efficacy of the developmental pathway for FFN programs into the T-QRIS, and the impact of incentives and program supports with respect to upward mobility within the T-QRIS.

2. High Quality Plan**a. Goals**

1. Conduct a comprehensive evaluation of the validity and value of the T-QRIS for improving early childhood learning and development for all children, particularly high-need children.

b. Activities

1.1. Select T-QRIS evaluator to design a systems evaluation. The RTT-ELC Project Coordinator will work with the T-QRIS Coordinator and T-QRIS Work Group to develop a Request for Qualifications for a T-QRIS evaluator. The selected evaluator will assist in finalizing an evaluation design that will address the following components:

- *Formative Evaluation of the T-QRIS implementation* that addresses processes, milestones, and added value of the multi-state T-QRIS Learning Community, among others.
- *System level effects* such as the validity of the quality rating scales and methods as well as timing; and the extent to which the T-QRIS meets output and outcome objectives with an emphasis on factors such as changes in the quality level offered by providers, changes in the quality gaps experienced by high-need children (versus their peers), and changes in staff quality, including staff interaction with children and families, among others.
- *Changes in provider behavior* including factors influencing T-QRIS participation; progression through the three Tiers; advancement of workforce knowledge and competencies; and use of quality improvement supports and resources, among others.

- *Changes in parent behavior* associated with knowledge and information regarding quality, and supports and incentives available through the T-QRIS. Types of analysis may include the percentage of families who change providers; the change in level of parental awareness and understanding of the T-QRIS; and factors influencing parent choice.
- *T-QRIS resources* including types of information available to families about price, quality and openings; outreach campaigns supported at the statewide and local levels; equity in provider access to supports; and the extent to which tiered incentives support full costs.

The T-QRIS multi-state learning community will provide input into the evaluation and validation design process. The evaluation design will embed formative evaluation activities into the beta test and collection of other relevant baseline measures (e.g., provider perceptions; family knowledge about factors that influence high quality care).

1.2 Evaluate and review for possible modifications. The evaluator, with the support of the T-QRIS Coordinator and T-QRIS Work Group, will conduct the evaluation. The evaluation will include perspectives of program developers, providers, staff, and families. The evaluator will provide the T-QRIS Coordinator and Work Group with quarterly updates and an annual report until the completion of the system evaluation.

1.3 Use recommendations to update the T-QRIS. Quarterly updates will inform mid-course adjustments. The T-QRIS Work Group and the Early Childhood Education Cabinet will discuss recommendations for adjusting the T-QRIS design, resources, or other policies affecting implementation. For example, in the event that the Department of Public Health licensing specialists want to explore adding additional responsibilities, the process will require changes to the law (e.g., current law does not permit consultation) and possibly involve discussions related to the Collective Bargaining Agreement.

c. Timeline. The T-QRIS evaluator will begin work by the second quarter of implementation. Refer to the work plan table at the end of this section for details.

d. Responsible parties. The State Departments of Social Services, Education, Public Health, the Early Childhood Education Cabinet and the T-QRIS Coordinator will collaborate on the T-QRIS. Providers and other community stakeholders – including families – will participate as well.

e. Financial resources. Almost \$500,000 in RTT-ELC funding will support the validation and evaluation processes, leveraging over \$11 million in other funds.

f. Supporting evidence. The proposed process draws on the most recent guidance from the Office of Planning, Research and Evaluation (OPRE) on evaluating T-QRIS.⁴⁹ Within Connecticut, various models exist to measure and improve quality across Tiers. For example, the Accreditation Facilitation Project (AFP) assists center-based programs toward accreditation.

Performance measures. The evaluation and validation studies will compare actual performance with goals established in Tables (B)(2)(c), (B)(4)(c)(1) and (B)(4)(c)(2.)

g. Plan to address needs of programs. Results from the T-QRIS evaluation and validation studies (e.g., system effects; behavior change in families and providers) will inform mid-course corrections to the overall T-QRIS as well as to the program and capacity-building supports available through the statewide T-QRIS Technical Assistance Center. For example, the absence of movement by programs into or out of Tier 2 may require: (a) a review of assessment tools and methods (e.g., to determine whether tools sensitive to detect changes); (b) a review of the specific program standards associated with Tier 2; and (c) the level of technical assistance and capacity building supports that correspond with Tier 2, among other factors.

h. Plan to address needs of Children with High Needs. Results of T-QRIS evaluation and validation studies, in combination with the actual versus goal performance of serving high-need children – particularly those with special needs – will inform mid-course corrections, particularly in the context of incentivizing more programs to serve high-need children and families to seek more high quality care. The proper calibration of the system relates directly to the quality of care.

3. How High Quality Plan Will Meet Criteria

(B)(5)(a) Validating whether the tiers in the State’s T-QRIS accurately reflect differential levels of program quality.

Tier 1 (licensing) and Tier 3 (accreditation) already exist in Connecticut. The T-QRIS Work Group will develop a Tier 2 using research from a 2008 T-QRIS planning study that initially called for a five-tier system. The T-QRIS work group will identify and select a reasonable set of program standards (and monitoring tools and methods) that differentiate the three Tiers. The evaluator will validate the extent to which program elements in Tier 2 (e.g., competencies regarding Early Learning and Development Standards, Comprehensive Assessment Systems and Family Engagement) result in high quality care. Additionally, the

⁴⁹ Compendium of Quality Rating Systems and Evaluations, OPRE

evaluator must validate the developmental pathway (e.g., FFN to enter licensing or to build workforce competencies); the extent to which incentives to increase and/or accelerate upward advancement in the T-QRIS; and the extent to which monitoring / rating processes and Environmental Rating Assessments suffice to operate a high performance T-QRIS system.

(B)(5)(b) Assessing the extent to which changes in quality ratings are related to progress in children’s learning, development, and school readiness.

The T-QRIS evaluator will identify the extent to which: (a) programs advancing to a higher Tier do in fact increase quality; and (b) whether higher level Tiers correlate with students demonstrating greater levels of preparedness for kindergarten and higher (sustained) academic achievement (in 3rd grade) than their counterparts who did not attend high quality early learning and development programs. The answers to these questions rely upon the existence of data systems related to the T-QRIS (e.g., Professional Registry, e-Licensing, Kindergarten Assessment, Longitudinal Data Systems) and the extent to which meaningful analyses can occur (i.e., aggregate data about a program vs. tracking gain scores on individuals through a Kindergarten Assessment). The evaluation may not yield definitive results on the impact of quality improvements on children’s learning and school readiness before the end of the project period because of limited data available. Nevertheless, the state expects its long-term investments in the T-QRIS to yield great improvements in the quality of EC learning and development.

Core Area (B)(5) – Validate the Effectiveness of the State Tiered Quality Rating and Improvement System

Goal (B)(5) #1 – Conduct a comprehensive evaluation of the validity and value of the T-QRIS for improving early childhood learning and development [Part of Project B]					
Financial resources to support Goal (B)(5) #1 activities: RTT ELC funds: \$483,385 Other funds: \$11,072,750					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity B.5.1.1	Select T-QRIS evaluator	Start Date:	09/01/12	T-QRIS Coordinator T-QRIS Work Group	Evaluator and design finalized
		End Date:	03/01/12		
		Milestones:	Evaluator selected (10/01/12) Evaluation design final (03/01/13)		
Activity B.5.1.2	Conduct the evaluation and review recommended actions	Start Date:	03/01/13	T-QRIS Evaluator T-QRIS Coordinator T-QRIS Work Group	Quarterly reports and final report 1 year after QRIS initiation
		End Date:	06/30/14		
		Milestones:	Evaluation begins (03/01/13) Quarterly reports begin (06/30/13)		
Activity B.5.1.3	Use recommendations to update the T-QRIS	Start Date:	01/01/14	T-QRIS Work Group T-QRIS Evaluator Early Childhood Education Cabinet	T-QRIS evaluation used to improve model
		End Date:	12/31/15		
		Milestones:	Quarterly reports begin to inform model (04/01/14)		

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).

(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

(d) 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 any of the elements in criteria (C)(1)(a) and (b), submit--

- Proof of use by the 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;
- Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards; and

Figure (C)(1).1: Logic Model for Narrative Section (C)(1) – Develop and Use Statewide, High-Quality Early Learning and Development Standards

Situation Analysis	Goals	Activities	Deliverables / Outcomes
<ul style="list-style-type: none"> • Current Preschool Curriculum Framework (PCF) has content standards and performance indicators across four domains • Preschool Assessment Framework (PAF) is a tool for assessing children’s progress over time • Guidelines for the Development of Infant and Toddler Early Learning describe skills and include strategies to support infant and toddler growth and development in a variety of settings • Connecticut developed an early learning Strategies Manual outlining teaching strategies across preschool benchmarks for a sampling of performance standards • Connecticut offers extensive professional development across all sectors of the birth to 5 arena on current standards and assessments • Connecticut is revising its early learning standards. 	<ol style="list-style-type: none"> 1. Revise and validate birth to five Connecticut ELD Standards appropriate for all children, and create assessment and resource tools for quality implementation across all early learning and development programs. 2. Promote shared responsibility and broad implementation upon embedding the ELD Standards across the early childhood system. 	<ol style="list-style-type: none"> 1. Revise ELD Standards 2. Create an Early Learning Assessment Framework (ELAF) 3. Create an ELD Strategies Manual 4. Develop a progress/results system and conduct a Child Progress Data Study 1. Conduct outreach Campaign 2. Deliver professional development on new ELD Standards 3. Promote widespread use of ELD Standards 	<ul style="list-style-type: none"> • New ELD Standards • Early Learning Assessment Framework (ELAF) • Early Learning Strategies Manual • Child Progress Study Report recommending effective ways to collect, share and analyze data on child progress and outcomes at the community and state levels • Increased awareness and support for ELD Standards among families and professionals • 30 model sites and 75 trainers / coaches available regionally to deliver professional development • Widespread use of new ELD Standards and assessments in programs, including in all T-QRIS Tier 2 and 3 programs

(C)(1) Narrative - Developing and Using Early Learning Standards

1. Current Status

Connecticut's current Early Learning and Development Standards (ELD) reflect what children need to know and do from birth to kindergarten entry. These ELD Standards are found in two documents: (a) Connecticut's Guidelines for the Development of Infant and Toddler Early Learning and (b) Connecticut's Preschool Curriculum Framework. Today, the ELD Standards are utilized by public schools offering early learning and development programs, the community of early care and education providers, including state-funded pre-K and child care, Head Start, infant-toddler family based childcare programs and center-based providers.

Through the Early Childhood Education Cabinet (PSA), Connecticut began work to revise the state's birth to 5 ELD Standards. The revisions will align to new K-3 standards, incorporate additional essential domains of school readiness, address high-need populations, including children with delays, disabilities and dual language learners, and will reflect a continuum of skills from birth to age 5. Revised ELD Standards will build upon Connecticut's current standards (see Appendices (C)(1)-1 through (C)(1)-4 for current standards documents) and the Head Start Child Development and Early Learning Framework. The alignment to Common Core State Standards in English and Math and the National Research Council's *Framework for K-12 Science Education*⁵⁰ will be strongly emphasized as well as Connecticut's K-3 standards in other content areas. To date, Connecticut has: (a) drafted principles to guide the development and implementation of the standards with a focus on incorporating the cultural, linguistic and developmental needs of all children, including children with disabilities and dual language learners; (b) selected domains for the birth-to-3 and 3-to-5 age ranges based on the essential domains, including those specified in the Head Start Framework such as language and literacy development, cognition, general knowledge, math, science, approaches to learning, physical well-being and social emotional development; and (c) conducted alignment and gap analyses work. (See Appendix 4(C)(1)-5 for Guiding Principles and Appendix 4(C)(1)-6 for revised Domains.)

⁵⁰ Committee on Conceptual Framework for the New K-12 Science Education Standards. (2011). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. National Research Council

2. High Quality Plan to Strengthen Early Learning and Development Standards

a. Goals

1. Revise Early Learning Development Standards and create assessment/resource tools.

This process will result in ELD Standards that articulate a continuum of skills from birth to 5 aligned with K-3 standards and that are culturally, linguistically and developmentally appropriate. The revised standards will reflect the developmental, functional and academic growth for all children birth to age 5, including children with delays, disabilities and dual language learners. Connecticut will enhance and expand on these by creating assessment and resource tools to support implementation of the ELD Standards.

2. Promote shared responsibility and broad implementation across programs and sectors in embedding the state's birth to five ELD Standards across the early childhood system.

The state will embed the ELD Standards into early learning and development program standards to help guide curriculum and instruction; workforce knowledge and competencies; and through assessment systems and data collection to ensure shared responsibility across sectors for all children birth to 5. We envision a shared community responsibility for supporting children's growth and development on ELD Standards. Our goal is to promote implementation across settings, including among professionals and family, friends and neighbors (FFN) who care for all children, with a focus on high-need children.

b. Activities

1.1 Revise ELD Standards.

To ensure that revised ELD Standards are high quality and appropriate for all children, the state will employ a rigorous process based upon best practices.⁵¹ Using American Recovery and Reinvestment Act (ARRA) funds, the state is in the process of hiring an **expert consultant** to complete the alignment and gap analyses work in pursuit of revised standards. A component of the process will involve a comprehensive validation study, including use of ELD Standards with children with disabilities and dual language learners. Connecticut's cross-agency **ELD Standards Workgroup** – experts in content areas, assessment, children with disabilities and dual language learners – will provide input and recommendations throughout the development process. External input from professionals across multiple sectors

⁵¹ Scott-Little, C., Kagan, S.L. & Frelow, V.S. *Early Learning Guidelines Resource: Recommendations and Issues for Consideration When Writing or Revising Early Learning Guidelines*. Columbia University.

Early Learning Standards: Creating the Conditions for Success. A Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE).

of the ELD Standards will ensure broad representation and inclusion in ELD Standards. Public input will be sought through focused public forums and via an online format. The State will publish the final version of the ELD Standards (along with crosswalks and alignment documents) and make available online by August 31, 2012.

1.2 Create an Early Learning Assessment Framework (ELAF). Connecticut will develop an ELAF based upon the ELD Standards that will enable early learning programs to assess child progress over time and address high-need and diverse populations, including children with delays and disabilities. Once created and validated for use with children with disabilities and dual language learners, the ELAF will: (a) span the age range from birth to 5; (b) rely on authentic assessment processes such as observation and portfolio analysis; (c) incorporate technology to allow programs to electronically collect and analyze data; and (d) draw upon intensive professional development provided in recent years on the use of authentic assessment measures to guide curriculum, instruction and supports. The ELAF will be piloted in 2013 and the final tool will be available for use by Fall 2013. By developing the ELD Standards in conjunction with revisions to the Kindergarten Entrance Inventory (see Section (E)(1)), Connecticut will align benchmark assessment from birth to kindergarten, and facilitate communication, coordination and data sharing across this age span. Data will also assist in informing continuous system improvements, thereby ensuring positive results for all children.

1.3 Create an ELD Strategies Manual. Building upon existing work (see Appendix 4(C)(1)-3), Connecticut will create an Early Learning and Development (ELD) Strategies Manual to be published in Fall 2014. The new Manual will include resources specific to family, friends and neighbors (FFN) and to professionals such as physicians and home visitors who support FFN. For early care and education teachers and professionals, the Strategies Manual will include approaches and targeted strategies to support children's growth and development and to address common developmental and behavioral challenges. In addition, for each domain the Manual will include strategies specific to children with challenging behaviors, children who are dual language learners, and accommodations, modifications and other supports that may be needed by children with sensory, physical or developmental disabilities.

1.4 Develop a progress / results system beginning with a Child Progress Data Study. SDE will conduct a study to determine the most effective way to collect, share and analyze data on child progress according to ELD Standards at the community and state levels. Currently state-

funded preschool programs use assessment measures aligned to state standards; however, there is no mechanism for reporting data in a uniform or consistent manner. This study will involve a cost-benefit analysis of alternatives for community- and state-level data collection, use of a common assessment tool and development of a progress reporting mechanism on key indicators (such as that required by the Office of Special Education Programs for Early Intervention and Preschool Special Education programs). With implementation of data collection efforts as a result of this study – in conjunction with an improved state data system (see Section (E)(2)) – Connecticut will be able to establish a system where communities and local EC councils can use assessment information to inform program and system improvement across all settings.

2.1 Develop, launch and conduct outreach campaign to disseminate and promote new ELD Standards. In collaboration with PSAs and contracted personnel, SDE will develop, launch and conduct an outreach campaign to promote a sense of shared responsibility for supporting children's development and growth among families and child-serving professionals. Beginning in Fall 2014, the outreach campaign will coincide with the release of the revised ELD Standards supporting documents. The state will hold public events and disseminate ELD Standards and Strategies Manual resources using multiple methods, including website/social media and print. To reach a broad audience, all publications will be translated into Spanish, with information targeting families also translated into Portuguese, Polish, Chinese and Creole-Haitian. Additional languages, in order of prevalence, will be added as resources allow. The state's public schools and community-based partners will serve as messengers to directly engage families and educators.

2.2 Deliver trainings and professional development on new ELD Standards drawing on highly successful training and coaching model. In conjunction with our T-QRIS professional development model (Section B), SDE and our PSAs will help communities and local early childhood councils implement ELD Standards across diverse settings, including FFN and family based childcare programs. The state will employ a four-prong approach to professional development: (a) Deliver training and coaching based upon Connecticut's successful **Training Wheels** model⁵² at approximately 30 model sites, including center-based and family based childcare programs (see Appendix 4(C)(1)-7 for evaluation); (b) Develop local capacity to

52 Training Wheels is a professional development initiative providing 3 days of training and 9 days of onsite coaching over the course of two years on intentional teaching and data-driven decision making using Connecticut's Preschool Curriculum and Assessment Frameworks.

provide professional development via train-the-trainer and coaching institutes, selecting trainers based upon the new Workforce Knowledge and Competency Framework (see Section (D)(1)); (c) Provide technical assistance for education/training entities, including higher education institutions and Connecticut Charters-A-Course, on how to embed ELD Standards into existing in-service and pre-service models and 2 and 4 year institutions of higher education; and (d) Provide training and technical assistance to professionals who support families (e.g., home visitors, physicians, Family Resource Center staff) on integrating the Standards and related materials into their work.

2.3 Promote widespread use of ELD Standards via T-QRIS and state policy/guidance.

With broad representation of stakeholders and PSAs in developing Connecticut's ELD Standards, the state will have a firm foundation for establishing state policy and guidance promoting the use of standards across settings. Policies for state-supported centers and T-QRIS Tier 2 and 3 programs will require use of ELD Standards (see Section (B) for details).

c. Implementation timeline. The ELD Standards will be completed by August 2012, assessment and resource tools will be completed by September 2014, and Connecticut's Child Progress Study report will be completed by May 2015. The state will begin training professionals on the ELD Standards starting in September 2012 and launch the outreach campaign in September 2014 (see work plan table at the end of this section for details).

d. Responsible parties. SDE will lead this effort, working with an expert consultant and the EC Cabinet's ELD Standards Work Group to develop the ELD Standards and formative assessment tool. The outreach campaign will engage Participating State Agencies (DPH, EC Cabinet) along with a community relations expert to guide campaign development and implementation. We will partner with community and philanthropic organizations (see letters from United Way, foundations, family-serving agencies and intermediaries) to disseminate publications directly to families and professionals. Finally, SDE will work with Participating State Agencies DSS and DPH to coordinate professional development, and utilize the T-QRIS system and existing state/regional organizations to deliver training and coaching.

e. Financial resources. The total budget for this project is \$1,778,122, all of which will be allocated to SDE.

f. Supporting evidence. We are utilizing a rigorous process in developing ELD Standards. Appendix 4(C)(1)-8 includes a table summarizing our alignment and gap analyses and

crosswalks across our Preschool Curriculum Framework, Preschool Assessment Framework, K-3 standards (including Common Core State Standards), the Head Start Framework and Connecticut's Guidelines for the Development of Infant and Toddler Early Learning.

g. Performance measures. Not applicable to this section.

h. Plan to address needs of programs. As noted above, our plan includes a four-prong approach to professional development which includes support to early learning programs in implementing the ELD Standards in their programs.

i. Plans to address needs of Children with High Needs. Public schools, State-funded programs (See Section (A)), T-QRIS training and professional development (Section (B)), and local early childhood councils (Section (A)(3)) all target high-need children. Our High-Quality Plan encompasses each of these components to reach high-need children in every setting. In addition, our ELD Strategies Manual, professional development activities, and outreach campaign are designed to reach settings and professionals that work with high-need children and which are often not part of publicly funded programs. By ensuring the ELD Standards are developmentally, culturally and linguistically appropriate, all early learning settings will be better able to prepare all high-need children for school success.

3. How High Quality Plan Will Meet Criteria

(C)(1)(a) Evidence that Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group, and that they cover all Essential Domains.

Our ELD Guiding Principles (see Appendix 4(C)(1)-5) stress developmentally appropriate practices, cultural diversity, and research-based practices in supporting dual language development and children with delays and developmental disabilities. Our ELD domains include a sub-domain of Dual Language Development, with standards developed based upon the latest research on dual language acquisition. Our consultant will conduct a comprehensive validation study that examines the appropriateness of standards for key populations (i.e., dual language learners, children with disabilities, low-income children).

Based upon recent research in the areas of executive function,⁵³ dual language development⁵⁴ and the importance of physical health,⁵⁵ the ELD Standards Workgroup

⁵³ Center on the Developing Child at Harvard University (2011). *Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function: Working Paper No. 11.*

incorporated Approaches to Learning as a separate domain, included health status as a sub-domain of Physical Development and Health, and added Dual Language Development as a sub-domain of Language. Mathematics, Literacy and Science, which were previously incorporated into the area of Cognitive Development, will now be separate domains. With these changes, our revised ELD standards will cover **all** essential domains of School Readiness. In addition to the domains required in this application, the revised standards will also include the domains of Creative Arts Expression and Social Studies Knowledge and Skills (for ages 3 to 5). (See Appendix 4(C)(1)-6 for a graphic illustration of domains.)

(C)(1)(b) Evidence that standards are aligned with the State’s K-3 academic standards in, at a minimum, early literacy and mathematics.

Connecticut is vertically aligning to the state kindergarten standards in English Language Arts, Mathematics, Science and Social Studies (see Appendix 4(C)(1)-8). We focus on kindergarten standards as they are vertically aligned and have been extensively studied across the elementary grades. By documenting gaps and creating new standards as appropriate to address essential foundational skills, the result will be **clearly aligned standards in a continuum birth through grade 3**. Our expert consultant will work with us to ensure a rigorous process and produce a report documenting the vertical alignment. Developmental domains that are not *currently* included in Connecticut’s K-12 standards (see Invitational Priority 4 for plans to revise K-3 standards to reflect developmental domains such as social/emotional) will be strongly emphasized through professional development and dissemination of a Resource Guide and materials to kindergarten teachers in conjunction with Connecticut’s kindergarten entry assessment (see Section (E)(1)).

(C)(1)(c) Evidence that 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.

The table on the next page shows how we will incorporate the ELD Standards.

54 Office of Head Start (2008). *Dual Language Learning: What Does it Take?* Head Start Dual Language Report.
55 Currie, J.M. (2005). *Health Disparities and Gaps in School Readiness*. Journal: The Future of Children, vol. 15, no. 1, pp. 117-138.

Component	Current Status	Planned Approach
Program Standards	School Readiness programs required to use curricula and assessment tools aligned with state standards	Use of ELD standards required by all state-funded early care and education programs T-QRIS will incorporate ELD standards into Tier 2 (see Section B)
Curricula and Activities	Guidance issued to School Readiness programs and feedback / TA offered based upon sample lesson plans submitted (Appendix 4(C)(1)-9)	Guidance and professional development expanded to reach a broader range of early learning settings via T-QRIS
Comprehensive Assessment Systems	<p>Screening Measures: Ages and Stages widely used but not connected to standards</p> <p>Formative assessment tool: Connecticut’s Preschool Assessment Framework</p> <p>Measures of Environmental Quality: ECERS-R and ITERS-R widely used but not connected to standards</p> <p>Measures of the Quality of Adult-Child Interactions: CLASS used by many programs but not connected to standards</p>	<p>Screening Measures: Connect resources from the ELD Strategies Manual to the use of Ages and Stages to provide strategies across the domains addressed by this widely used screening tool</p> <p>Formative Assessments: Early Learning Assessment Framework (ELAF)</p> <p>Measures of Environmental Quality: Connections will be made between Resources in the Strategies Manual key subscales and/or items on the ECERS-R and ITERS-R</p> <p>Measures of the Quality of Adult-Child Interactions: Connections will be made between Resources in the Strategies Manual and CLASS</p>
Workforce Knowledge and Competency Framework	<p>Multiple sets of competencies for professionals incorporating early learning standards</p> <p>DOE and DSS partner with the Board of Regents to embed the use of standards across coursework and practicum experiences</p>	The new Competency Framework (see Section (D)(1)) will incorporate ELD Standards and related tools across a broader range of settings and roles: (a) planning for curriculum and instruction; (b) documenting children’s progress; and (c) supporting families and FFN around children’s growth and development.
Professional Development	Training Wheels professional development model (see Activity 2.2 and Appendix 4(C)(1)-7)	<p>Child Progress Study to determine how to collect consistent data at the community and state levels to inform professional development and program improvement efforts</p> <p>Four-prong approach that complements T-QRIS professional development</p>

(C)(1)(d) Supports in place to promote understanding of and commitment to standards across programs.

Connecticut currently has supports in place to promote understanding of and commitment to standards primarily in state-funded centers. Our plan to promote shared responsibility for children's progress on the ELD Standards – coupled with supports and incentives for participation across every setting where high-need children are found – will promote the use of standards and assessments to help every child enter kindergarten ready to succeed.

Focused Investment Area (C)(1) – High Quality Plan to develop and use statewide, high-quality Early Learning and Development Standards

Goal (C)(1) #1 – Revise and validate birth to five ELD Standards appropriate [Part of Project C1]					
Financial resources to support Goal (C)(1) #1 activities: RTT ELC funds: \$800,155 Other funds: \$0					
Activities		Implementation Timeline & Milestones		Party(ies) Responsible	Deliverables / Outcomes
Activity C.1.1.1	Revise Early Learning and Development Standards	Start Date:	12/31/11 (started pre-RTT)	Early Learning Standards Work Group, SDE and Expert Consultant	Revised Early Learning and Development Standards Crosswalks between revised standards and existing tools Alignment Report Validation Study Report
		End Date:	8/31/12		
		Milestones:	Gap analyses completed (4/1/12)		
			Draft Standards complete (4/31/12)		
			Public input completed (5/12)		
			Validation Study completed (7/12)		
	Revised standards, crosswalks and alignment documents available online (8/31/12)				
Activity C.1.1.2	Create Early Learning Assessment Framework	Start Date:	9/1/12	Early Learning Standards Work Group SDE & Expert Consultant	Early Learning Assessment Framework
		End Date:	9/1/14		
		Milestones:	Draft tool developed (5/13)		
			Expert review and revision process (5/13 through 8/13)		
			RFP issued for electronic format (1/14)		
	Tool piloted in selected sites (9/13 through 5/14)				
Activity C.1.1.3	Create Early Learning Strategies Manual	Start Date:	9/1/12	SDE, Early Learning Standards Work Group	Early Learning Strategies Manual
		End Date:	9/1/14		
		Milestones:	Draft document compiled (8/13)		
			Piloted and public input (3/14)		
	10,000 copies published (9/14)				
Activity C.1.1.4	Conduct Child Progress Study	Start Date:	9/1/2014	Expert Consultant, with SDE oversight	Child Progress Study Report
		End Date:	5/31/2015		
		Milestones:	Data collected on current practice (12/15)		
Cost analysis of full implementation of data collection options 4/15					

Goal (C)(1) #2 – Promote shared responsibility and broad implementation of new ELD Standards. [Part of Project C1]					
Financial resources to support Goal (C)(1) #2 activities: RTT ELC funds: \$977,967 Other funds: \$0					
Activities		Implementation Timeline & Milestones		Party(ies) Responsible	Deliverables / Outcomes
Activity C.1.2.1	Outreach Campaign	Start Date:	9/1/2014	SDE, DPH, DSS with community relations expert	Campaign Publications Increased awareness and support for Standards
		End Date:	6/30/2015		
		Milestones:	Materials created and campaign planned (6/14) Campaign launched (9/14)		
Activity C.1.2.2	Deliver Professional Development on new ELD Standards	Start Date:	7/1/12	SDE, DSS, DPH, RESCs, and regional trainers	30 model program, trainers/coaches in local communities 75 regional trainers/coaches deliver professional development
		End Date:	12/31/2015		
		Milestones:	TA to those transitioning from previous standards to revised standards (9/12 to 9/14)		
			In-depth training and coaching to set up model sites (9/14 to 6/30/15)		
Training of trainers and coaching institute (6/14)					
TA to professionals (9/14 to 12/15)					
Activity C.1.2.3	Promote widespread use of ELD Standards	Start Date:	7/1/12	SDE	All programs in T-QRIS Tier 2 and 3 using Standards and assessment tools
		End Date:	12/31/15		
		Milestones:	State funded programs policies reference ELD Standards (1/13)		
T-QRIS references ELD Standards (see section B timeline)					

C. Promoting Early Learning and Development Outcomes for Children

(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; and promoting children's physical, social, and emotional development across the levels of its Program Standards;
- (b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;
- (c) Promoting healthy eating habits, improving nutrition, expanding physical activity; and
- (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.

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 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; and social and emotional development; 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 shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

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, referral, and follow-up of all Children with High Needs; 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.

Figure (C)(3): Logic Model for Narrative Section (C)(3) – Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness

Situation Analysis	Goals	Activities	Deliverables / Outcomes
<ul style="list-style-type: none"> • 103,800 EPSDT Eligible ages birth to 5 • 79% on track for well-child visits • Up to 20% of children experience developmental or behavioral issues • High-need children enrolled in state health programs (e.g., 45,917 in WIC; 9,165 in Part C) • 37,000+ high-need children in publicly funded EC programs • Revised ED 191 Early Childhood Health Assessment Record (children birth to 5) • Innovations in child behavioral health system to increase access to care and to establish medical homes • Model programs exist (e.g., 211 Child Care, Oral Health, Home Visitation) • 200+ independent health consultants support early care programs comply with licensing / accreditation requirements • Shift to coalition-based health models at regional and local levels (e.g., early childhood councils) 	<ol style="list-style-type: none"> 1. Establish a progression of standards for ensuring children’s health & safety, screening & healthy child development 	<ol style="list-style-type: none"> 1. Update health elements in Early Learning and Development (ELD) Standards and in the T-QRIS Program Standards 2. Integrate health-related standards into T-QRIS and Workforce Knowledge and Competency Frameworks 	<ul style="list-style-type: none"> • Early Learning Standards incorporate health-related issues • 100% of publicly funded programs (4,165) enter T-QRIS in compliance with health-related standards • 1,000 EC educators trained • 200 trainers, monitors & consultants trained • Train an additional 200 Medicaid practices • 90% of high-need children receive screening and participate in well child visits • 2,500+ children referred get follow-up treatment (must establish baseline during 2012)
	<ol style="list-style-type: none"> 2. Increase the number of EC Educators who are trained and supported to meet health standards 	<ol style="list-style-type: none"> 1. Train early childhood educators in compliance with new standards 2. Increase the Health Consultation capacity of the Statewide T-QRIS Technical Assistance Center 3. Implement the Childhood Mental Health Endorsement 	
	<ol style="list-style-type: none"> 3. Promote healthy eating habits, nutrition, and expand physical activity 	<ol style="list-style-type: none"> 1. Establish an Early Childhood Health Coordinator position 2. Expand capacity of Health Consultants in coordination with T-QRIS and increase child/family access to available resources (e.g., WIC) and evidence based best practices 	
	<ol style="list-style-type: none"> 4. Leverage existing resources to reach 90% of high-need children (screening and well-child visits) 	<ol style="list-style-type: none"> 1. Establish Health Work Group on the Early Childhood Cabinet 2. Facilitate the inclusion of a health component in local Early Childhood Plans 3. Promote Medical Homes for All Children 4. Pilot an electronic health record referral process 	

(C)(3) Narrative – Health, Behavioral and Developmental Needs

1. Current Status

Connecticut invests \$443 million annually in public funds to support healthy child development.⁵⁶ A total of 103,800 children birth to 5 are eligible for Medicaid Early Periodic Screening, Diagnostic and Treatment (EPSDT) benefits (see Table (C)(3)(d)).⁵⁷ Of this total, 74% (77,330) receive one initial or periodic screen. Understanding the data related to screening, referral, and follow-up for the total EPSDT population remains a work in progress. Analyses confirm Connecticut's child health system continues to reach more children each year. For example, the percentage of EPSDT eligible children birth to 2 who received behavioral screening increased from 2% in 2007 to 48% in 2010.⁵⁸ This significant increase can likely be attributed to a system change (Medicaid reimbursement for developmental screening) and a practice change (educating and assisting physicians). Connecticut's child health leaders continue to increase access to health care services by addressing issues related to lack of reimbursement for care coordination, a necessary component for medical homes.⁵⁹

*A Framework for Child Health Services: Supporting the Healthy Development and School Readiness of Connecticut's Children*⁶⁰ articulates a full continuum of child health services, from primary care to highly specialized services (see Appendix 4(A)(3)-4) – placing health services within a broader system with other sectors that serve children and families.⁶¹ This report documents Connecticut's robust public-private partnerships to improve child health outcomes such as *Help Me Grow*.⁶² *Help Me Grow*, a comprehensive, statewide, coordinated system for early identification and referral of children at risk for developmental and behavioral problems,

56 For example: \$318.5 million in HUSKY A and B; \$46.8 million in WIC Nutrition Program; \$37.9 million in Birth to Three; and between \$10 and \$13 million each for Infant Immunization; School Based Health Clinics; and Nurturing Families.

57 Form CMS-416. Annual EPSDT Participation Report. Department of Health and Human Services Centers for Medicare Medicaid Services. FFY 2009.

58 Connecticut Child Health Development Institute of Connecticut 2011 Annual Report.

59 <http://aappolicy.aappublications.org/cgi/reprint/pediatrics;110/1/184.pdf>

60 Source: Dworkin, P., Honigfeld, L. & Meyers, J. (2009). *A Framework for Child Health Services: Supporting the Healthy Development and School Readiness of Connecticut's Children*. Child Health and Development Institute. Farmington, CT.

61 *A Tool Kit for Integrating Child Health Services into Community Early Childhood Initiatives* provides a guide for implementing the major recommendations in the Framework. Local early childhood councils use the Tool Kit in their local planning efforts.

62 In 2010, the W.K. Kellogg Foundation awarded Connecticut Children's Medical Center a grant to replicate *HMG* systems in 10 states over three years and establish the *Help Me Grow* National Center.

represents a partnership with Connecticut's Department of Public Health, Department of Developmental Services, Department of Education, the Connecticut Children's Trust Fund of the Department of Social Services, and a specialized call center housed at the Connecticut United Way/2-1-1 Child Care.

2. High Quality Plan to Identify and Address Health, Behavioral & Development Needs

a. Goals. Integrating early identification, screening, and referral of high-need children requires: refining our program standards; training early care educators in health competencies and tracking this through a registry (see Section (D)(1)); increasing health consultation capacity to early care settings; and facilitating information flow between the early care and health care systems to leverage future changes in health care reform and the use of electronic health records. We propose four goals.

1. Establish a progression of standards for ensuring children's health & safety, screening & healthy child development. Maintain in 4,165 settings (school-based, center-based, family-based and FFN), by 2015, the appropriate standards for ensuring children's health & safety, screening & healthy child development.

2. Increase the number of early childhood educators who are trained and supported on an ongoing basis in meeting health standards. Train at least 1,000 Early Childhood Educators to meet health standards and support them with a cadre of 200 qualified health consultants and 144 additional individuals who receive a Childhood Mental Health Endorsement.

3. Promote healthy eating habits, nutrition, and expand physical activity. Increase programs and practices related to healthy eating habits, nutrition and physical activity, in 2,000 early care settings.⁶³

4. Leverage existing resources to reach 90% of high-need children and deliver initial or periodic EPSDT screens, and maintain the appropriate schedule of well child visits.

b. Activities.

1.1 Update health elements in Early Learning and Development (ELD) Standards and in the T-QRIS Program Standards. Section (C)(1) discusses the processes underway to update the Early Learning and Development Standards. These standards involve health and behavioral health components. The Standards Work Group of the Early Childhood Education Cabinet,

⁶³ The number estimates conservatively that 50% of the programs entering T-QRIS will benefit from access to Health Consultations and health education and program resources.

which includes representatives from public health, mental health, and healthcare consumers and advocates, intends to complete its work by mid-2012 and will address all domains as set forth in the RTT-ELC guidance.

1.2 Integrate health-related standards into T-QRIS and Workforce Knowledge and Competency Frameworks. Implementation of Goals (C)(1) #2, (C)(3) #2, and (C)(3) #3 relate to the promotion and adoption of health-related standards. Section (B)(1) describes a three-Tier QRIS with clearly articulated standards that differentiate Tier 1 (licensing) and Tier 3 (accreditation). The Statewide Early Childhood Health Coordinator (described below in Activity 3.1 below) will provide input as well as facilitate broad participation from the health community to develop Health and Safety standards for Tier 2. The Standards will align with State requirements for health consultations in early care settings, laws requiring primary immunizations and a health assessment by a legally qualified practitioner⁶⁴; and other (federal) regulations involving privacy of personal health-related information (see Appendix 4(C)(3)-1 for current health and safety standards). Section B describes 4,165 programs that will populate the T-QRIS by 2015. Each of these settings will comply with the newly revised standards through participation in the T-QRIS. Goals (C)(3) #2 and (C)(3) #3 outline training and capacity building supports that will assist these programs to comply with the proposed standards. Section (D)(1) describes how health-related standards will be integrated into the new Workforce Knowledge and Competency Frameworks.

2.1 Train early childhood educators in compliance with new standards. Section (D)(1) outlines how Connecticut will revise and update its workforce knowledge and competency frameworks. Subsequent to this process, Early Childhood Educators will complete training. Equally important, the current early childhood educator Professional Registry will add fields to track knowledge and competency credentials.

2.2 Increase the Health Consultation capacity of the Statewide T-QRIS Technical Assistance Center. Currently, over 200 independent Health Consultants provide supports to early care settings as required by their licensing and/or accreditation status. Populating the T-QRIS and conducting more frequent inspections will increase demand for qualified Health Consultants. RTT-ELC funds will support the hiring of five Health Consultant Coordinators who will provide additional training and supports to the 200 independent Health Consultants.

64 Connecticut General Statutes Sections 10-204a and 10-206.

Health Consultants will complete training and enter the Professional Registry (described in Section (D)(1)). The T-QRIS Coordinator will manage the contractor responsible for Health Consultant Coordination. The Health Consultant Coordinators and the health consultant pool will fall under the purview of the statewide T-QRIS TA Center. The Statewide Early Childhood Health Coordinator will provide mentoring, coaching, and technical assistance (as described in Activity 3.1 below).

2.3 Implement the Childhood Mental Health Endorsement. The Connecticut Association for Infant Mental Health, in partnership with the Child Health and Development Institute, Building Blocks, Connecticut's Head Start Collaboration Office, and the State-funded Early Childhood Consultation Partnership (ECCP), purchased Competency Guidelines from the Michigan Association for Infant Mental Health. Connecticut now holds the curricula to offer the Infant/Early Childhood Mental Health Endorsement. The Endorsement assures that persons provide infant mental health services in a culturally sensitive and relationship-focused manner according to well-recognized standards. We will contract with a qualified entity that can deliver the following results: (a) Move 15 people toward Level 1 (working with families) and 15 people toward Level 2 (working with providers) each year for 4 years (4 cohorts of 15 at each level with goal of 120 new people in four years); and (b) Move 6 people toward Levels 3 (professionals) and/or Level 4 (trainers) each year over four years (4 cohorts of 6 people with goal of 24 new people in four years). The Professional Registry will capture the Endorsement. The increased pool of professionals and trainers will enhance further the service capacity of the Statewide T-QRIS TA Center.

3.1. Establish an Early Childhood Health Coordinator position to promote integration of education and health programs and health resources. Currently, the Department of Public Health (DPH) and the State Department of Education (SDE) collaborate on K-12 health-related initiatives via the federally funded Coordinated School Health Project. A K-12 position is co-located at SDE and DPH. The position creates direct access between public health and education to address a wide range of activities by increasing the effectiveness of policies, programs, and practices to promote physical activity, nutrition, and prevention of tobacco use among students in grades K-12. We will replicate this model by establishing a Statewide Early Childhood Health Coordinator. DPH will hire the Coordinator who will work with both DPH and SDE. (See Appendix 4(C)(3)-2 for letter of intent.)

The Coordinator will: (a) participate in the processes to finalize Early Learning and Development Standards and T-QRIS (Tier 2) Health and Safety Program Standards; (b) facilitate integration of health policy, programs, and practices into early care settings;⁶⁵ (c) inventory resources and curriculum used across agencies and programs, and share resources that can benefit children (and their families) such as the Child and Adult Care Food Program, the Special Supplemental Nutritional Program for Women, Infants, and Children (WIC), Supplemental Nutrition Assistance Program (SNAP), the Oral Health Initiative, and the Medical Home Initiative, among others; (d) train Health Consultant Coordinators to support child care providers on child nutrition and other topics such as supporting mothers who breastfeed (e.g., storage capacity, health policies); and (e) support training activities associated with child health licensors and monitors.

3.2 Expand capacity of Health Consultants in coordination with T-QRIS and increase child/family access to available resources (e.g., WIC) and evidence based best practices. See Activity 2.2 above for information about the Health Consultant Coordinator and increasing the health consultation capacity of the Statewide T-QRIS Technical Assistance Center.

4.1 Establish Early Childhood Education Cabinet Health Work Group. The Early Childhood Education Cabinet will establish a Health Work Group to provide policy and strategy recommendations on the child health system and financing issues.

4.2 Facilitate the inclusion of a healthy development component in local early childhood council comprehensive community plans. Local early childhood councils must include a health component in their early childhood plans. RTT-ELC funds will support local council efforts described in Section (A)(3) and Section (IP)(5). The local council efforts will require evidence of the inclusion of a health component into their local plans that advance RTT-ELC objectives. Local council efforts will receive the additional benefit of consultation and training supports as well as access to relevant data sets for planning and accountability (See also Section (E)(2)).

4.3 Promote ‘medical homes’ and the completion and documentation of EPSDT screenings through training at medical practices. DPH leads a Medical Home Initiative⁶⁶ to increase the number of pediatric practices that serve Children with Special Health Care Needs. The Child

65 The Coordinator will receive support from the Department of Public Health’s Early Childhood Partners program staff.

66 The Connecticut Medical Home Initiative works with the Connecticut Family Support Network, a statewide organization of family advocates that provide support through the provision of outreach, advocacy, linkage to community resources, and connection to pediatric medical homes.

Health and Development Institute (CHDI) will continue to offer Educating Practices in their Communities (EPIC) in support of Medical Homes – the “practice” change that creates traction for system changes (e.g., reimbursement for behavioral screening).⁶⁷ Fifty (50) additional pediatric practices serving Medicaid eligible children will receive training each year. Finally, child health care advocates now focus squarely on the issue of reimbursement for *care coordination* which will impact significantly EPSDT referral and follow-up benchmarks as well as adherence to the child wellness visit schedule. Changes in reimbursement levels produce significant impacts on the EPSDT referral and follow-up performance measures.

4.4 Conduct an Early Childhood Health Assessment Record Form Pilot Project. Pediatric providers continue to shift to electronic medical records. Similarly, SDE facilitates a web-based method for providers to submit student health assessment forms electronically. Connecticut will pilot a similar process with the ED 191 Early Childhood Health Assessment Record (children birth to 5) required by licensed early care settings. The pilot project will require the identification of at least two communities with high concentrations of high-need children and medical practices that use electronic health records and receive Medicaid reimbursement. The project will inform recommendations on how electronic health records can change the health interface with the early care system – including triggering reminders for immunizations and/or facilitating connections to other needed services. The Pilot Project will support a network of staff that will provide health advocacy and support to families and will facilitate connections between early care programs and health providers (i.e., medical homes).

c. Timeline. Implementation will begin immediately across the projects with an emphasis placed on hiring a Statewide Early Childhood Health Coordinator. Refer to the work plan table at the end of this section for additional detail.

d. Responsible parties. Participating State Agencies with a critical role include: the Departments of Public Health, Education, Social Services, Developmental Services, and Children and Families. (Refer also to the MOU) Other stakeholders will contribute across multiple levels (e.g., Early Childhood Cabinet Health Work Group; local early childhood councils for implementation).

⁶⁷ EPIC training modules include topics such as Behavioral Health Screening; Care Coordination in the Medical Home; Developmental Surveillance & Help Me Grow; Family-Professional Partnerships in the Medical Home; Hearing Loss; and Oral Health.

e. Financial resources. \$5,297,708 of RTT-ELC grant funds will support goals and activities included in Section (C)(3), leveraging \$237,390,000 from other sources.

f. Supporting evidence. *A Framework for Child Health Services: Supporting the Healthy Development and School Readiness of Connecticut's Children*⁶⁸ articulates a full continuum of child health services, from primary care to highly specialized services – placing health services within a broader system with other sectors that serve children and families.⁶⁹ A technical compendium offers in-depth descriptions of each component of the system, indicators, and research findings associated with best practices. A Tool Box assists local early childhood councils to conduct local needs assessments and conduct planning activities to integrate health into their local early childhood plans.

g. Performance measures. Table (C)(3)(d) shows performance measures for leveraging existing resources to meet ambitious yet achievable annual statewide targets. The proposed activities will increase the impact and child health outcomes associated with nearly \$450 million of federal and State funds associated directly with health, behavioral health, and child development services for high-need children in Connecticut.

h. Plan to address needs of programs. The proposed activities support building the health-related capacity of early care providers and/or the coordination between healthcare and early care settings using: (a) refined Early Learning and Development Standards; (b) differentiated (by Tier) Health and Safety Standards in the T-QRIS; (c) workforce training that incorporates the relevant health and safety competencies; (d) quality control for Health Consultants serving early care programs; (e) additional health-related resources to programs through the T-QRIS TA Center; and (f) additional training for medical practices serving Medicaid eligible children who attend early learning and development programs. The proposed pilot project (electronic medical records) holds potential for statewide replication.

i. Plan to address needs of Children with High Needs. The proposed activities emphasize access to care for children across settings across programs – particularly those intended to serve high-need children; through skill building and information efforts targeting Early Care Educators

68 Source: Dworkin, P., Honigfeld, L. & Meyers, J. (2009). *A Framework for Child Health Services: Supporting the Healthy Development and School Readiness of Connecticut's Children*. Child Health and Development Institute. Farmington, CT.

69 *A Tool Kit for Integrating Child Health Services into Community Early Childhood Initiatives* provides a guide for implementing the major recommendations in the Framework. Local early childhood councils use the Tool Kit in their local planning efforts.

(including families); and through the promotion of access points like Help Me Grow / 2-1-1 Child Care.

3. How High Quality Plan Will Meet Criteria

The proposed activities:

- (C)(3)(a)** Incorporate health into the early learning and development program standards via our T-QRIS system (see Section (B)). The Workforce Knowledge and Competency Framework will incorporate the new standards (See Section (D)(1)).
- (C)(3)(b)** The Professional Registry will include capacity to track competencies by early childhood educator – allowing us to produce data on the existing and project numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, and in submitting documentation of these data.
- (C)(3)(c)** The addition of Health Consultant Coordinators to help the 200 Health Consultants work effectively with early care providers will promote healthy practices in early learning settings across the state.
- (C)(3)(d)** The proposed activities that connect families with existing resources and broader healthcare reform efforts with the early care settings will help children to access medical care, receive screenings and referrals, and follow up in a timely fashion.

Focused Investment Area (C)(3) – Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs

Goal (C)(3) #1 Establish a progression of standards for ensuring children’s health & safety, screening & healthy child development [Part of Project C3]					
Financial resources to support Goal (C)(3) #1 activities: RTT ELC funds: \$529,771 Other funds: \$23,739,000					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity C.3.1.1	Update health elements in early learning standards	Start Date:	12/31/11 (started pre-RTT)	Early Learning Standards Work Group, SDE and Expert Consultant	Updated Early Learning Standards with health elements
		End Date:	08/01/12		
		Milestones:	Draft Standards complete (04/31/12)		
			Public input completed (05/01/12) Revised standards, crosswalks and alignment documents available online (8/31/12)		
Activity C.3.1.2	Integrate health-related standards into T-QRIS and Workforce Knowledge and Competency Frameworks	Start Date:	08/01/12	Statewide Early Childhood Health Coordinator T-QRIS Work Group	T-QRIS Health & Safety Program Standards
		End Date:	07/01/13		
		Milestones:	Framework #1 (09/01/12)		
			Framework #2 (10/01/12) Final Framework (11/01/12)		
Goal (C)(3) #2 – Increase the number of Early Childhood Educators who are trained and supported to meet health standards [Part of Project C3]					
Financial resources to support Goal (C)(3) #1 activities: RTT ELC funds: \$2,119,083 Other funds: \$94,956,000					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity C.3.2.1	Train Early Childhood Educators in compliance with new standards	Start Date:	09/01/12	DPH, SDE, DDS	1,000 educators trained in health standards
		End Date:	12/31/15		
		Milestones:	200 Educators trained (06/30/13)		
			400 Educators trained (12/31/13) 1,000 Educators trained (12/31/15)		
Activity C.3.2.2	Increase the health consultation capacity of T-QRIS Technical Assistance Center	Start Date:	06/01/12	DPH and SDE (Statewide Early Childhood Health Coordinator and T-QRIS Coordinator)	5 health consultant coordinators support 200+ health consultants in their work in early care
		End Date:	12/31/15		
		Milestones:	Hire 5 Health Consultant Coordinators (09/01/12)		

			Begin support for health consultants (10/01/12)		settings
Activity C.3.2.3	Implement Childhood Mental Health Endorsement	Start Date:	06/01/12	SDE DCF, Head Start Collaboration Office, Early Childhood Consultation Partnership (these appear to be the entities that purchased the license)	<ul style="list-style-type: none"> •60 Level I - Infant Family Associates • 60 Level II - Infant and Family Specialist • 12 Level III - Infant Mental Health Specialist • 12 Level IV - Infant Mental Health Mentor
		End Date:	12/31/15		
Goal (C)(3) #3 – Promote healthy eating habits, nutrition and expanded physical activity [Part of Project C3]					
Financial resources to support Goal (C)(3) #1 activities: RTT ELC funds: \$1,059,542 Other funds: \$47,478,000					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity C.3.3.1	Establish a Statewide Early Childhood Health Coordinator position	Start Date:	02/01/12	SDE and DPH	Statewide Early Childhood Coordinator in place and overseeing the integration of health policy programs and practices into EC settings.
		End Date:	12/31/15		
		Milestones:	Open search (02/01/12) Hire Coordinator (04/30/12)		
Activity C.3.3.2	Expand capacity of Health Consultants	Start Date:	09/01/12	SDE-T-QRIS Technical Assistance , DPH -Early Childhood Coordinator	Training provided to Health Care Consultants and five consultant coordinators providing TA to existing health consultants statewide
		End Date:	12/31/15		
		Milestones:	Health Care Consultation training curricula reviewed and updated Training conducted by Early Childhood Coordinator Five Consultant Coordinators deployed by Technical Assistance		
Goal (C)(3) #4 – Leverage existing resources to reach 90% of high-need children (screening and well-child visits) [Part of Project C3]					
Financial resources to support Goal (C)(3) #1 activities: RTT ELC funds: \$1,589,312 Other funds: \$71,217,000					

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2012	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015
Number of Children with High Needs screened	77,330 (Total EPSDT Eligible birth to 5 at One Initial or Periodic Screen, Form CMS-416, FFY 2009)*	79,650 (3% increase)	82,039 (3% increase)	84,501 (3% increase)	Goal of 90% of all high-need children to match goal of 90% well-child visits up to date (see below)
Number of Children with High Needs referred for services who received follow-up/treatment	EPSDT eligible unknown. 1,804 diagnosed as needing follow-up and 1,713 received follow-up/treatment (Head Start PIR, 2011)	1,884 10% increase in # receiving follow-up from additional EPIC training	2,073 10% increase from grant activities	2,280 10% increase from grant activities	2,508 10% increase from grant activities
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	103,800 (Total EPSDT Eligible ages birth to 5, Form CMS-416, FFY 2009) This has increased from 2% to 38% to 46% in '07 to '09 to '10 for children < 3 as result of increased reimbursement rates, EPIC training and enhanced care coordination activities*	121,852 Increase to 54%	139,904 Increase to 62%	155,700 Increase to 69%	169,239 Increase to 75%

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2012	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	79% (Participant Ratio for children birth to 5 from Form CMS-416, FFY 2009) *	82%	85%	88%	90%
<p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i></p> <p>*NOTE: Centers for Medicaid and Medicare Services (CMS) data are used with the knowledge that it is claims data and represents children at or below 185% of poverty only. Also, CMS data does not yet include the number of developmental screens. This will be included in surveillance enhancements.</p> <p>Data above represent proxy estimates due to lack of more specific data. With RTT-ELC funding a pilot will be implemented for electronic surveillance using the Early Childhood Health Assessment Record (yellow form) to track well child care, oral health screening, developmental progress, and BMI and follow-up to obtain secondary level screening/evaluation/ treatment/services for identified needs.</p>					

D. A Great Early Childhood Education Workforce

Note: The total available points for (D)(1) and (D)(2) = 40. The 40 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 both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (D).

(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 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 Definitions (section III) and is designed to promote children's learning and development and improve outcomes.

**Figure (D)(1).1: Logic Model for Narrative Section (D)(1) –
Develop a Workforce Knowledge and Competency Framework and a Progression of Credentials**

Situation Analysis	Goals	Activities	Outcomes
<ul style="list-style-type: none"> • By 2015, publicly funded child care settings must have an educator with an associate’s or bachelor’s in ECE or CD. • CT Charts-a-Course (CCAC) Professional Registry and SDE Certification EC educators’ databases are neither compatible nor interoperable. • CCAC has the beginnings of a competency framework. • Early Childhood Higher Education Consortium (ECHEC) established in 2004. • All 12 CT CCs have ECE degree programs, and are moving toward NAEYC EC Associate Degree Accreditation. • 9 four-year colleges in CT have Bachelor Degree programs with Early Childhood concentrations /majors. 	<ol style="list-style-type: none"> 1. Create a common, statewide workforce knowledge and competency framework 	<ol style="list-style-type: none"> 1. Identify workgroup partners across sectors. 2. Conduct an environmental scan on existing competencies 3. Draft Framework 4. Publish Framework and distribute to workforce and stakeholders. 5. Implement Framework, providing professional development around its use 	<ul style="list-style-type: none"> • Knowledge and competency framework connected to ECE Standards, and linked to progression of credentials and degrees. • Professional Registry encompasses all ECE teachers working in classroom, licensed family-based childcare program, and FFN, and support roles (coaches/consultants). • Public and agency access to Registry enhances transparency and value of credentials/degrees. • ECE Teachers have defined career path, linked to competencies, with additional resources to support professional development. • ECE pathway strengthened to enable students a smoother and faster progression.
	<ol style="list-style-type: none"> 2. Develop progression of credentials and degrees 	<ol style="list-style-type: none"> 1. Analyze existing credentials and degrees 2. Broaden CCAC EC Career Ladder 3. Connect competency framework to revised and expanded career ladder 	
	<ol style="list-style-type: none"> 3. Expand existing Professional Registry 	<ol style="list-style-type: none"> 1. Align registry with other databases 2. Build out with new data fields on competencies 3. Create new data portals to feed registry 	
	<ol style="list-style-type: none"> 4. Advance ECHEC work to integrate EC credentials and degrees among CT higher education institutions 	<ol style="list-style-type: none"> 1. Expand articulation agreements between 2- and 4- year colleges 2. Expand EC Teacher Credential Pilot 3. Create assessment tool and process to deliver in-service professional learning experience 	

(D)(1) Narrative – Developing a Workforce Knowledge & Competency Framework**1. Current status**

Connecticut's agenda aimed at workforce development is multi-pronged, includes cross-sector collaboration and is focused on building the knowledge, skills and abilities of individuals working in early learning and development programs. A Competency Framework Map (see Appendix 4(D)(1)-1) was developed by CT Charts-A-Course (CCAC), which operates as part of the Connecticut Community College System. This Framework is aimed at entry-level teachers (CDA) and contains eight written Core Areas of Knowledge, an ECE Career Ladder, guidelines for ECE trainers of teachers, and a monitoring system for quality via its Trainer Approval Board. This is the platform of a Framework upon which the state is building and linking a progression of credentials and degrees. CCAC has also developed, implemented and maintains a Professional Registry which houses a list of ECE teachers in public, community, and family-based childcare program that receive public funding as well as those educators in other settings who register voluntarily. Connecticut is working to expand the Registry to capture the entire EC workforce (which will mean incorporating data from other sources and opening new data entry portals) and to include data on competencies and credentials.

Connecticut has an Early Childhood Higher Education Consortium (ECHEC) that was established in 2004 and is comprised of 23 two- and four-year colleges. The current work of the Consortium includes plans to broaden existing articulation agreements, a pathway paved in part by NAEYC Accreditation of ECE Associate Degrees in all 12 Connecticut Community Colleges. ECHEC will also help expand the Connecticut Early Childhood Teacher Credential (ECTC), which is based on NAEYC standards. Participants will have to demonstrate competence in both coursework and practica / placement at infant/toddler and preschool levels to qualify for the credential. Finally, ECHEC will expand the cross listing of courses to share faculty expertise, and accelerate the speed at which EC students can achieve their educational goals.

2. High Quality Plan**a. Goals**

1. Create a common statewide workforce knowledge and competency framework that will be attentive to the new Early Learning and Development Standards (See Section (C)(1)), and ensure that workforce competencies address the developmental, functional and academic context of high-need populations, including children with special needs. The Framework will include

competencies for those who deliver professional development at the in-service and pre-service levels. A monitoring system to assess the efficacy of the professional development delivery systems will also help guide continuous improvements. The Framework will include common strands of competencies that cut across all EC roles and settings. Not only will each competency set link child development knowledge and essential workforce competencies to unique roles, it will also include common competencies across all roles with attention to the use of early learning guidelines, working with high-need populations (including English Language Learners and children birth to five with delays and disabilities) and addressing cultural competence, health, behavioral and mental health.

2. Develop a progression of credentials and degrees aligned with the workforce framework, which will create clearer career pathways for EC professionals. The focus of the work is to link knowledge and competencies to educational accomplishments and to state mandated requirements for EC teachers.

3. Expand the existing Professional Registry to align with other EC workforce databases. Expand the data fields to include the Framework competencies and credentials and enable new data portals to simplify and increase the Registry membership.

4. Advance the ECHEC work to integrate EC credentials and degrees among Connecticut higher education institutions. Smooth and accelerate the educational trajectory of EC teachers and improve the quality of academic programs, particularly those focused on infants and toddlers.

b. Activities

Goal 1 Activities. Develop a knowledge and competency Framework. Work thus far on the Workforce Knowledge and Competency Framework has mapped 15 different EC roles against the eight Framework components⁷⁰, and identified gaps and the next steps to advance the Framework. Future activities will include identifying members of a Framework Collaborative to

⁷⁰ The Workforce Knowledge and Competency Framework, at a minimum, (a) is evidence-based; (b) incorporates knowledge and application of the State's Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with families; (c) includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children; (d) incorporates effective use of data to guide instruction and program improvement; (e) includes effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors; and (f) incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators.

undertake continued work. This group will oversee the work that will produce an environmental scan to understand the existing knowledge and competency framework in the context of the myriad of settings where individuals access information and education. The Framework Collaborative will draft and publish the Framework and oversee plans for its implementation (to be carried out by SDE).

Goal 2 Activities. Create a progression of credential and degrees aligned with the Framework. The ECHEC will: (a) identify current credentials and degrees, noting gaps and barriers that make educational achievement and career growth more challenging,⁷¹ and (b) establish a progression which takes into account the child development knowledge and essential workforce competencies of the framework, linking to Connecticut's Career Ladder now in use at CT Charts-A-Course.

Goal 3. Activities. The Professional Workforce Registry will be linked with other EC workforce databases, such as the SDE databases of certified teachers working in public schools and those individuals working in community settings which receive public funding. Alignment and linkage with these other key data sources will enable different "points-of-entry" into the Registry. The work will also include the addition of new data fields in the Registry to enable it to capture the competencies and credentials that grow from Goals 1 and 2.

Goal 4 Activities. Use the ECHEC to strengthen the educational and career pathways for EC professionals. *Articulation Agreements.* The 12 Connecticut Community Colleges are now using philanthropic funds to work toward NAEYC Accreditation of their Associate's Degree programs in Early Childhood, which supports State goals related to articulation agreements. Once accredited, the transfer of credits to four-year institutions will flow more smoothly and meet the standards of NAEYC /NCATE, which accredits four-year colleges which provide college degrees in Early Childhood that lead to a state teaching certification. This will result in a full set of articulation agreements across all two- and four-year publicly funded institutions of higher education. The expected outcome of this work will diminish barriers to the timely completion of credentials and degrees by EC students and professionals.

Pilot Credentialing Program. The EC Teacher Credential (ECTC) Pilot has begun and Connecticut is beginning the approval process with the first cohort of colleges. ECTC

71 Particular attention will be given to the possibility of developing course work and credentials related to infant/toddlers, as this has emerged as a need in the context of Early Head Start staffing requirements.

competencies will be revised to maintain consistent alignment with the NAEYC competencies and the Workforce Framework. The ECTC will provide an alternative path, rather than state teacher certification, that prospective educators and caregivers across settings can take to obtain the knowledge and skills needed to work with diverse populations and a broader age range than the current state teacher certification system and endorsements. In the process of implementing the ECTC work, higher education institutions will be engaged in re-conceptualizing their program design and delivery mechanisms. The goal will be that students who graduate from an AA or BA level program after 2013 from an approved institution offering the ECTC will have met the competencies outlined in the Workforce Knowledge and Competency Framework.

Assessment of Competencies. Creating a high quality system for early childhood requires having standards for those who train and educate the EC workforce. The ECHEC will create an assessment tool and process, in consultation with partners such as the RESCs, State Education Resource Center and CCAC and local coaches and consultants who deliver in-service professional learning experiences. The tool will help evaluate not only the competency development of students and training participants but also those who teach them at the college level and across in-service delivery systems. Such a system will create a mechanism for feedback and improvement at 2- and 4-year colleges as well as within the informal professional learning system.

c. Timeline. The timeline for the goals and activities of (D)(1) are included above and in detail in the work plan tables that follow. All work in this section will be completed and implemented by 2015.

d. Responsible parties. A diverse statewide collaborative composed of representatives from State agencies, regional intermediaries (e.g., Regional Educational Service Centers), and local EC councils will be created to carry out the activities for Goal 1. SDE will staff and lead this Framework Collaborative, which will join with the ECHEC on Goal 2, which ties the knowledge and competencies framework to educational achievements. The ECHEC will be primarily responsible for the Activities under Goal 4.

e. Financial resources. Connecticut's State Plan will invest \$2,068,808 of RTT-ELC funds in Project D1, and will leverage \$31,460,000 in funding from other sources.

f. Supporting evidence. See Appendix 4(D)(1)-1 for the Competency Framework Map.

g. Performance measures. Not applicable to this section.

h. Plans to address the needs of programs. Project D1 will vastly improve the quality and value of the Professional Registry. The updated and improved Framework is expected to ripple throughout the workforce and into a multitude of EC programs raising the quality of those programs and their ability to provide for high-need populations.

i. Plan to address needs of Children with High Needs. Across competency sets and roles, strands of focus will highlight specific knowledge and skill development to address high-need children, including health problems, second language learners, and developmental delays. By developing a framework that has a common strand across all EC roles to address specific knowledge, skills and dispositions to work with high-need populations, we will facilitate appropriate practices in the identification and intervention strategies used by all who work with young children.

3. How High Quality Plan Will Meet Criteria

The four goals for Project D1 directly align with RTT-ELC criteria.

(D)(1)(a) The creation of a comprehensive knowledge and competency framework will broaden existing and open new learning opportunities for EC professionals. The enhancement of the existing Professional Registry will exhibit not only listings of members' certificates and degrees but their competencies as well. By aligning and then linking the Registry to other databases which serve as sources where information about EC professional is captured and tracked, the Registry will expand geometrically in usefulness. As a tool available to public agencies and the public, it will make transparent the education, training, experience, and ultimately the value of EC educators.

(D)(1)(b) The creation of a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework will enable educational and career paths that are more clearly linked, with greater definition in each, permitting a more concentrated targeting of resources to the field of early childhood professional development.

(D)(1)(c) Building on the work of the ECHEC to strengthen and broaden articulation agreements and to cross list courses will speed the trajectory of EC students pursuing post-secondary education and make it more accessible. The work of the ECHEC to create an assessment tool to help evaluate and improve the education of EC professionals will ensure that the degrees earned by EC students provide them with the knowledge and competencies required to meet new challenges.

Critically, as this work plan builds out the “systems” – the competency framework, the Registry, the articulation agreements and cross listings of courses – that will make standard in the professional development teachers and providers those knowledge, skill and attitudes necessary to work with a high-need population, particularly those in FFN settings.

Focused Investment Area (D)(1) – Develop a Workforce Knowledge and Competency Framework

Goal D.1.1 – Create common statewide workforce knowledge and competency framework [Part of Project D1]					
Financial resources to support Goal (D)(1) #1 activities: RTT ELC funds: \$620,642 Other funds: \$9,438,000					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity D.1.1.1	Identify work group partners across sectors	Start Date:	01/01/12	Framework Collaborative	Collaborative membership defined, work plan finalized
		End Date:	03/01/12		
		Milestones:	Convene partners (01/15/12) Work plan complete (03/01/12)		
Activity D.1.1.2	Environmental Scan	Start Date:	03/01/12	Framework Collaborative	Environmental Scan
		End Date:	06/30/12	Consultant	
		Milestones:	Draft (05/01/12) Scan Complete (06/30/12)		
Activity D.1.1.3	Outline and Draft Framework	Start Date:	07/01/12	Framework Collaborative	Framework drafted
		End Date:	11/01/12	Consultant	
		Milestones:	Draft #1 (09/01/12)		
			Draft #2 (10/01/12)		
Final Framework (12/01/12)					
Activity D.1.1.4	Publish and distribute Framework	Start Date:	12/01/12	Framework Collaborative	Framework published
		End Date:	03/01/13		
		Milestones:	Format for publication (01/01/13)		
			Framework Published (02/01/13)		
Distribution complete (03/01/13)					
Activity D.1.1.5	Implement Framework, providing professional development around use	Start Date:	03/01/13	SDE	Framework actively used across all sectors in all settings
		End Date:	12/31/15		
		Milestones:	Implementation Plan (05/01/13)		
			Supports ongoing (06/01/13)		
Monitoring system in place (01/01/14)					

Goal D.1.2 – Develop a progression of credential and degrees [Part of Project D1]					
Financial resources to support Goal D.1.2 activities: RTT ELC funds: \$206,881 Other funds: \$3,146,000					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity D.1.2.1	Analyze existing credentials and degrees	Start Date:	06/01/12	ECHEC and broader group of stakeholders	Report on existing credential and degrees
		End Date:	12/31/12		
		Milestones:	Draft #1 (10/01/12)		
			Draft #2 (11/15/12)		
		Report Complete (12/31/12)			
Activity D.1.2.2	Hold stakeholder meetings to broaden career ladder	Start Date:	10/01/12	ECHEC and broader group of stakeholders	Memo/report on career ladder, based on revised competencies
		End Date:	02/01/13		
		Milestones:	First Meeting (10/15/12)		
			Second Meeting (11/30/12)		
Third Meeting (02/01/13)					
Activity D.1.2.3	Connect competency framework to revised and expanded career ladder	Start Date:	09/01/12	Framework Collaborative and ECHEC	Framework drafted
		End Date:	01/01/13		
		Milestones:	Draft Report (11/01/12)		
			Final Report (01/01/13)		
Activity D.1.2.4	Align and expand Workforce Registry	Start Date:	08/01/12	Framework Collaborative	Registry provides increased value and transparency to public
		End Date:	12/31/15		
		Milestones:	Identify other databases and new fields (02/01/13)		
			Alignment Complete (08/01/13)		
Collection begins from new settings for expanded registry (11/01/13)					

Goal D.1.3 – 3. Expand the existing Professional Registry to align with other EC workforce databases [Part of Project D1]					
Financial resources to support Goal D.1.3 activities: RTT ELC funds: \$930,963 Other funds: \$14,157,000					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
D.1.3.1	Align Registry with other EC workforce databases to be interoperable	Start Date:	01/01/12	SDE and Board of Regents	Registry database interoperable with other EC workforce databases in PSAs
		End Date:	06/30/13		
		Milestones:	RFP for IT Consultant (03/01/12)		
			Consultant Hired (06/01/12) Interoperability work plan (09/31/12)		
D.1.3.2	Identify and populate Registry with new data fields reflecting competencies	Start Date:	01/01/13	SDE and Board of Regents	Registry reflects new Framework, includes competencies and credentials
		End Date:	07/01/13		
		Milestones:	Identify new data fields (03/01/13)		
			Populate Registry and other databases with field entries (07/01/13)		
D.1.3.3	Create new data entry portals and collection sources	Start Date:	06/01/13	SDE and Board of Regents	New data portals operating to increase flow of data into Registry
		End Date:	12/31/13		
		Milestones:	Identify data portals and collection protocols (08/01/13)		
			New portals operable (12/31/13)		

Goal D.1.4 – Advance ECHEC work to integrate EC credentials and degrees among CT higher education institutions [Part of Project D1]					
Financial resources to support Goal D.1.3 activities: RTT ELC funds: \$310,321 Other funds: \$4,719,000					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
D.1.4.1	Strengthen articulation agreements between 2- and 4- year colleges and for in-service credit	Start Date:	01/01/12	ECHEC	New Articulation Agreements
		End Date:	12/31/13		
		Milestones:	Work plan established (06/01/12) ECHEC articulations complete (12/31/13)		
D.1.4.2	Engage additional partners in the EC Teacher Credential Pilot	Start Date:	01/01/12	SDE and Board of Regents/Institutions of Higher Ed	ECTC Pilot Approved and instituted state-wide
		End Date:	1/01/13		
		Milestones:	Approval to of programs in pilot and recruit additional programs (02/02/12) System for Issuance (06/01/12) Connect with data systems (12/01/12)		
D.1.4.3	Create assessment system for competency framework	Start Date:	06/01/12	ECHEC, Contractor, and EC trainers	Assessment protocol
		End Date:	05/31/13		
		Milestones:	Contract with assessment development experts (06/01/12) Develop and pilot assessment system (02/01/13) Approval from ECHEC (05/31/13)		
D.1.4.4	Cross list course offerings as the beginning of a process of collaboratively offered degree programs	Start Date:	01/01/13	ECHEC	A minimum of 8 EC Associate and Bachelor’s degree courses cross listed across all Connecticut Universities with EC degrees
		End Date:	12/31/15		
		Milestones:	Identify EC courses for cross listing (05/01/13) Approval of program changes and administrative systems in line to implement (03/01/14) Cross listing of agreed courses ready for enrollment (08/31/15)		

E. Measuring Outcomes and Progress

Note: The total available points for (E)(1) and (E)(2) = 40. The 40 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 both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (E).

(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 school year 2014-2015 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 the ESEA).

Figure (E)(1).1: Logic Model for Narrative Section (E)(1) – Understanding Status of Children’s Learning & Development at Kindergarten Entry

Situation Analysis	Goals	Activities	Deliverables / Outcomes
<ul style="list-style-type: none"> • CT implements a Kindergarten Entrance Inventory (KEI) <ul style="list-style-type: none"> ○ Administered to <u>all</u> public school students at kindergarten entry ○ Aligned with ELD Standards ○ Addresses 4 of 5 essential domains ○ Studies completed to assess reliability, validity and appropriateness to populations ○ Includes identifier to facilitate data analyses with state-level education databases • The KEI will be revised to reflect new ELD Standards <ul style="list-style-type: none"> ○ To strengthen the instrument (all domains, validity and reliability, data informs instruction) ○ To utilize assessment data to help teachers improve instruction and help high-need children at district/state levels 	<ol style="list-style-type: none"> 1. Update and strengthen the current KEI – creating a new Kindergarten Early Learning and Development Inventory (KELDI) 	<ol style="list-style-type: none"> 1. Draft KELDI 2. Pilot test KELDI 3. Implement KELDI 4. Complete validity studies and final report on KELDI 5. Enhance the functionality of the existing data collection application 	<ul style="list-style-type: none"> • Valid, reliable and appropriate (including target populations) Kindergarten Early Learning and Development Inventory (KELDI) that addresses all essential domains of school readiness • Development and production of KELDI Resource Guide for teachers • Improved use of data by Kindergarten teachers to address the development needs of their students and to engage families in supporting their children’s learning and development • Improved use of data at the state and community levels to: a) identify gaps, b) promote collaboration across agencies, programs and systems; and c) identify areas of improvement for early childhood teacher preparation
	<ol style="list-style-type: none"> 2. Use KELDI data to inform instruction and engage families 	<ol style="list-style-type: none"> 1. Develop resources to help kindergarten teachers address student needs and engage families 2. Deliver professional development to kindergarten teachers on using data 	
	<ol style="list-style-type: none"> 3. Use KEI and KELDI data to promote school readiness for high-need children 	<ol style="list-style-type: none"> 1. Analyze data to assess progress and identify challenges 2. Help communities use data to improve school readiness 3. Help state agencies use data to improve the early childhood system 	

(E)(1) Narrative – Understanding Children’s Learning at Kindergarten Entry**1. Current Status**

In October 2007, Connecticut began implementation of its annual Kindergarten Entry Inventory (KEI) for all children entering public school kindergartens, as directed by the state legislature.⁷² The Connecticut State Department of Education (SDE) serves as the single lead agency responsible for the implementation of a quality KEI, designed to provide a statewide snapshot of the skills students demonstrate, based on teachers’ observations at the beginning of the kindergarten year. KEI results are currently reported for every public school student entering kindergarten, in every school district, through an electronic statewide data collection system. (See Appendix 4(E)(1)-1 for a copy of the KEI.)

The KEI meets most of the criteria for a common, statewide Kindergarten Entry Assessment. (See Table (A)(1)-12 for details.) The KEI:

- Is administered to all entering public school kindergarten students, including students with disabilities and dual language learners.
- Aligns with Connecticut’s early learning standards and addresses four of the five Essential Domains of School Readiness.
- Informs planning, instruction and supports for kindergarten students.
- Is used for benchmarking student progress, informs efforts to close the school readiness gap, and conforms with the National Research Council’s recommendations reports on early childhood assessment.
- Has evidence of validity and reliability to demonstrate the appropriateness of KEI’s intended purpose.
- Is part of the state education data system. KEI assessment results are a component of SDE’s statewide data system and include individual student data (via a unique student identification number), thereby allowing for aggregate school and district data to measure progress and outcomes.

⁷² 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.”

2. High Quality Plan to Strengthen the Kindergarten Entrance Inventory

a. **Goals.** We propose three goals to develop and implement a new **Kindergarten Early Learning and Development Inventory (KELDI)** that builds on past success:

1. Revise and strengthen the KEI, creating a new Kindergarten Early Learning and Development Inventory (KELDI) appropriate for all students, including children with disabilities and dual language learners. Revise the indicators and domains to reflect new Early Learning and Development (ELD) Standards (see Section (C)(1)) and ensure the revised KELDI is valid, reliable and appropriate to target populations.

2. Use KELDI data to inform instruction and engage families. Develop complementary resources and deliver professional development to help kindergarten teachers use data to address students' developmental needs and provide the appropriate services in the early elementary school years, in conjunction with the development of ELD Standards supporting documents (e.g., ELD Strategies Manual in Section (C)(1)).

3. Use KEI and KELDI data to promote school readiness for high-need children. The KELDI will be tied to the ELD standards and aligned to the Early Learning Assessment Framework. Communities will be able to collaborate and communicate about data across the preschool and kindergarten years.

b. **Activities**

Goal 1. Kindergarten Early Learning and Development Inventory (KELDI). Connecticut has a longstanding history of soliciting educator and expert input in instrument development and reaching out to educators through intensive training programs to ensure valid use of these instruments for instruction and assessment. The Kindergarten Early Learning and Development Inventory (KELDI) will be developed to the same high standard as earlier instruments. It is important to note up-front that the appropriate use of the KELDI for its stated purposes is a fundamental goal of this endeavor. As such, validation activities will occur in a formative capacity throughout the lifecycle of the project (i.e., across Activities 1.1 to 1.4). We will contract with psychometricians with expertise in kindergarten assessments to lead the development and validation process.

1.1 Draft KELDI. An initial draft of the KELDI will be developed by the KELDI Research Team (contractor and State Department of Education) to reflect Connecticut's revised

Early Learning and Development (ELD) Standards (Section (C)(1)) and findings from recent studies of the KEI (see Activity 1.4 below). The Team will:

- Participate in key meetings of the Early Learning Standards Work Group to ensure that KELDI development is aligned with revised ELD Standards and assessments.
- Review existing resources and research (kindergarten entry assessments from other states, current measures designed for students at kindergarten entry).
- Assemble an Advisory Panel comprised of field educators – representative of preschool and elementary school educators who are experienced with a range of populations – to help draft initial instrument.
- Assemble an Expert Panel comprised of experts in the fields of early learning, educational measurement and high-need populations to review the instrument.

1.2 Pilot test and study KELDI. The Research Team will conduct a series of pilot tests and studies to refine the KELDI prior to statewide implementation. SDE will take the lead in recruiting schools, drafting administrative procedures and training teachers in the KELDI for all the pilot tests. The Team will conduct two pilot tests in preschools with “graduating” pre-K students (May 2013 and May 2014) and one pilot test with entering kindergarten students (October 2013). Each pilot test will include administration of the draft KELDI, interviews and focus groups with teachers, data analyses, and revisions to the instrument and administrative/training procedures as needed. We expect about 50 preschools representing the range of early learning and development programs throughout the state and 50 elementary schools (representing 10% of students) to participate in the pilots, and will use stratified sampling by type of district to ensure representation of children in key sub-populations (English-language learners, students with disabilities, other high-need students).

1.3 Implement new KELDI statewide. In conjunction with the pilot tests, the Team will revise the instrument and administrative procedures in advance of statewide implementation in October 2014. Teacher think-aloud studies and focus groups will be used to study KELDI administration procedures. Pilot-test data will be analyzed quantitatively to study subgroup performance and ensure the psychometric soundness of the instrument. Data from these studies will be used to improve the structure of the instrument and the administrative procedures.

1.4 Complete validity studies and final report on KELDI. Researchers from the University of Connecticut conducted multiple validity studies to examine teacher administration of the

current KEI and the psychometric properties of KEI data (see Appendix 4(E)(1)-2 for list of psychometric reports). One study employed hierarchical generalized linear modeling to study the association between KEI ratings in the fall and kindergarten retention. The study found that KEI ratings are predictive of kindergarten retention. In a separate study, researchers surveyed teachers to examine their understanding of KEI content, the rating scale and survey administration issues. Survey data suggested teachers believe the KEI is an appropriate representation of students' skills at the start of the kindergarten year. In addition, teachers felt they have the appropriate time and training to complete the KEI, though they were neutral about administrative support to complete the instrument. An in-depth quantitative study of one urban district's administration of the KEI using the indicators suggested an alternative representation of kindergarten readiness than the structure represented in the current KEI. Exploratory and confirmatory factor analyses suggest teachers use more global evaluation schema of students' skills than is presented in the six domain structure of the original instrument.

In studying the new KELDI, the Research Team will first conduct teacher interviews and focus groups across the state to compile evidence on the use of the instrument by teachers. Studies will focus on the utility of the instrument to inform instruction and engage families, as well as the ease of implementation. In addition, data from the full implementation will be studied quantitatively. These analyses will be guided by the final structure of the instrument, but may include descriptive studies, correlational analyses with other measures, structural equation modeling, and latent class analyses. Future studies (beyond the grant period) will focus on use of the KELDI to inform strategies for closing the achievement gap (see Goals 2 and 3). The Team will produce a final report at the end of the project period to summarize the evidence and studies completed and submit research manuscripts to peer-reviewed journals.

1.5 Enhance the functionality of the existing data collection application. The current data entry site has minimal functionality with respect to data upload, data export capabilities and user interface. We will increase the functionality of the data application and provide a more user-friendly environment for data collection as part of data systems development (Section (E)(2)).

Goal 2. Use KELDI data to inform instruction and engage families. The current Inventory was not intended to inform classroom instruction at the individual student level. With the development of the KELDI, we will also create resources to help teachers use assessment data to address the holistic developmental needs of their students.

2.1 Develop resources to help Kindergarten teachers inform instruction (at school and at home). SDE will develop and produce complementary resources for kindergarten teachers to use in addressing students' developmental needs, drawing on the Early Learning Strategies Manual. The KELDI Resource Guide will provide: (a) strategies for teachers to address domains reflected in the Early Learning and Development Standards but not typically addressed in K-3 teacher professional development (e.g., social-emotional); and (b) resources and strategies for engaging families in supporting home learning across all domains (see also Section (C)(1)).

2.2 Deliver professional development to Kindergarten teachers on using data to inform instruction and engage families. To complement written and on-line resources, Connecticut will partner with intermediaries (e.g., RESCs) to deliver professional development to kindergarten teachers. These sessions will focus on application of resources in the classroom and in parent-teacher conferences, allowing teachers to practice strategies in a safe environment with expert coaching. By encouraging kindergarten teachers to promote holistic child development, the KELDI can help sustain learning as students transition from early learning programs to elementary school (see also Invitational Priority #4).

Goal 3. Use Inventory data to promote school readiness for high-need children. Data from the current KEI and new KELDI will be incorporated into our plans to help state agencies and local communities use data to inform the closing of current preparation and achievement gaps (see also Section (E)(2)).

3.1 Conduct data analyses to assess progress in preparing all students for kindergarten and identify areas / target populations where additional efforts are needed. SDE staff will conduct data analyses, starting with data from the current KEI and employing the state's improved data system (see Section (E)(2)). Analyses will help to determine progress in preparing all students for kindergarten (e.g., low-income, English language learners, children with disabilities), and identify domains and/or target populations where additional efforts are needed. In addition, the SDE will produce annual School Readiness Data Briefs, with state-level data for all students and with a focus on key target populations and state programs serving high-need children.

3.2 Help communities use data to identify gaps / areas to target, and promote collaboration across agencies, programs and systems. SDE staff and intermediaries will help communities use data: (a) to identify gaps, areas to target and community-level improvements; and (b) promote collaboration across organizations, programs and systems. As noted earlier, many local early

childhood councils are seeking data to inform decisions on how best to improve results for young children. Connecticut can provide data to communities and provide support in data analysis and decision making. The SDE will facilitate action planning sessions in at least five communities each year, utilizing community-level data.

3.3 Help state agencies use data to improve the early childhood system. SDE staff will work with the Governor's Early Childhood Office to help state agencies use data to: (a) identify gaps, areas to target and system-level improvements; (b) promote collaboration across agencies, programs and systems; and (c) identify areas of improvement for effective teacher preparation and professional development programs. Connecticut holds the building blocks to achieve the state's goals but needs to work together more effectively across programs, agencies and funding streams to improve outcomes for children. Data from the KEI and KELDI, in combination with child-level data on participation in state programs, can offer valuable evidence to guide cross-agency priorities and initiatives. In addition to ongoing efforts at the Early Childhood Office, the SDE will hold annual cross-agency review and planning sessions devoted to improving school readiness.

c. Timeline. As noted above, the SDE will revise the KEI in conjunction with the adoption of Connecticut's revised Early Learning and Development Standards. The draft KELDI will be developed by December 2012, pilot-tested in preschools in May 2013, piloted-tested in kindergartens in October 2014, and pilot-tested a final time in preschools in May 2014. The final version of the KELDI will be implemented statewide in October 2014, and a final report on its psychometric properties will be completed by December 2015.

The Resource Guide will be produced in conjunction with the KELDI, and completed by June 2014. Professional development for kindergarten teachers will be initiated in conjunction with statewide implementation (Fall 2014) and continue throughout the grant period.

Connecticut will start conducting data analyses in Spring 2012, work with communities and state agencies starting in January 2013, and continue these activities through the grant period.

d. Responsible parties. The SDE will contract with psychometricians(s) with relevant expertise to lead revision of the KEI, with SDE guidance and support. SDE will lead efforts to help teachers, communities and the state use kindergarten assessment data for instructional and system improvements.

- e. **Financial resources.** RTT-ELC funds totaling \$1,270,602 will be invested in creating and testing the KELDI and promoting its use. A significant portion of SDE funds for “Philanthropy Match” (see line 14 of Project A in Budget Narrative) will support development and validation of the KELDI, ensuring adequate funds for the project. As with the current Inventory, SDE will support the ongoing costs of administering and utilizing the KELDI beyond the project period.
- f. **Supporting evidence.** See below (3b) for evidence and details on our validation approach.
- g. **Performance measures.** Not applicable to this section.
- h. **Plan to address needs of programs.** We will help local early childhood councils use Inventory data to improve their systems (Activity 3.2). This can support program improvement efforts at early learning programs (e.g., addressing developmental domains that are challenges for entering kindergarten students in their community).
- i. **Plans to address needs of Children with High Needs.** Data analyses and work with communities and state agencies will focus on results and outcomes for all Children, with a focus on high-need children. Analyses will target specific populations (e.g., low-income students, English Language Learners and students with disabilities) and key state programs in order to help communities and the state use limited resources to most effectively prepare high-need children for kindergarten and future academic success.

3. How High Quality Plan Will Meet Criteria

(E)(1)(a) Aligned with early learning standards and covers all essential domains

The current KEI was developed based upon the Connecticut Preschool Curriculum Framework and from State Curriculum Standards for language arts and mathematics. Components of the Curriculum Framework and Standards were selected for the KEI to represent the most important skills that students need to demonstrate at the beginning of kindergarten. These skills and behaviors are defined by three to five specific indicators in each of six domains: Language, Literacy, Numeracy, Physical/Motor, Creative/Aesthetic, and Personal/Social. As an example, the Language domain includes the following indicators: participates in conversations; retells information from a story read to him/her; follows simple two-step verbal directions; speaks using sentences of at least five words; communicates feelings and needs; and listens attentively to a speaker.

The new KELDI will be developed using a similar process. The KELDI Research Team will work closely with the Early Learning and Development Standards Workgroup as it revises

the state's early learning standards. As standards are developed, the groups will collaboratively identify potential indicators and focus on aligning the new preschool formative assessment tool with the new KELDI. As noted in Section (C)(1), new Early Learning and Development Standards will cover all essential domains of school readiness.

(E)(1)(b) Valid, reliable and appropriate for target population

Many theorists have proposed frameworks for establishing validity arguments.⁷³ However, the joint American Education Research Association (AERA), American Psychological Association (APA), National Council of Measurement in Education (NCME) Standards for Educational and Psychological Testing (1999) remain the most frequently cited reference and function as the predominant basis in the evaluation of educational assessment programs by the measurement community. For these reasons, the Standards will be used as the conceptual basis for the development and validation of the KELDI. The Standards define validity as the “degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests” and further indicate that “validity can be viewed as developing a scientifically sound validity argument to support the intended interpretation of test scores and their relevance to the proposed use” (p. 9). The Standards outline five classifications of validity evidence related to test content, response processes, internal structure, relationship to external variables, and test consequences.

The purpose of the KELDI is to benchmark students' skills over time at the state and community level, and to inform classroom instructional decisions. Data will be used to guide teaching and learning and to identify children that may require focused interventions. The Inventory will **not** be used to make decisions about teachers or students (e.g., kindergarten entry). Sources of validity evidence for the KELDI can be derived from each of the categories listed in the Standards. Evidence based on test content will include the rigorous procedures used to draft the instrument, which can be confirmed with an independent alignment study. Evidence based on response processes focuses on the relationship between the construct being examined and the performance or response that is elicited from the examinee. When an assessment is

⁷³ See Cronbach, L.J. (1988). *Five perspectives on validity argument*. In H. Wainer (Ed.), *Test validity* (pp. 3–17). Hillsdale, NJ: Lawrence Erlbaum; Kane, M. T. (2006). *Validation*. In R. L. Brennan (Ed.), *Educational measurement* (4th ed., pp. 17–64). Washington, DC: The National Council on Measurement in Education & the American Council on Education; and Messick, S. (1989). *Validity*. In R. L. Linn (Ed.), *Educational measurement* (3rd ed., pp. 13–103). Washington, DC: The American Council on Education & the National Council on Measurement in Education.

based on observer evaluation, as is the case with the KELDI, evidence based on response processes is based on the extent to which the observations are conducted in a manner that is consistent with the intended interpretation of scores (i.e., the scoring rubric is applied appropriately) or that such evidence represents students' understanding of the constructs at issue. Evidence based on response processes is a key issue with the KELDI, as variability in administrative procedures can occur both across teachers within districts and across districts. This will be a key area of investigation. Evidence based on internal structure may include dimensionality analyses, internal consistency analyses, differential item functioning analyses and correlational analyses, pending the final structure of the instrument. Evidence based on relations to other variables will include correlations between teacher ratings and students performance on other well-established assessments. Finally, evidence based on test consequences is the examination of whether the intended benefits of the testing program are being realized in the educational system and the extent to which unintended negative consequences are minimized. Studies of test consequences will include teacher interviews and focus groups to ensure that the Inventory is achieving its intended benefits.

(E)(1)(c) Administered by 2014-15 to children entering a public school kindergarten

The current KEI is administered to all children entering a public school kindergarten each October, and the revised KELDI will be administered to all children entering a public school kindergarten by October 2014.

(E)(1)(d) Reported to Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data system.

Kindergarten teachers enter KEI data for each student into the state's easy-to-use online system, including each student's unique identifier code (SASID). KEI data is currently part of the SDE's state longitudinal data system (SLDS) and state- and district-level KEI results are available on SDE's public on-line data dissemination Web site, CEDaR. KEI data will continue to be part of the state's longitudinal data system (see Section (E)(2)), as will data from the new KELDI. Connecticut's system meets privacy standards consistent with the requirements of Federal, State, and local privacy laws.

(E)(1)(e) Funded in significant part with other federal and state resources other than those available under this grant

The SDE will devote a significant portion of its funds for “Philanthropy Match” (line 14 of Project A in Budget Narrative) to support development and validation of the KELDI, ensuring adequate funds for the project. As with the current KEI, the state will cover the costs of ongoing implementation of the KELDI. RTT-ELC funds will be utilized primarily for the development of the revised instrument, supplemented by substantial in-kind resources (e.g., staff time, administrative costs).

Core Area (E)(1) – Understanding the status of children’s learning and development at kindergarten entry

Goal (E)(1) #1 – Revise and strengthen the current Kindergarten Entrance Inventory [Part of Project E1]					
Financial resources to support Goal (E)(1) #1 activities: RTT ELC funds: \$762,361 Other funds: See line 14 of Project A					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity E.1.1.1	Draft Kindergarten Early Learning and Development Inventory (KELDI)	Start Date:	1/1/12	KELDI Research Team (contractor & SDE)	Draft KELDI
		End Date:	12/31/12		
		Milestones:	Contractor hired (4/1/12)		
			Panels meet (11/1/12) KELDI drafted (12/31/12)		
Activity E.1.1.2	Pilot test and study KELDI	Start Date:	1/1/13	KELDI Research Team [SDE recruits schools and trains teachers]	Revised KELDI Initial report on validity, reliability appropriateness
		End Date:	8/1/14		
		Milestones:	Pilot Test #1 (6/30/13)		
			Pilot Test #2 (11/1/13) Pilot Test #3 (6/30/14)		
Activity E.1.1.3	Implement new KELDI statewide	Start Date:	7/1/14	Research Team (final assessment)	Final KELDI
		End Date:	11/1/14		
		Milestones:	Final KELDI (8/1/14)	SDE (KELDI administration)	Accurate data on children’s learning and development at K entry
			KELDI administered (11/1/14)		
Activity E.1.1.4	Complete validity studies and final report	Start Date:	1/1/15	KELDI Research Team	Final Report on validity, reliability appropriateness
		End Date:	12/31/15		
		Milestones:	Report completed (12/31/15)		
Activity E.1.1.5	Enhance the functionality of the existing data collection application	Start Date:	1/1/13	KELDI Research Team	Revised data collection application
		End Date:	1/1/14		
		Milestones:	Revise application (6/1/13)		
			Pilot test application (8/1/14)		
Goal (E)(1) #2 – Use KELDI data to inform instruction and engage families [Part of Project E1]					
Financial resources to support Goal (E)(1) #2 activities: RTT ELC funds: \$381,181 Other funds: \$0					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity E.1.2.1	Develop resources to help inform instruction	Start Date:	1/1/14	SDE	KELDI Resource Guide
		End Date:	6/30/14		
		Milestones:	Resource Guide drafted (3/1/14)		
Activity E.1.2.2	Deliver professional development	Start Date:	9/1/14	State/Regional Intermediary (e.g., SERC,	Kindergarten teachers using KELDI data to
		End Date:	12/31/15		

		Milestones:	6+ regional sessions for teachers (12/31/14)	RESCs)	address holistic child development and in parent-teacher conferences
Goal (E)(1) #3 – Use kindergarten entry assessment data to promote school readiness for high-need children [Part of Project E1]					
Financial resources to support Goal (E)(1) #3 activities: RTT ELC funds: \$127,060 Other funds: \$0					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity E.1.3.1	Analyze KEI & KELDI data to assess progress and identify challenges	Start Date:	1/1/12	SDE	School Readiness Data Briefs
		End Date:	12/31/15		
		Milestones:	2+ data analysis briefs completed each year		
Activity E.1.3.2	Help communities use data to improve school readiness	Start Date:	1/1/14	SDE	Improved use of resources at the local level
		End Date:	12/31/15		
		Milestones:	Action planning sessions with 5+ communities each year		
Activity E.1.3.3	Help state agencies use data to improve the early childhood system	Start Date:	1/1/13	SDE	Improved coordination of programs / resources at state level
		End Date:	12/31/15		
		Milestones:	Annual cross-agency review and planning sessions		

(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
- (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.

**Figure (E)(2).1: Logic Model for Narrative Section (E)(2) –
Build and Enhance Early Learning Data System to Improve Instruction, Practices, Services, and Policies**

Situation Analysis	Goals	Activities	Deliverables / Outcomes
<ul style="list-style-type: none"> • Connecticut is data-rich with systems in place to collect and disseminate early childhood data • Connecticut’s Early Childhood Cabinet DSTW works to overcome obstacles to shared data • SDE received two State Longitudinal Data System grants for K-12 data and for linking K-12 data to post secondary data • National Center for Education Statistics provides technical assistance to evaluate options for a data systems infrastructure • Many systems assign identifiers and some are linked, however: <ul style="list-style-type: none"> ○ Inconsistent identifier assignments exist ○ Birth certificate numbers issued are not linked to other databases ○ Multiple agencies issue identifiers for ECE programs and staff ○ Local early childhood councils have difficulty obtaining EC data from various state agencies specific to their community 	<ol style="list-style-type: none"> 1. All children (birth to 5), ECE programs, and ECE staff have a unique identification number that links across all state data systems 	<ol style="list-style-type: none"> 1. Establish Data Systems Technical Workgroup (DSTW) to oversee design and implementation of data system reform 2. Assign linked identifiers to all children with a focused intent to include all high-need children, and all programs and staff 3. State agencies modify existing early childhood databases to include identifiers 4. SDE requires school districts and publicly funded EC programs to data enter birth certificate number at first point of enrollment 	<ul style="list-style-type: none"> • Uniform data collection • All children under 5 have a unique identifier • Data are linked across systems, allowing policymakers to analyze the effectiveness of educational interventions and programs. • Improved use of data by program staff and leadership for policy decisions and to tailor ECE offerings • Improved use of data by communities to understand state of ECE programs • All data practices and procedures comply with Federal, State, and local privacy laws • Early childhood data is readily available and accessible to local early childhood councils and the general public
	<ol style="list-style-type: none"> 2. Establish federated data network solution for data linkage across agencies 	<ol style="list-style-type: none"> 1. Identify desired architecture for interoperability among existing EC databases and the SLDS. 2. DSTW will format data and oversee security 3. DSTW works with IT consultant to develop a federated data network 	
	<ol style="list-style-type: none"> 3. All stakeholders have access to quality, early childhood data to aid data-driven decision-making 	<ol style="list-style-type: none"> 1. Establish data sharing guidelines that comply with FERPA and HIPAA 2. Allow “key users” to query data across agencies 3. Make interactive data available to local early childhood councils using open source 4. Roll out federated data network public portal 	

(E)(2) Narrative – Building or Enhancing an Early Learning Data System**1. Current status**

Beginning in 2008, the Early Childhood Education Cabinet began to analyze the state of Connecticut's early childhood data systems. The Cabinet reviewed the data management systems and reporting protocols of seven state agencies providing services to children and families throughout the state, and concluded that current systems do not allow users to coordinate resources and services for children and/or families that are receiving services from multiple state agencies nor to longitudinally track children's progress. The analysis discovered that while all Participating State Agencies (PSAs) track, compile, and maintain information about children and families, they do not track with enough consistency to provide useful analysis.⁷⁴ Local early childhood councils are clamoring for high-quality data to improve their ability to serve high-need children. Some agencies maintain elaborate data systems to track the comprehensive array of services provided to children and families from entrance to exit, while others collect very specific information for the sole purpose of fulfilling reporting requirements. Additionally, some data systems vary within agencies.⁷⁵ Moreover, data systems and/or data collection may not provide enough detail to allow agencies or programs to link information about specific children or families. The analysis resulted in a report that recommended the establishment of a single, common, unique identifier that can link data on individuals and families receiving multiple services throughout the state.

Since that report, the Early Childhood Cabinet Data Policy Work Group has made significant progress towards operationalizing a unique identifier for children, programs, and staff. The State Department of Education received two State Longitudinal Data System grants, and benefits from free technical assistance services from the National Center for Education

⁷⁴ All agencies and systems within Connecticut assign unique identifiers to children birth to 5 but as Table (A)(1)-13 shows, none are linked across PSAs. The Department of Public Health assigns birth certificate number at birth, but does not then use it across its other databases; The Department of Education assigns a unique "State Assigned Student Identification" (SASID) once the child enters public school or a publicly funded preschool program. The SASID is used across all databases maintained by SDE and the State Longitudinal Data System; Birth to Three – IDEA Part C, through an MOU with SDE, is allowed to register its eligible children in the SASID Registration module earlier than age three. When the school district or publicly funded preschool enrolls the child, they will see that the child already has a SASID and they will then pick up and continue to use that same identifier. Birth to Three maintains a field for each child's SASID in its database.

⁷⁵ For example, SDE utilizes the Connecticut Adult Reporting System (CARS) for their Adult Education population, Public School Information System (PSIS) for the K-12 population, Prekindergarten Information System (PKIS) for the preschool population and the Special Education Data Application and Collection (SEDAC) for the preschool special education population.

Statistics (NCES) to evaluate the options for a data systems interoperability architecture, including the existing interoperability framework. NCES recommendations inform the systems investment plan described below.

2. High Quality Plan

a. Goals

1. All of Connecticut's children birth to 5, ECE programs, and ECE staff have unique identification numbers that can be linked across all state data systems. Unique child, program, and staff identification numbers built from existing birth, educational, licensing and monitoring data systems will lead to seamless and accurate data sharing and quality policy analysis. High-need children in DCF, DSS, Birth to Three, preschool special education and other systems will receive better-coordinated services across agencies, as well as more robust monitoring of progress, results and outcomes.

2. Establish a federated data network solution for data linkage across agencies.

Participating State Agencies share data across a carefully developed system. Data will continue to be housed at individual agencies but will be pushed out to edge servers. A central server will then link to the edge servers to enable data to be queried and reports to be compiled.

Longitudinal data may be stored in the agency servers or in the central server, depending on the final design. Connecticut already has in place the Connecticut Health Information Network (CHIN), a federated system that draws from health-related data systems. This Network will serve as a prototype for the early childhood data system.

3. All stakeholders have access to quality, early childhood data to aid in data-driven decision-making. Key users will gain access (after a rigorous privacy screen) to quality data to inform program analysis and early childhood services and instruction. Quality aggregate early childhood data is readily accessible at a community level to local early childhood councils and other local stakeholders. Connecticut already has in place the Connecticut Education Data and Research (CEDaR) portal, which will serve as a model for stakeholder access to quality, early childhood data.

b. Activities.

1.1 Establish Connecticut Early Childhood Data Systems Technical Workgroup (DSTW) to oversee design and implementation of data system reform. The workgroup will consist of one policy / business expert and one IT development expert from each of the five core Participating

State Agencies (SDE, DPH, DSS, DDS, and DCF) and the Department of Administrative Services. The DSTW will establish a five-stage design process with the ultimate goal of establishing a cross-agency federated data network.

1.2 Through the DSTW, establish unique identifiers for children, participating programs, and staff to be used by all participating state agencies. DSTW members will work during Year 1 to identify necessary changes in internal systems as a first step towards linking across agencies. While some agencies have the ability to internally modify a database to carry a new field, others have multiple or very complex data systems that will require more effort to modify.

1.3 Each agency will modify its existing early childhood databases to include the required identifiers. In particular, SDE will add a field for the birth certificate number as a data element in the State Assigned Student Identification Database (SASID) Registration module, and DPH, DCF, and DSS will ensure that each of its many databases carry the birth certificate number, which will then allow linking of student data with health and social services data.

1.4 SDE will require school districts and publicly funded early childhood programs to data enter a child's birth certificate number at first point of enrollment. The SDE will create public policy to ensure that school districts collect and report a child's birth certificate number as a part of school registration, thereby providing an opportunity for all public school student data to be linked with health and social service data.

2.1 In conjunction with the P-20 Council, identify desired federated data architecture or platform for interoperability among existing early childhood databases and the State Longitudinal Data System (SLDS). The State Department of Education with the P-20 Council is already working with the National Center for Education Statistics to further develop the State's longitudinal data system.⁷⁶ Through this work, the Center has recommended specifically the establishment of a federated data network rather than a centralized data warehouse (See Appendix 4(E)(2)-1 for more details). A federated data network will allow all PSAs to control the distribution of their data by pushing selected data onto separate servers with a common

⁷⁶ The state longitudinal data system will include the following elements: 1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system, 2) Student-level enrollment, demographic, and program participation information, 3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs, 4) Capacity to communicate with higher education data systems, 5) Audit system assessing data quality, validity, and reliability, 6) Yearly State assessment records of individual students, 7) Information on students not tested, by grade and subject, 8) Teacher identifier system with the ability to match teachers to students, 9) Student-level transcript information, including on courses completed and grades earned, and 10) Student-level college readiness test scores.

linked field. The federated data network will include data standards adopted by all PSAs and link closely with the state longitudinal data network. This will ensure the collection of all essential data elements, as well as maximize interoperability between agencies.

2.2 The DSTW will work to format data and oversee security of data. Agencies will conform to standards such as those recommended by the National Information Exchange Model or the Common Data Standards issued by the Council of Chief State School Officers Common Data Standards Consortium Technical Working Group.

2.3 DSTW works with IT consultant to develop a federated data network. The DSTW will select a vendor with whom they will work to design the federated data network according to the process above. The DSTW will oversee the purchase of the hardware and/or software required, using an IT vendor/consultant to work with PSA IT staff for the design phase and selecting a lead agency for ongoing operations. The necessary characteristics of the data network will be determined and a suitable vendor will be identified through an RFP process (see schedule below).

Stage	Description	Completed By
Business Planning	Cabinet Data Policy Work Group will identify the questions to be answered and the data available for sharing. DSTW will identify needed changes for current data systems including naming conventions, data cleaning, standardized reports, privacy considerations, and access.	January 2013
Short-term Data Dissemination	Connecticut Data Collaborative to disseminate agency data using an open-source platform. Agencies will sign MOU indicating their willingness to share data.	March 2012
IT Design	In conjunction with vendor, DSTW will develop architecture for system.	July 2013
Code Development	Vendor will complete coding from DSTW specifications.	January 2014
Quality Assurance and Testing	Agencies will test system, and vendor will respond to change requests.	September 2015
Roll Out Across Agencies	System is rolled out.	March 2015
Roll Out to local EC Councils and general public	System reports available via website.	July 2015

3.1 Establish data sharing guidelines that comply with FERPA and HIPAA. The DSTW will establish security protocols, a user manual, and analytic tools for key users who will have

access to child-specific data. The DSTW will determine access levels for the key users, determining the levels of data that can be accessed by type of stakeholder.

3.2 Allow “key users” to query data across agencies. The federated data network will allow “key users” (i.e., stakeholders who have been screened, and given proper clearance) to query data across agencies. The streamlined interface will provide easily accessible cross-agency queries to inform planning. Additionally, IT members of the DSTW, working in conjunction with the vendor, will design a training module for key stakeholders, and establish a “help desk”.

3.3 The Connecticut Data Collaborative will make interactive data available to local early childhood councils and the general public using open source software. The Connecticut Data Collaborative (CDC) is an open affiliation of individuals and organizations from the public and private sectors whose interest is to identify ways in which elected officials, policy makers, state agencies, advocates, and communities can gain access to and utilize rich and increasingly accurate and powerful data and information sources. The CDC has created an Early Childhood Portal that can: (a) provide access to a wide range of early childhood indicators, and eventually performance measures, along with data visualization tools to analyze and present them; and (b) engage State agencies and other generators of useful data in a process to improve dramatically the availability and quality of data produced by Connecticut’s early childhood service system. As outlined in the MOU, PSAs will share the required de-identified data with the CDC. The CDC will disseminate data to local early childhood councils and the public through an open-source web-based platform with enhanced data analysis and data visualization features. This work will leverage philanthropic investments from the William Caspar Graustein Memorial Fund to provide quality data to local councils.

3.4 Roll out federated data network public portal. After the early childhood federated data network is operable, it will include standard reports accessible to local early childhood councils and the general public modeled on the SDE Connecticut Education Data and Research (CEDaR) system which produces reports both for local school districts (with secure access) and for the general public. The information will be accessed through a state agency website.

c. Timeline. The development of the federated data network will follow the timeline outlined in the table above.

- d. Responsible parties.** The RTT-ELC Project Coordinator in the Early Childhood Office will oversee the DSTW, while the DSTW will be responsible for working with the vendor to develop the federated data network. The EC Cabinet's Data Policy Work Group will be responsible for those items as indicated, under the leadership of the Cabinet and its chairperson.
- e. Financial resources.** The grant will allocate \$3,780,970 to this project.
- f. Supporting evidence.** Not applicable to this section.
- g. Performance measures.** Not applicable to this section.
- h. Plan to address needs of programs.** The federated data network will provide early learning programs with invaluable information regarding their students and outcomes. PSAs and contracted providers will use program-specific data to provide targeted assistance to programs. Data will support program improvement efforts at these early learning programs.
- i. Plan to address needs of Children with High Needs.** As described above, every child under the age of five will receive a unique identifier. A focused intent with ensure that all high-need children are included to allow coordination of services across agencies, and more robust monitoring of progress and outcomes.

3. How High Quality Plan Will Meet Criteria

(E)(2)(a) Has all of the Essential Data Elements.

The federated data network will include essential data elements as outlined in Table A(1)-13, including unique child identifiers, unique Early Childhood Educator identifiers, unique program site identifiers, child and family demographic information, Early Childhood Educator demographic information, data on program structure and quality, and child-level program participation and attendance. These essential data elements will allow for data analysis that informs and guides continuing State efforts to ensure quality and positive outcomes for all children, including high-need children.

(E)(2)(b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs.

The federated data network will automate, streamline, and centralize processes that are currently spread across many systems across the state. Through the linkage of SASID to birth certificate number, the network will pull from multiple PSAs to populate the Essential Data Elements. For remaining data, the network will feature a standardized entry form, with secure access for participating state agencies and programs to input and send data.

(E)(2)(c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions.

The federated data network by design will include standardized forms and templates, resulting from a year of planning by the DSTW. The DSTW will adopt data definitions in line with the National Information Exchange Model or the Common Data Standards, both nationally-recognized models. A small amount of grant funds in Year 1 will allow PSAs to modify their existing databases, ensuring that the standardized data structures, formats, and definitions of the federated data network will conform to their existing databases. These features will allow PSAs to share data seamlessly through the development of standardized reports and inputting mechanisms. Security protocols will ensure proper sharing of data.

(E)(2)(d) Generates information that is timely, relevant, accessible, and easy for programs and early childhood educators to use for continuous improvement and decision making.

Both the federated data network and the CDC will provide actionable data to key stakeholders. The design and implementation process for the network provides feedback loops for users to continuously improve the content and format of reports. Once a key user has registered with the system, data can be accessed in real-time, as agencies will continuously update their databases. The timeliness of real-time data access will provide PSAs, local early childhood councils, and early learning programs with tools for continuous improvement of their programs.

(E)(2)(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

The DSTW will work with the vendor to create policies for ensuring the quality, privacy, and integrity of data contained in the system. This includes design of appropriate internal controls, including setting access levels, review of data requests, review of the accuracy of data, and procedures for disclosure review and auditing. The DSTW will also establish a transparency policy to inform stakeholders and the public about the contents and policies of the network. PSAs in the DSTW will leverage significant experience with FERPA and HIPAA in the design and implementation of the network.

Focused Investment Area (E)(2) – Build or enhance an early learning data system to improve instruction, practices, services, and policies

Goal (E)(2) #1 – All high-need children 0-5, ECE programs, and ECE staff have a unique identification number that links across all state data systems					
Financial resources to support Goal (E)(2) #1 activities: RTT ELC funds: \$378,097 Other funds: \$1,075,000					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity E.2.1.1	Establish Connecticut Early Childhood Data Systems Technical Workgroup (DSTW)	Start Date:	01/01/12	RTT Project Director	DSTW formed and meeting
		End Date:	03/01/12		
		Milestones:	DSTW members identified (01/01/12)		
			DSTW meeting (02/01/12)		
Activity E.2.1.2	Assign linked unique identifiers young children, programs and staff	Start Date:	03/01/12	DSTW IT members (members work with individual agencies)	Linked identifiers
		End Date:	06/01/12		
		Milestones:	ID database needs (03/01/12)		
			Link identifiers (06/01/12)		
Activity E.2.1.3	Modify existing early childhood databases to include the required identifiers	Start Date:	03/01/12	DSTW IT members working in individual agency IT staff	Database compatibility
		End Date:	06/01/12		
		Milestones:	ID needed changes (03/01/12)		
			Databases modified (06/01/12)		
Activity E.2.1.4	Require districts and publicly funded programs to enter birth certificate number at first point of enrollment	Start Date:	03/01/12	DSTW Policy members	Enhanced data collection
		End Date:	09/01/12		
		Milestones:	DSTW discuss changes (03/01/12)		
			Engage LEAs (05/01/12)		
LEAs enact changes (09/01/12)					
Goal (E)(2) #2 – Establish a federated data network solution for data linkage across agencies					
Financial resources to support Goal (E)(2) #2 activities: RTT ELC funds: \$2,646,679 Other funds: \$7,525,000					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity E.2.2.1	Identify desired architecture or platform for interoperability	Start Date:	03/01/12	DSTW IT members	Roadmap for federated data network solution
		End Date:	06/01/12		
		Milestones:	DSTW discusses options (03/01/12)		
			Vendor selected (05/01/12)		
Vendor begins development (07/01/12)					

Activity E.2.2.2	PSAs identify staff to format data and oversee security of data	Start Date:	01/01/13	DSTW IT members	Consistent database infrastructure across PSAs
		End Date:	03/01/13		
		Milestones:	DSTW Id agency staff (01/01/13) Agencies begin data work (03/01/13)		
Activity E.2.2.3	DSTW works with IT consultant to develop a federated data network	Start Date:	01/01/2012	DSTW policy and IT members and vendor	Federated Data Network
		End Date:	07/31/15		
		Milestones:	See federated data network development schedule outlined in narrative		
Goal (E)(2) #3 – All stakeholders have access to quality, early childhood data to aid in data-driven decision-making					
Financial resources to support Goal (E)(2) #3 activities: RTT ELC funds: \$756,194 Other funds: \$2,150,000					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity E.2.3.1	Establish data sharing guidelines that comply with FERPA and HIPAA	Start Date:	05/01/12	DSTW members and IT vendor	Data sharing guidelines to feed into data system
		End Date:	01/01/13		
		Milestones:	Vendor selected (05/01/12)		
			Guidelines developed (08/01/12) Guidelines established (01/01/13)		
Activity E.2.3.2	Allow access to key users, in compliance with privacy guidelines	Start Date:	01/01/13	DSTW members and IT vendor	Individualized reports for key users
		End Date:	03/01/15		
		Milestones:	See federated data network development schedule outlined in narrative		
Activity E.2.3.3	Make aggregate agency data accessible through Connecticut Data Collaborative to local communities	Start Date:	01/01/12	DSTW members and third-party provider	Publicly-available community-level data through third-party provider
		End Date:	03/01/12		
		Milestones:	Provider selected (03/01/12)		
			Data shared (05/01/12) Data disseminated (06/01/12)		
Activity E.2.3.4	Roll out federated data network public portal	Start Date:	01/01/13	DSTW members and IT vendor	Publicly-available community-level data through federated data network.
		End Date:	05/01/15		
		Milestones:	See federated data network development schedule outlined in narrative		

Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Competitive Preference 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 30, 2015--

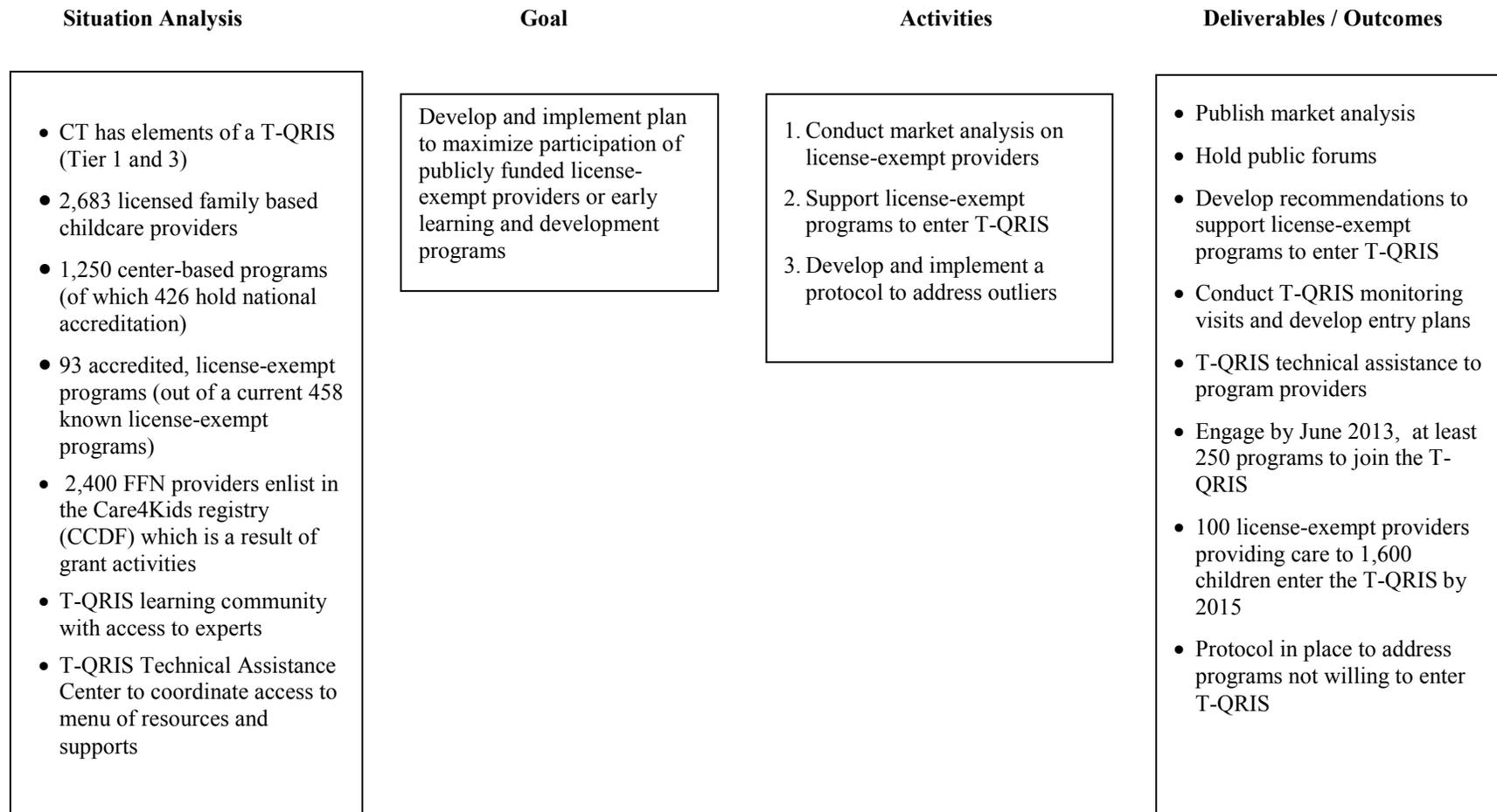
(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, 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.

Figure (P)(2).1: Logic Model for Narrative Section (P)(2) – Competitive Preference Priority – Include All Programs in the T-QRIS



Priority 2 Narrative – Including All Programs in the T-QRIS

1. Current status

Connecticut has in place several core T-QRIS elements (e.g., tiered standards; financial incentives; monitoring and technical assistance). As currently configured, these elements do not result in a universal system to increase quality of early childhood education across all early learning programs and make known the indicators of quality to families. Connecticut completed work on a T-QRIS plan in 2008, with a Guiding Committee consisting of more than 25 representatives from state and private agencies, as well as child care providers. This plan recommended a 5-Tier system, with licensed programs at Tier 1 and nationally accredited providers at Tier 5, three additional tiers in between (see Appendix 4(B)(1)-1). The T-QRIS work under RTT-ELC will build on this earlier effort, and will result in a three-tiered system, with licensed programs at Tier 1 and nationally accredited programs at Tier 3. Much of the work that remains will focus on building out Tier 2, creating clear pathways and supports for providers to move up the Tiers, enlisting providers in the T-QRIS, and validating the T-QRIS.

Initially, we will focus T-QRIS activities on qualifying and migrating: (a) 2,683 licensed family based childcare providers; (b) 1,250 center-based programs (of which 426 hold national accreditation); and (c) 93 accredited, license-exempt programs (out of a current 458 known license-exempt programs). Additionally, 2,400 FFN providers are enlisted in the Care4Kids registry (CCDF) which, as a result of grant activities (Section (D)(1)), will be linked to a workforce registry.

2. High Quality Plan

a. Goals

1. Develop and implement a plan to maximize participation of publicly funded license-exempt providers or early learning and development programs, with a target of at least 100 programs, serving an estimated 1,600 children, entering the T-QRIS by June 30, 2015.

b. Activities

1.1. Conduct market analysis on license-exempt providers. 458 known license-exempt providers exist in Connecticut. Of these, 93 hold national accreditation, and many operate out of public school districts. The types of organizations and settings which are license-exempt vary—they include, among others, drop-in supplementary child care operations; religious education activities where families are members of the religious institution; programs in public schools and

accredited private schools; and programs that offer exclusively sports activities or academic tutoring programs. These programs receive license exemptions for a variety of reasons (e.g., meet licensing code regulations through other processes). License-exempt programs may or may not operate high-quality programs.

The T-QRIS process will encourage all license-exempt programs to learn more about the system. The licensed-exempt program providers will complete a market study that allows the Early Childhood Education Cabinet T-QRIS Work Group to understand the: (a) perceived and material barriers for participating in the T-QRIS; (b) magnitude of the issues (e.g., facility-related, regulatory, staff-related); and (c) potential resources necessary to remedy the issues and facilitate participation in the T-QRIS. The T-QRIS Work Group will hold additional public forums to promote open dialogue on this important topic. The T-QRIS Work Group will, with assistance from the Planning Director, make recommendations to adjust state regulations, program policies, and/or resources to support entry into the T-QRIS for license-exempt programs without compromising the integrity of the existing Tiered System.⁷⁷

Throughout this process, the T-QRIS Coordinator will engage members of the T-QRIS multi-state Learning Community for expert opinions and/or best practices.

1.2. Support license-exempt programs to enter the T-QRIS. License-exempt providers motivated to enter the T-QRIS will complete a program profile, and will receive a visit from a T-QRIS monitor. This visit will allow the program provider and the T-QRIS monitor to understand the program status (e.g., entry into a particular level; need to remediate a program or staffing concern; facility limitation). The T-QRIS monitor will share the results with the program provider. The T-QRIS monitor will work with the program provider to develop a plan to enter the T-QRIS at the desired level, and to coordinate technical assistance and program supports through the statewide T-QRIS Technical Assistance Center. In the case of monitoring issues (e.g., a major facility issue), the T-QRIS Coordinator will become more involved in the process. Each T-QRIS monitor will maintain a caseload of license-exempt programs in his/her portfolio.

1.3 Develop and implement a protocol to address outliers. The T-QRIS Coordinator will compile information on known license-exempt programs to understand the characteristics and factors facilitating or impeding participation in the T-QRIS by license-exempt operators as well

⁷⁷ The process will involve courageous conversations. As the T-QRIS becomes operational, tension will emerge over availability of public funds for some programs when other programs participating in the T-QRIS may not receive this funding.

as any other relevant themes (e.g., geographic patterns). Similarly, the T-QRIS Coordinator will analyze information from license-exempt programs that choose not to participate. This information will be shared with the T-QRIS Work Group, who will develop recommendations to address the issues (i.e., those license-exempt programs choosing not to participate and receiving public funding).

c. Timeline. The design process for the market study will begin immediately. See the work plan table at the end of the section for additional details.

d. Responsible parties. The Early Childhood Education Cabinet T-QRIS Work Group, the T-QRIS Coordinator, and T-QRIS monitors will play integral roles in this process.

e. Financial resources. The project will use staff positions and resources related to the T-QRIS implementation.

f. Supporting evidence. Our current data set shows 458 known, license-exempt providers. Of these, 93 hold accreditation (a rigorous process) and choose not to complete the licensing process.

g. Performance measures. At least 250 programs declare an interest to enter the T-QRIS by June 2013. Some 100 programs, serving 1,600 children, enter the T-QRIS by 2015.

h. Plan to address needs of programs. The license-exempt program providers who declare interest in entering the T-QRIS will receive a T-QRIS monitoring visit and feedback, develop an action plan, and receive capacity-building and other program supports through the statewide T-QRIS Technical Assistance (TA) Center.

i. Plan to address needs of Children with High Needs. Encouraging license-exempt providers to participate in the T-QRIS will increase the number of publicly funded high quality early learning and development programs, and will increase the number of high-need children served by those programs. The process will encourage program providers to serve children with special needs and take advantage of additional resources (e.g., IDEA) available to support their participation in T-QRIS.

3. How High Quality Plan Will Meet Criteria

(P)(2)(a) A licensing and inspection system that covers all programs not otherwise regulated by the State and that care for two or more unrelated children for a fee in a provider setting.

Publicly funded early learning and development program providers who operate under a license-exempt status will be encouraged to participate in the T-QRIS, incentivized in part by the additional public funds available for those programs participating in the T-QRIS.

(P)(2)(b) A Tiered QRIS in which all licensed or State-regulated programs participate.

Tier 1 of our T-QRIS requires State licensing. The T-QRIS will support a process dedicated to advancing license-exempt providers who express interest in entering the T-QRIS. Program providers will access technical assistance and capacity building resources through the T-QRIS TA Center.

Competitive Preference Priority 2 – Include All Programs in the Tiered QRIS

Goal (P)(2) #1 – Develop and implement a plan to maximize participation of publicly funded licensed-exempt providers or early learning and development programs [Part of Project B]					
Financial resources to support Goal (P)(2) #1 activities: RTT ELC funds: \$0 Other funds: \$0					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity P.2.1.1	Conduct market analysis on license-exempt providers.	Start Date:	06/30/12	T-QRIS Work Group T-QRIS Coordinator	Market Study Recommendations
		End Date:	06/30/13		
		Milestones:	Market analysis (12/31/12)		
			Public forums (03/30/13) Recommendations (06/30/13)		
Activity P.2.1.2	Support license-exempt programs to enter T-QRIS.	Start Date:	06/30/12	T-QRIS Coordinator T-QRIS Monitors	250 licensed exempt confirm intention to participate / make plans and receive TA
		End Date:	06/30/15		
		Milestones:	Monitoring visits & plans (06/30/12)		
			Special case plans (as needed)		
Activity P.2.1.3	Develop and implement a protocol to address outliers.	Start Date:	03/30/15	T-QRIS Work Group T-QRIS Coordinator	Outlier analysis report and recommendations Final protocol
		End Date:	06/30/15		
		Milestones:	Outlier analysis (06/30/2014)		
			Recommendations (12/31/2014) Final protocol (06/30/2015)		

Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application--

(a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or

(b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.

Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 either in Table (A)(1)-12 or by writing to selection criterion (E)(1).

Under option (a) below, an applicant does not earn competitive preference points if the reviewers determine that the State has not implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1); under option (b) below, an applicant does not earn competitive preference points if the State earns a score of less than 70 percent of the maximum points available for selection criterion (E)(1).

Specify which option the State is taking:

- (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
- (b) Applicant has written to selection criterion (E)(1).

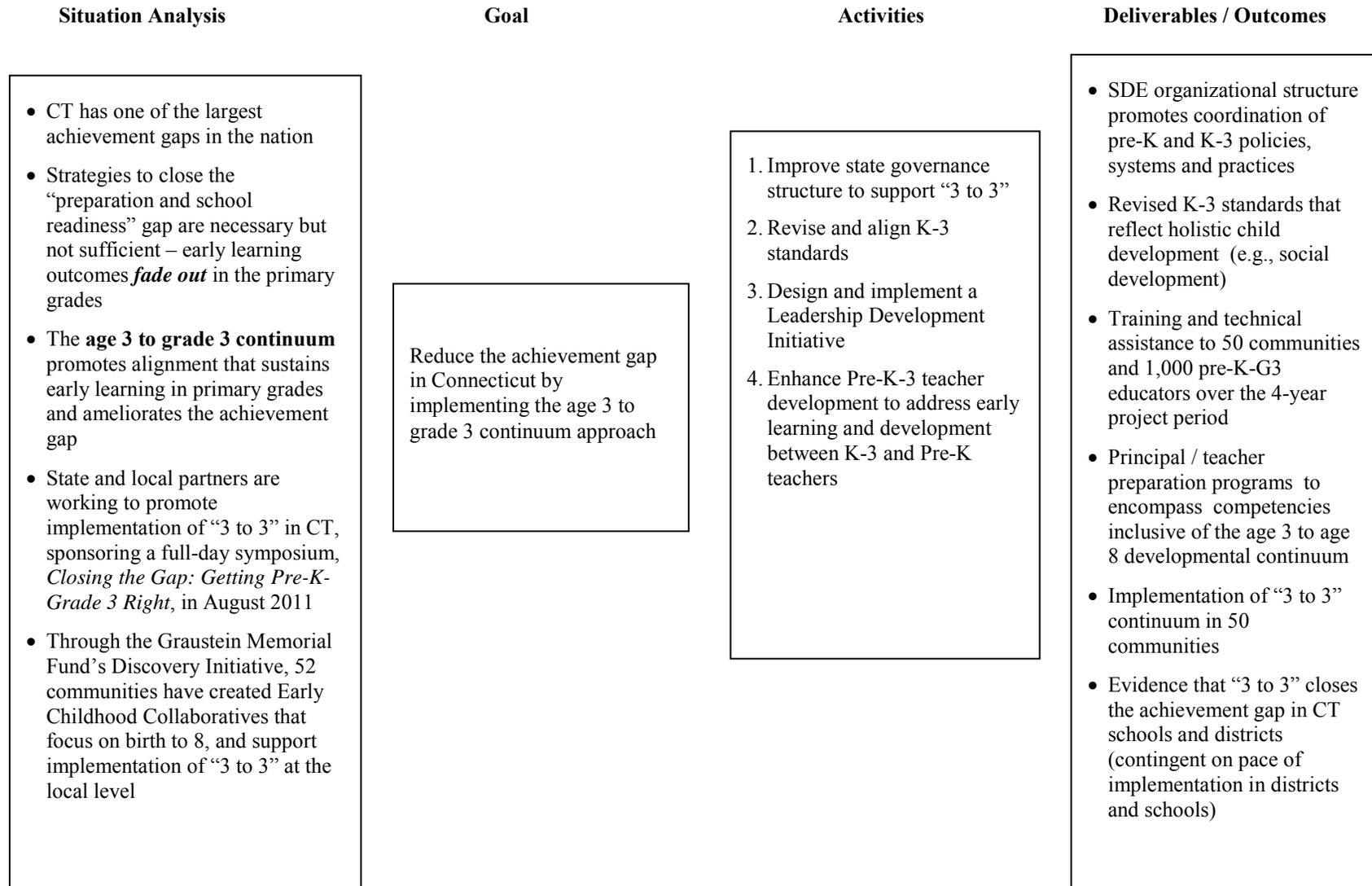
Note about Invitational Priorities: Invitational priorities signal areas the Departments are particularly interested in; however addressing these priorities will not earn applicants any additional points.

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

- (a) Enhancing the State's current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;
- (b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;
- (c) Promoting health and family engagement, including in the early grades;
- (d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and
- (e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

Figure (P)(4).1: Logic Model for Narrative Section (P)(4) – Invitational Priority – Sustain Program Effects in the Early Elementary Grades



(IP)(4) Narrative – Sustaining Program Effects in Early Elementary Grades

1. Current Situation

This invitational priority serves to highlight a critical approach to sustain the positive effects of high-quality early learning. The “age 3 to grade 3” (**3 to 3**) continuum led by the Foundation for Child Development focuses on developing and sustaining aligned pre-K to grade 3 programs that build on four foundations of learning success: (a) instructional quality and effectiveness; (b) language, literacy and early math; (c) social-emotional behaviors and climate; and (d) family engagement.

Over the past two years, a group of educators, funders and administrators has been meeting to promote the **implementation of the 3 to 3 continuum in Connecticut**. Key partners include the William Caspar Graustein Memorial Fund, State Department of Education (SDE), the Connecticut Association of Schools (CAS), the Connecticut Association of Public School Superintendents (CAPSS), the Connecticut Association of Boards of Education (CABE), the New Britain Discovery Collaborative, West Hartford and Stafford Public School Districts, EASTCONN (a Regional Educational Service Center), and the Early Childhood Education Cabinet. On August 18, 2011, the partners sponsored *Closing the Achievement Gap: Getting Pre-K-Grade 3 Right*, a full-day symposium for educators, administrators, board of education members and legislators that featured speakers from the Harvard Graduate School of Education, Montgomery County Schools in Maryland and the president of the Foundation for Child Development, and a panel of local educators (principal, board of education member, community child care provider and superintendent). Our High Quality Plan capitalizes on the interest and momentum generated by the Symposium.

2. High Quality Plan

a. Goal

1. Reduce the achievement gap in Connecticut and ensure all children are achieving state reading and math standards in grade 3 by implementing the age 3 to grade 3 continuum approach. This aligned 3 to 3 system is critical in fighting the *fade-out effect*: research showing that most of the cognitive gains associated with preschool attendance dissipate over the first few years of elementary schools.⁷⁸ Our approach aligns with three recommendations from the

⁷⁸ Kaurez, K. C. (2006). *Ladders of Learning: Fighting Fade-Out by Advancing PK-3 Alignment*. New America Foundation Early Learning Initiative, Issue Brief #2.

National Association of Elementary School Principals (NAESP) Foundation Task Force on Early Learning: (a) coordinate and streamline state governance; (b) create a continuum of age-appropriate standards that include a focus on social-emotional, physical and creative development in Grades K-3; and (c) develop and support teacher and administrator preparation and professional development in the full continuum of early childhood education.

b. Activities

1.1 Improve state governance structure to support 3 to 3. At the state level, Connecticut will address this challenge as the State Board of Education develops its new Five-Year Comprehensive Plan. The Comprehensive Plan will identify and recommend organizational structures within SDE to promote “3 to 3” and coordinate Pre-K and K-3 at the state level. We will build the capacity of state-level and regional trainers and technical assistance providers: SDE, the State Education Resource Center and Regional Educational Service Center (RESC) consultants who provide training and technical assistance directly to districts and schools. Professional development opportunities will allow preschool providers and K-3 elementary school teachers to have conversations about individual children’s growth and development, and discuss strategies to improve learning environments and developmentally appropriate instructional practices

1.2 Revise and align K-3 standards to address all aspects of child development in vertical alignment with revised state Early Learning and Development Standards. The revision of state Early Learning and Development (ELD) Standards for ages birth to 5 (see Section (C)(1)) provides the impetus to revise Kindergarten to Grade 3 standards. In concert with the development of revised ELD Learning Standards, we will align **domains that are not currently addressed** in K-3 with ELD Standards. For example, our new ELD Standards address approaches to learning, logical reasoning, and social and emotional development; we will create similar expectations for skills and competencies across the K-3 grades. This will create a continuum of skills, knowledge and dispositions that all children need to be successful in school and in future careers, and constitutes a major change for K-3, which has historically focused on academic standards. The plan for revising the Kindergarten Entry Inventory (see Section (E)(1)) – which will encompass the essential domains of school readiness – offers a blueprint for developing assessments in Grades 1-3.

1.3 Design and implement a Leadership Development Initiative to advance implementation of 3 to 3 in communities, districts and schools. SDE, in partnership with CAS, CAPSS and CABE, will provide ongoing training for school leaders to ensure effective implementation and monitoring across the age 3 to grade 3 continuum. We will host workshops and conferences, facilitate 3 to 3 regional meetings and book groups, and provide a venue for communication to elementary school principals. Additionally, the partners together will assist with professional development and training to facilitate needed collaboration between elementary schools and early childhood providers. The longer-term goal is to work with the Board of Regents to include administrative competencies tied to leadership to support increasing achievement during the primary grades

1.4 Enhance Pre-K-3 teacher development to address early learning and development and build a “common language” between K-3 and Pre-K teachers. Kindergarten through grade 3 teachers must have a deep understanding and knowledge base of early learning and development. K-3 instructors need the skills and capacity to ensure that planning and instructional practices address the horizontal, vertical and temporal alignment of age 3 to grade 3 programs. Connecticut will expand on current teacher trainings to help both primary grade and Pre-K teachers understand and utilize evidence-based practices. In 2010, SDE delivered training for literacy coaches in all of Connecticut’s high-need (Priority) school districts on early childhood standards and how they can inform practice (inclusive of transition) from Pre-K to kindergarten.

A second challenge is to build bridges between K-3 and Pre-K teachers – in areas as basic as developing a shared understanding of key terms (e.g., child development, assessment, standards, data, teaching strategies). In conjunction with implementation of the revised Early Learning and Development Standards and the new Kindergarten assessment, joint training and technical assistance will be conducted for Pre-K and primary grade teachers on the Early Learning and Development Standards and how they connect with K-3 standards (see Sections (C)(1) and (E)(1) for detailed goals and activities). Again, these opportunities will allow preschool providers and K-3 elementary school teachers to have conversations about individual children’s growth and development, and discuss strategies to improve learning environments and developmentally appropriate instructional practices.

c. Timeline. The developmental work will be conducted in 2012 (standards, governance structure, trainings and professional development), and focus on implementation of training and structural changes in 2013 and 2014.

d. Responsible parties. SDE will lead this effort, with support from partners described above.

e. Financial resources. As Part of Project C1, RTT-ELC funds will support an SDE education consultant to deliver technical assistance and training, and coordinate implementation, with in-kind state and partner support for additional staff time. Connecticut’s partners are also seeking funding to implement the 3 to 3 continuum. For example, EASTCONN submitted a federal Investing in Innovation grant application to deliver evidence-based professional development approaches to child care providers, pre-school and elementary school educators and families in collaborating school districts to align learning expectations, standards, appropriate assessments and transition practices for pre-K to grade 3.

“What can happen when a school district integrates high-quality early learning across the system as part of a comprehensive pre-k-12 reform plan? Almost 90 percent of kindergarteners enter first grade with essential early literacy skills, nearly 88 percent of third graders read proficiently, achievement gaps between different racial and ethnic groups across all grade levels decline by double digits, about 90 percent of 12th graders graduate from high school and about 77 percent of graduating seniors enroll in college.”

Lessons in Early Learning: Building an Integrated Pre-K-12 System in Montgomery County Public Schools. FCD Education Reform Series, 2010

f. Supporting evidence. The 3 to 3 continuum is evidence-based – drawing on years of research demonstrating its effectiveness particularly in addressing the achievement gap. References are cited in footnotes throughout this section (which include extensive reviews of the research base). The experience in the Montgomery County Schools is illustrative of the potential impacts of 3 to 3 (see sidebar on previous page).

g. Performance measures. Not applicable to this section.

h. Plan to address needs of programs. Our professional development efforts (see Activity 1.4) will include pre-K teachers as well as K-3 teachers.

i. Plan to address needs of Children with High Needs. The 3 to 3 continuum is critical in closing the achievement gap, as the “fadeout effect” is most prominent among high-need

children. Research demonstrates that quality pre-school and full-day kindergarten can close the achievement gap, but by themselves won't have lasting effects.⁷⁹

3. How High Quality Plan Will Meet Criteria

(P)(4)(a) Enhances the State's current standards for kindergarten through grade 3 to align them with standards across all Essential Domains of School Readiness.

As described in Activity 1.1, SDE with its partners will enhance the state's K-3 standards to encompass all essential domains of school readiness and vertically align with our new Early Learning Standards.

(P)(4)(b) Ensures that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools.

While publicly-funded early learning programs are required to offer transitions services (e.g., School Readiness and Head Start program requirements), the 3 to 3 continuum addresses transition planning in the context of overall vertical, horizontal and temporal alignment. It offers a **comprehensive approach** to ensure a smooth transition from preschool to kindergarten and beyond.

As noted in Section (E)(1), SDE with its partners will also utilize kindergarten entry assessment data to inform instruction and build better local communication loops between early learning programs and elementary schools. Through structured dialogue between Pre-K and kindergarten teachers, the State will promote the use of data to inform program improvement in early learning programs as well as targeted instructional improvements in kindergarten classrooms.

(P)(4)(c) Promotes health and family engagement, including in the early grades.

As described in Section A and Invitational Priority 5, SDE will work with local councils to identify and address key challenges, and build on local strengths and resources (e.g., Family Resource Centers, school-family-community partnerships, family literacy programs, school-based health clinics, community health centers, libraries, community centers, family leadership programs, faith-based programs). By focusing on holistic child development in multiple settings, the continuum explicitly promotes health and family engagement from age 3 to grade 3.

(P)(4)(d) Increases the percentage of children able to read and do mathematics at grade level by the end of the third grade.

⁷⁹ Kauerz (2006).

There is ample evidence that this approach will increase the percentage of children achieving state reading and math standards in third grade, particularly for high-need children. The 3 to 3 continuum builds on research in the Chicago Public Schools that focuses on the importance of addressing multiple “essential supports” (leadership, family-community ties, professional capacity, student-centered learning, instructional guidance) in order to achieve success in high-need schools.⁸⁰ The Chicago study found substantially higher student academic achievement in schools implementing all five essential supports. Researchers also found that Chicago schools implementing extended interventions (pre-K-3) had higher achievement scores (grade 3), lower retention (age 15) and lower special education rates (age 18) than schools implementing pre-K interventions.⁸¹

(P)(4)(e) Leverages existing resources.

The strategies build on and will extend existing training and efforts to promote the 3 to 3 continuum in Connecticut. Key partners have been volunteering their time to develop the approach and implement initial activities including the Symposium. Connecticut received financial support from both the William Caspar Graustein Memorial Fund and the Early Childhood Education Cabinet to deliver the Symposium.

The 3 to 3 approach aligns perfectly with the Memorial Fund’s **Discovery Initiative** that supports community-based early childhood councils. Discovery communities “seek to improve the lives of children from birth to age 8. Collaboration is so critical to the work of Discovery because children need many different kinds of support to thrive in their early years and do well in early grades in school. No one family, organization or institution can cover all of these bases alone; no one of them alone has the legal or political power to put all the pieces in place.”⁸² With the Memorial Fund’s support, local councils are developing and implementing comprehensive birth to 8 plans based on the unique needs of individual communities. By working in partnership with the Memorial Fund, Connecticut can ensure that these communities benefit from the best research and practices in sustaining early learning gains in the early elementary grades and beyond.

⁸⁰ Bryk, A.S, Sebring, P.B., Allensworth, E., Luppescu, S., & Easton, J.Q. (2010). *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: The University of Chicago Press.

⁸¹ See Reynolds, A.J. & Temple, J.A (1998). Extended early childhood intervention and school achievement. *Child Development*, 69, 231-246. Reynolds, A.J., Temple, J.A., White, B.A., Ou, S.R. & Robertson, D.L. (2011). Age 26 cost-benefit analysis of the Child-Parent Center Early Education program. *Child Development* 82(1), 379-404.

⁸² William Caspar Graustein Memorial Fund description of the Discovery Initiative from its website. Accessed 10/10/11.

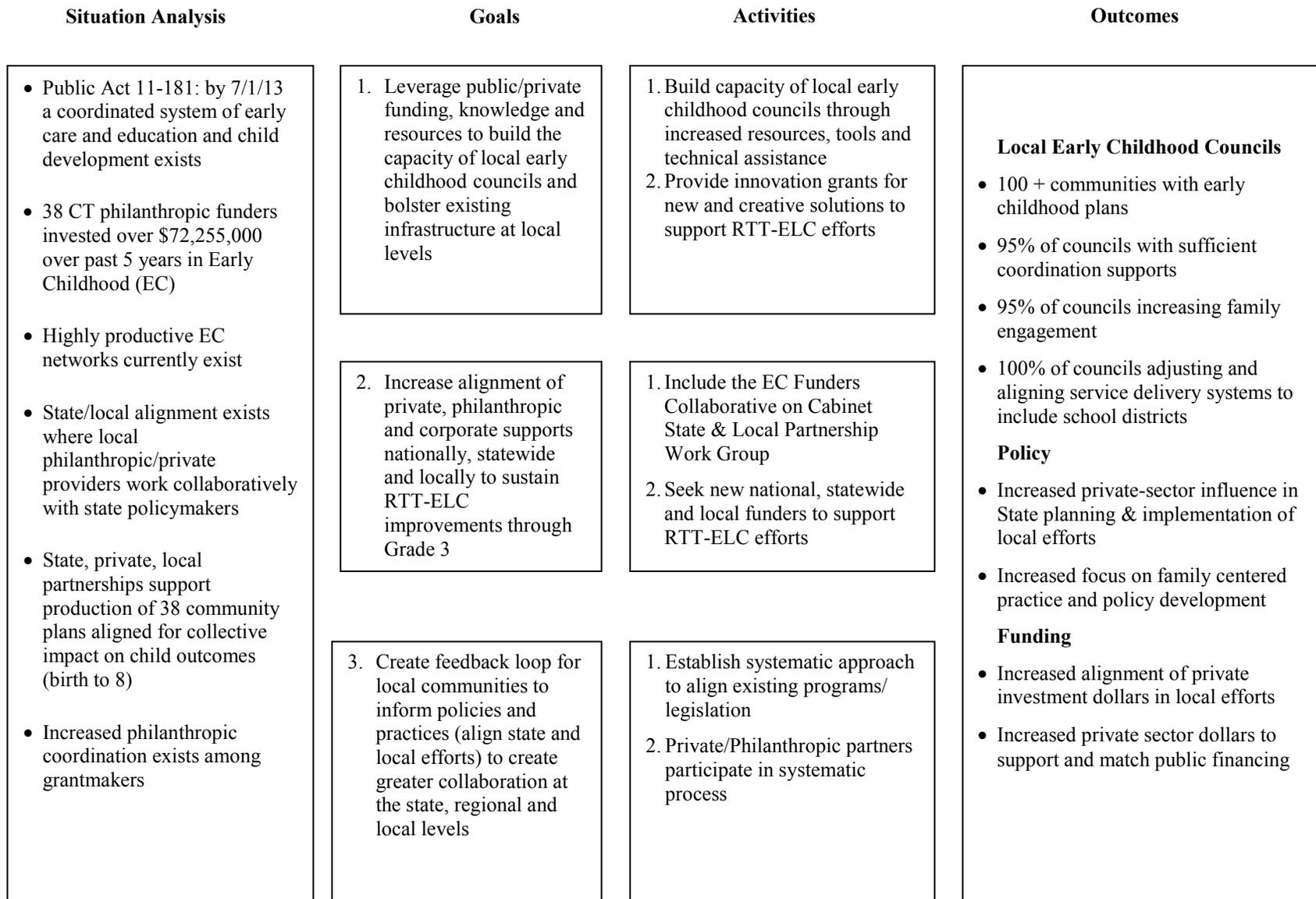
Invitational Priority 4 – Sustain Program Effects in the Early Elementary Grades

Goal (P)(4) #1 – Reduce the achievement gap in Connecticut by implementing the age 3 to grade 3 continuum approach. (Part of Project C1)					
Financial resources to support Goal (P)(4) #1 activities: See Project C1					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity P.4.1.1	Improve state governance structure to support “3 to 3”	Start Date:	12/31/11	SDE State Board of Education (Comprehensive Plan)	SDE organizational structure promotes coordination of pre-K and K-3
		End Date:	12/31/12		
		Milestones:	Governance structure recommendations (12/31/12)		
Activity P.4.1.2	Revise and align K-3 standards	Start Date:	12/31/11	SDE	Revised K-3 standards that reflect holistic child development
		End Date:	09/01/13		
		Milestones:	Draft standards (09/01/12)		
Activity P.4.1.3	Design and implement a Leadership Development Initiative	Start Date:	12/31/11	SDE with CAS, CAPSS & CABE	Implementation of “3 to 3” continuum in 50 communities
		End Date:	12/31/15		
		Milestones:	Training developed (12/31/12) Training piloted (06/30/13)		
Activity P.4.1.4	Enhance Pre-K-3 teacher development	Start Date:	09/01/12	SDE	Training / professional development for 1,000 pre-K-3 teachers
		End Date:	12/31/15		
		Milestones:	Trainings developed (12/31/12) Trainings piloted (06/30/13)		

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

Figure (IP)(5).1: Logic Model for Narrative Section (IP)(5) – Encouraging Private Sector Support



(IP)(5) Narrative – Encouraging Private-Sector Support

1. Current status

Private funders in Connecticut have a long history of investment, innovation, and collaboration related to local early childhood planning, capacity building, and systems change implementation. A 2011 Connecticut Council for Philanthropy survey found that 38 private and philanthropic funders in Connecticut invested **\$72 million** in early childhood efforts from 2007 to 2011. RTT-ELC investments in local early childhood councils (see Narrative Section (A)(3)) will reinforce longstanding private-sector support for communities, and the State Early Childhood Office will increase the alignment of State and private partners, and create a formal mechanism for communities to inform early childhood policies and practices. A committed group of private funders will reinforce RTT-ELC local community infrastructure investments by strengthening existing private sector networks to increase private investment in early childhood. Connecticut's private sector stands behind a bottom up approach that provides local communities with the resources and tools needed to engage families that align with a strong policy agenda to impact systems change statewide.

The Connecticut Early Childhood Funders Collaborative (hosted by the Connecticut Council for Philanthropy) was created in 2011 in partnership with the State to provide funding and support for the implementation of Public Act 11-181.⁸³ The Funders Collaborative consists of 14 private and philanthropic early childhood funders that have made financial and staffing commitments to advance this goal.⁸⁴ The Council also convenes the Early Childhood Education (ECE) Affinity Group (comprised of 27 independent, family and community foundations, corporate giving programs and foundations and United Ways), which meets regularly to share best practices, and the Connecticut Network of Community Foundations (comprised of 11 community foundations covering the entire state), which has selected early childhood education as its joint policy and funding issue. The interests and priorities of each of these private funder networks aligns with RTT-ELC proposals related to increased access to high quality early education, child development programs, and enhanced partnership among public and private stakeholders, among others.

⁸³ State of Connecticut Substitute Senate Bill No. 1103. Public Act 11-181.

⁸⁴ See the Connecticut Council of Philanthropy Letter of Intent in Appendix 3.

Examples of model private philanthropic initiatives that invest in local efforts to improve early childhood outcomes include:

- The Hartford Foundation for Public Giving (HFPG) 25-year, \$35 million commitment to the Brighter Futures Initiative.⁸⁵
- The William Caspar Graustein Memorial Fund (Memorial Fund) Discovery Initiative that has invested over \$35 million over ten years to support local early childhood planning, infrastructure development, advocacy and technical assistance to 52 Connecticut communities. Nearly 90% of Connecticut's children in poverty reside in Discovery communities.⁸⁶ In 2011, Discovery communities contributed over \$650,000 in new and redeployed local match.
- Beginning in 2007, the Early Childhood Cabinet partnered with the Memorial Fund to build infrastructure for local capacity building through development of local community plans, beginning parameters for a public/private investment. These community plans align with and reinforce the Cabinet's goals. The intent of the public/private investment was to support communities in the development of a blueprint for a seamless, accessible system of services responsive to diverse family and community needs.⁸⁷
- In 2010, the Memorial Fund established *Right From the Start*, a broad-based statewide network of systems builders to stimulate and bring community voice to state planning processes to improve the quality of existing statewide efforts such as School Readiness. Eleven local United Ways and three community foundations sponsor Discovery in 17 communities.
- The Children's Fund of Connecticut (CFC), a public charitable foundation, supports research, evaluation, policy and systems development at the state and local level, with a focus on child health and mental health.⁸⁸
- The Child Health and Development Institute of Connecticut (CHDI) supports training for child health providers through its Educating Practices in the Community (EPIC) program and

⁸⁵ Brighter Futures was designed to help Hartford families improve their children's school readiness and their success in the early grades.

⁸⁶ Families and Communities Raise Our Children: The Role and Cost of Effective Local Early Childhood Councils. Holt, Wexler and Farnam, LLP. 2009.

⁸⁷ Building Local Capacity Public-Private Partnership: Summary Report of Community Plans. October 2009. Prepared by Laura Downs, Morrison Downs Associates, Inc., Project Manager

⁸⁸ Through its operating entity, the Child Health and Development Institute of Connecticut (CHDI), the Fund works to ensure all children in Connecticut have access to and benefit from a comprehensive, effective, community-based health and mental health care system. CFC has invested heavily in improving the health and safety of early care and education settings, in developing multidisciplinary consultation to these settings, and, in partnership with the Memorial Fund, in assuring that local communities fully integrate health into their comprehensive planning and implementation for school readiness.

policy development related to the support of medical homes for all children.

All philanthropic funders will fulfill commitments identified and work to engage the corporate sector through partnerships with the Connecticut Business and Industry Association (CBIA – see letter of support in Appendix 3) to align efforts and engage the private sector in Connecticut’s framework.

2. High Quality Plan

a. Goals

1. Leverage public/private funding, knowledge and resources to build the capacity of local early childhood councils and bolster existing infrastructure at local levels.
2. Increase the alignment of private, philanthropic and corporate supports nationally, statewide and locally for RTT-ELC’s collective impact to sustain improvements through grade 3.
3. Create a feedback loop for local communities to inform policies and practices (align state and local efforts) to create greater collaboration at the state, regional and local levels.

b. Activities

1.1 Build the capacity of local early childhood councils through increased resources, tools and technical assistance. RTT-ELC funds will systematically expand the efforts of and impact of local early childhood councils. Local early childhood councils are designed to represent all community stakeholders that impact the lives of young children: families, schools, early learning programs (FFN, family based childcare, preschool), healthcare, libraries, town government, family-serving agencies, businesses, and civic and faith groups, among others. As such, these are ideal vehicles for addressing systemic challenges and galvanizing communities to improve outcomes for young children.

A 2009 report, *Families and Communities Raise Our Children: The Role and Cost of Effective Local EC Councils* states that, “financing, governance, and accountability represented the most under-developed element” (p. 7) in local community planning and outlines barriers that RTT-ELC will address.⁸⁹ The principles of the Memorial Fund’s Discovery process⁹⁰ will guide RTT-ELC local infrastructure investments (e.g., see Sections (E)(1) and (E)(2) for details on improved access to data to support local planning and improvement efforts).

⁸⁹ Building Local Capacity Public-Private Partnership: Summary Report for Community Plans. A Collaborative Management Team Report. 2009.

⁹⁰ Discovery, in partnership (at both the state and local levels) with the State Department of Education, Children’s Fund and the Annie E. Casey Foundation, will also invest \$10-12 million (between 2012 to 2014) for infrastructure development, technical assistance, leadership development and advocacy.

RTT-ELC investments in technical assistance and tools (See Section (A)(3)) will leverage existing frameworks for capacity building for local communities. For example, the Memorial Fund has provided \$800,000 annually for technical assistance to 52 Discovery communities for council leadership, mutual and public accountability, community planning and decision-making, parent leadership and pre-K to K transition, among others. These supports are part of a broad and inclusive community decision-making approach that strengthens local capacity to develop, enhance and implement community-wide plans. Through this public-private partnership, the Children's Fund augments this capacity building with assistance in the health arena.⁹¹

1.2 Provide innovation grants for new and creative solutions to support RTT-ELC efforts.

Existing philanthropic partners will seek new partnerships with national and local funders to carry out RTT-ELC efforts, more specifically to support local infrastructure, replicate evidence-based practices, and support innovative opportunities (e.g., strengthening family based childcare programs⁹²). Seventeen Discovery communities have already developed plans that specify innovative solutions and 21 more are in the process. Flexible funding at the local level to pilot and demonstrate the impact of these innovative approaches is important. Community plans hold the potential to create innovative approaches to develop a statewide system that recognizes the importance of family-focused, community-driven decision-making.⁹³

2.1 Include the Funders Collaborative on a new Early Childhood Cabinet State & Local Partnership Work Group to facilitate greater representation and input from the private sector.

The creation of the new State & Local Partnership Work Group (see Section (A)(3)) will directly enhance implementation of the RTT-ELC State Plan by engaging private sector partners to align funding efforts with current philanthropic dollars for public investment to achieve greater impact. The Funders Collaborative represents 14 private and philanthropic funders from across the state that support implementation of Public Act 11-181 and its goals of building an early

⁹¹ These strands of technical assistance are informed by national centers of excellence such as the Center for the Study of Social Policy, the Interaction Institute for Social Change, among others.

⁹² A pilot focused on intensive home visiting for at-risk young children is supported by Connecticut private and community foundations. The Robert Wood Johnson Foundation will provide a \$2 million expansion grant to support the research-based pilot.

⁹³ Brighter Futures has committed annual allocation of up to \$2,000,000 per year over four years to pilot innovative, integrative programs and policies for young children and their families in Hartford. Local investment will be leveraged through cash matches, proving local commitment to public/private investment. Brighter Futures is committed to the annual development of new funding partnerships to leverage current foundation dollars and strengthen the early childhood service system in Hartford.

childhood system in Connecticut. The State & Local Partnership Work Group will provide a vehicle for coordination among these and other funders who participate in RTT-ELC efforts.

2.2 Seek new partnerships from national, statewide and local funders to support RTT-ELC efforts. Funders Collaborative members will engage national and private funders to support RTT-ELC efforts. New partnerships will be formed building upon the success of recent model partnerships.⁹⁴ Significant impact can be achieved by developing similar funding partnerships within the private sector (e.g., CBIA). These new partnerships with both national and local funders will be formed utilizing evidence-based practices (e.g., Child FIRST for addressing behavioral health and development issues and abuse/neglect⁹⁵) in local communities statewide to further increase the impact of RTT-ELC efforts.

3.1 Establish systematic approach to align existing programs/legislation. The State & Local Partnerships Work Group will facilitate a bottom up approach to feedback. The Work Group will convene regular meetings to create space for local early childhood councils to share information and align their feedback to inform legislation. The experiences of Discovery communities from large cities to rural towns demonstrate the need for a mechanism for local-to-state collaboration, relationship management, data collection and accountability to implement family-centered local infrastructure. Increased data and information from local communities bolsters the effectiveness of state-level planning and legislation.

3. 2 Private/Philanthropic partners participate in a systematic process to link the process to schools. The Age 3 to Grade 3 continuum (see Invitational Priority 4) focuses on holistic child development and family engagement and promotes a comprehensive approach for schools and districts. The Age 3 to Grade 3 continuum, led by the Foundation for Child Development, focuses on developing and sustaining aligned pre-K to grade 3 programs. By working closely together, funders help communities build stronger school-community partnerships.

⁹⁴ Examples of new partnerships include the HFPG's partnership with the Kellogg Foundation to expand its Brighter Futures Initiative around civic engagement, aligning state and local policy and strengthening Family Centers. The Early Literacy/Grade Level Reading Campaign in New Britain, supported by a national-state-local funders collaborative, brings together the State Department of Education, RESCs, the Connecticut Association of Schools, philanthropy, early childhood advocates and communities in a public-private partnership (and with families of young children) to increase public school engagement with early childhood programs and enhance early school success for all children.

⁹⁵ The Robert Wood Johnson has granted over \$2 million to CHDI to support and replicate Child FIRST (Child and Family Interagency Resource, Support, and Training), an evidenced based early childhood home visiting intervention, embedded in a system of care, that works to decrease the incidence of serious emotional disturbance, developmental and learning problems, and abuse and neglect among the most vulnerable young children and families. State and local funders have also contributed to this replication, now in 6 communities in CT.

- c. **Timeline.** Refer to the work plan table at the end of this section for the activity timeline.
- d. **Responsible parties.** The Early Childhood Funders Collaborative will support activities related to implementing PA 11-181 with support from other funder networks including the Early Childhood Affinity Group. CBIA and representatives from private businesses in local communities will provide input and/or financial support.
- e. **Financial resources.** \$14 million in RTT-ELC funds will support local early childhood councils. See the work plan table at the end of Section (A)(3) for details on how this funding will support the activities described in Section (A)(3).
- f. **Supporting evidence.** At the community and state levels, RTT-ELC will increase the involvement of Participating State Agencies in early childhood work funded and supported by public/private partnerships, which will give the work greater credibility and encourage the involvement of new partners.⁹⁶

In 2007 under the Early Childhood Education Cabinet a partnership blossomed, and now includes the State Department of Education, the Parent Trust Fund, and the Memorial Fund. The private side of the partnership has offered to match public dollars to support community planning grants and parent leadership development. Both efforts are managed by Collaborative Management Teams with representatives from the private and public funding sectors. This experience with collaborative management provides a strong base for the implementation of the RTT-ELC State Plan.

Discovery community plans hold extraordinary potential for aligning efforts. Discovery communities engage in planning processes that increase engagement and bring in new partners. For example, the Discovery planning process identified high rates of childhood obesity in a community and gave the community the tools to address the issue.

- g. **Performance measures.** Not applicable to this section.
- h. **Plan to address needs of programs.** Support for local early childhood collaboratives quickly reaches programs, and many philanthropic funders provide direct funding to programs.
- i. **Plan to address needs of Children with High Needs.** Efforts will focus on funding supports for high-need children to address health needs, lack of English fluency, developmental

⁹⁶ Building a Public-Private Partnership: Lessons Learned from a Public-Private Partnership to Build the Capacity of Connecticut Communities to Develop Comprehensive Community Plans for Young Children. On Point Consulting. November 2009.

delays, and risk factors associated with poverty. The Discovery Initiative alone serves 52 communities that serve nearly 90% of our high-need children.

Core Area (IP)(5) – Encouraging Private Sector Support

Goal (IP)(5) #1 –Leverage public/private funding, knowledge and resources to build the capacity of local early childhood councils and bolster existing infrastructure at local levels. (Part of Project A)					
Financial resources to support Goal (IP)(5) #1 activities: See Section (A)(3) work plan table					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity IP5.1.1	Build capacity of local early childhood councils	Start Date:	01/01/12	Cabinet State & Local Partnership Work Group, Philanthropic Funders	EC plans; Councils receive sufficient supports
		End Date:	12/31/15		
		Milestones:	Councils identified (06/01/12)		
			Plans developed (06/01/13) Implementation (07/01/13)		
Activity IP5.1.2	Provide innovation grants for new and creative solutions to support RTT-ELC efforts	Start Date:	06/01/12	Philanthropic Funders; Early Learning Councils	Additional funds secured from private sector; alignment of funds with local efforts
		End Date:	12/31/15		
		Milestones:	Funds identified (12/31/12)		
			Funds secured (04/01/13)		
Goal (IP)(5) #2 – Increase alignment of private, philanthropic and corporate supports nationally, statewide and locally to sustain RTT-ELC improvements through Grade 3. (Part of Project A)					
Financial resources to support Goal (IP)(5) #2 activities: See Section (A)(3) work plan table					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity IP5.2.1	Include the EC Funders Collaborative on Cabinet State & Local Partnership Work Group	Start Date:	06/01/12	Funders Collaborative, Cabinet State & Local Partnership Work Group	Increased private sector influence in state planning and implementation
		End Date:	12/31/15		
		Milestones:	Collaborative participates (06/01/12)		
			Supports ongoing (06/01/13)		
Activity IP5.2.2	Seek new national, statewide and local funders to support RTT-ELC efforts	Start Date:	01/01/12	Philanthropic Funders; Early Learning Councils	New funding partners identified; funds secured
		End Date:	12/31/15		
		Milestones:	Funders identified (06/01/12)		
			Funds secured (01/01/13)		

Goal (IP)(5) #3 – Create feedback loop for local communities to inform policies and practices (align state and local efforts) to create greater collaboration at the state, regional and local levels. (Part of Project A)					
Financial resources to support Goal (IP)(5) #3 activities: See Section (A)(3) work plan table					
Activities		Implementation Timeline		Party(s) Responsible	Deliverables/ Outcomes
Activity IP5.3.1	Establish systematic approach to align existing programs/ legislation	Start Date:	06/01/12	Cabinet State & Local Partnership Work Group; Early Learning Councils	Aligned service delivery; increased policy development
		End Date:	01/01/14		
		Milestones:	Meetings convened (12/31/12)		
			Feedback ongoing (06/15/13)		
Activity IP5.3.2	Private/Philanthropic partners participate in systematic process	Start Date:	06/01/12	Philanthropic Funders; EC Cabinet; Early Learning Councils	Funders engaged in process; family centered practices increased
		End Date:	12/31/15		
		Milestones:	Funders engaged (07/01/12)		
			Feedback ongoing (07/01/13)		

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	1,086,200	1,564,318	1,772,600	1,852,367	6,275,485
2. Fringe Benefits	651,289	955,057	1,075,775	1,124,185	3,806,306
3. Travel	34,914	36,414	38,214	38,214	147,756
4. Equipment	0	0	400,000	0	400,000
5. Supplies	62,610	33,620	33,620	33,620	163,470
6. Contractual	4,670,000	5,220,000	4,830,000	3,505,000	18,225,000
7. Training Stipends	25,000	25,000	25,000	10,000	85,000
8. Other	0	100,000	15,000	0	115,000
9. Total Direct Costs (add lines 1-8)	6,530,013	7,934,409	8,190,209	6,563,386	29,218,017
10. Indirect Costs*	232,651	255,711	298,994	246,073	1,033,429
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	5,335,000	5,335,000	4,335,000	4,335,000	19,340,000
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	12,197,664	13,625,120	12,924,203	11,244,460	49,991,446
14. Funds from other sources used to support the State Plan	418,520,000	429,520,000	439,050,000	445,770,000	1,732,860,000
15. Total Statewide Budget (add lines 13-14)	430,717,664	443,145,120	451,974,203	457,014,460	1,782,851,446

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 Organizations,

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)
SDE	219,455,418	227,183,028	230,084,375	234,020,993	910,743,814
DSS	162,666,436	166,101,701	169,294,212	172,291,879	670,354,228
DPH	4,203,550	4,975,391	5,114,215	5,256,587	19,549,744
Board of Regents	538,960	225,000	1,525,000	25,000	2,313,960
DAS	1,001,650	1,000,000	1,426,400	0	3,428,050
DCF	51,650	0	0	0	51,650
DDS	42,800,000	43,660,000	44,530,000	45,420,000	176,410,000
Total Statewide Budget	430,717,664	443,145,120	451,974,203	457,014,460	1,782,851,446

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	247,168,881	255,617,679	259,509,989	264,513,302	1,026,809,851
Project B	110,976,919	114,810,788	117,160,101	119,297,578	462,245,386
Project C1	208,834	274,795	685,426	609,067	1,778,122
Project C3	59,338,281	60,165,603	61,141,915	62,041,909	242,687,708
Project D1	8,329,977	8,113,584	9,295,486	7,789,761	33,528,808
Project E1	315,203	587,671	179,886	187,843	1,270,602
Project E2	4,379,570	3,575,000	4,001,400	2,575,000	14,530,970
Total Statewide Budget	430,717,664	443,145,120	451,974,203	457,014,460	1,782,851,446

Overall Budget Narrative

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 activities outlined in the High-Quality Plans in the program narrative. *Our ambitious overall goal is to achieve a dramatic increase in the percentage of children who enter Kindergarten ready to learn, and to cut in half the percentage of children unprepared for school.* The grant proposes funding for an overall governance structure to ensure effective implementation, significant funds for local early childhood councils and regional hubs, and funds for numerous activities described in the program narrative and the 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 80.36.¹ The RTT ELC Project Coordinator will oversee all activities and ensure the proper distribution of funds, and will oversee all reporting requirements.

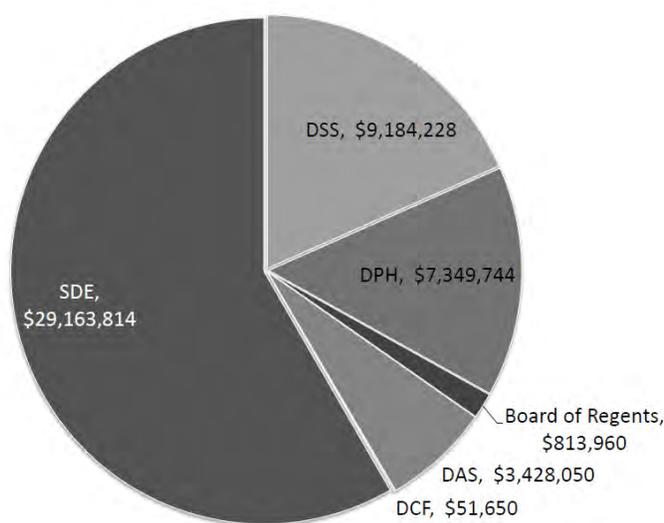
Participating State Agencies (Receiving RTT –ELC funds or contributing resources to the overall budget through existing state sources (See Figure BN-1 for breakdown of funding by agency):

¹ Participating agencies will apply the approved indirect cost rate to the first \$25,000 of every contracted item, in accordance with federal regulations.

- Connecticut State Department of Education (SDE) – The lead agency will direct staffing of the Early Childhood Office and ensure cross-agency coordination. SDE will also oversee most of the contracting, as well as the distribution of funds (\$14 million) to local early childhood councils to enhance local coordination of resources. The RTT-ELC Project Coordinator (an SDE employee) will complete all necessary reporting requirements associated with the grant.

- Department of Public Health (DPH) – DPH will receive funding in three projects, contribute significant funds from other sources,

Figure BN-1: RTT-ELC Investments by Agency



and will be instrumental in implementing the proposed Tiered Quality Rating and Improvement System (T-QRIS). Their license and monitoring staff will work to improve the quality of local early childhood programs. Additionally, they will hire a Statewide 0 to 5 Early Childhood Health Coordinator to create direct access between public health and education to

address a wide range of activities (e.g., emergent health issues, health and safety monitoring). Finally they will invest RTT-ELC resources in retooling their data system for compatibility with a proposed federated data that will incorporate standardized early childhood data across key state agencies complete with unique identifiers for children, programs, and staff.

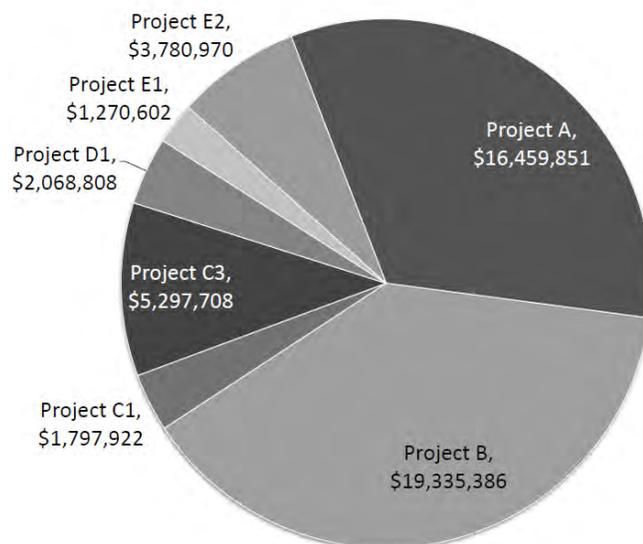
- Department of Social Services (DSS) – DSS participates in the high quality plan in three projects and contributes significant resources from other funding sources. They will hire a T-QRIS Coordinator in the Early Childhood Office to oversee implementation of the T-QRIS. Additionally, they will oversee the contracting of many activities contained in the T-QRIS project. They will also invest RTT-ELC resources in retooling their data system for compatibility with the proposed federated data network.

- Board of Regents of Higher Education (BOR) – BOR will participate in a project to improve the early childhood workforce through the development of a professional registry and a cross-listing of courses at member institutions.
- Department of Administrative Services (DAS) – DAS will oversee the contracts and purchases of hardware and software related to the development of the federated data network.
- Department of Children and Families (DCF) – DCF will invest RTT-ELC resources in retooling their data system for compatibility with the proposed federated data network.
- Department of Developmental Services (DDS) – DDS will not receive any RTT-ELC funds but will participate in the federated data network project and contribute additional resources.

The agencies will implement the following projects. For further details about line items costs included in the projects, please refer to the attached agency project budgets.

- Project A – Governance and Local Early Childhood Council Funding (Sections A) – The Project A budget includes funding for Early Childhood Office Staff, including the RTT- ELC Project Coordinator and support staff. The project also includes \$14 million to be distributed to local early childhood councils, and the required \$400,000 set-aside for grantee technical assistance. The grant’s overall governance structure is lean, and will rely on contributed resources from participating agencies.

Figure BN-2 RTT-ELC Investments by Project



- Project B - Tiered Quality Rating and Improvement System (T-QRIS) (Section B) – Project B represents the largest project by dollar amount and includes expenses related to developing and implementing a Tiered Quality Rating and Improvement System (T-QRIS) with five common elements: (1) standards; (2) accountability measures; (3) program and practitioner outreach and support; (4) financial incentives; and (5) parent/consumer education efforts. DSS will oversee the development and implementation of the T-QRIS and promote access to high quality early learning & development programs for children with high needs.

DSS will also oversee contracts with regional hubs to work regionally “on the ground” with early childhood programs. Budget costs also include an allocation to DPH to increase their licensing and monitoring capabilities.

- Project C1 – Standards (Section C1) – SDE is the sole agency implementing Project C1. They will hire two staff to develop and roll out revised early learning standards. SDE will also contract with outside organizations to create an Early Learning and Assessment Framework and professional development and outreach. Staffing will also support professional development activities described in Invitational Priority #4.
- Project C3 – Health (Section C3) – DPH will hire a Statewide 0 to 5 Early Childhood Health Coordinator to oversee efforts in this project, and will oversee contracts to expand Educating Practices in their Communities (EPIC) training. SDE will contract with organizations to run an electronic health form pilot in two communities, implement an infant mental health training initiative, and support health consultations.
- Project D1 – Workforce (Section D1) – SDE and the BOR will participate in this project to develop, publish, and implement a knowledge and competency framework. SDE will hire two staff members and oversee four contracts. The Board of Regents will oversee information technology contracts to build out a Professional Registry, and develop a cross-listing of courses.
- Project E1 – Kindergarten Inventory (Section E1) – SDE will hire one staff and work with an outside contractor to conduct research, validation, reliability testing of the Kindergarten inventory.
- Project E2 - Data Systems (Section E2) – This project will include the most inter-agency cooperation, with five agencies actively participating. The Data Systems Technical Workgroup (DSTW), an entity comprised of one policy expert and one IT expert from each agency will oversee the development of a federated data network. The DAS will leverage their information technology expertise and oversee the selection of information technology vendors, hardware and software purchases.

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.

[Return to Instructions](#)**SDE**

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	477,000	484,155	643,830	672,802	2,277,787
2. Fringe Benefits	268,932	272,967	362,991	379,326	1,284,216
3. Travel	17,880	19,380	21,180	21,180	79,620
4. Equipment	0	0	0	0	0
5. Supplies	13,250	250	250	250	14,000
6. Contractual	2,320,000	2,935,000	2,645,000	2,495,000	10,395,000
7. Training Stipends	25,000	25,000	25,000	10,000	85,000
8. Other	0	100,000	15,000	0	115,000
9. Total Direct Costs (add lines 1-8)	3,122,062	3,836,752	3,713,251	3,578,558	14,250,623
10. Indirect Costs*	143,356	116,276	141,125	112,435	513,191
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	4,000,000	4,000,000	3,000,000	3,000,000	14,000,000
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	7,365,418	8,053,028	6,954,375	6,790,993	29,163,814
14. Funds from other sources used to support the State Plan	212,090,000	219,130,000	223,130,000	227,230,000	881,580,000
15. Total Statewide Budget (add lines 13-14)	219,455,418	227,183,028	230,084,375	234,020,993	910,743,814

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 Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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.

SDE

**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	197,243,855	204,740,778	207,657,377	211,664,722	821,306,732
Project B	909,900	1,300,000	1,300,000	1,300,000	4,809,900
Project C1	208,834	274,795	685,426	609,067	1,778,122
Project C3	16,219,300	16,186,200	16,286,200	16,289,600	64,981,300
Project D1	1,431,677	1,518,584	1,400,486	1,394,761	5,745,508
Project E1	315,203	587,671	179,886	187,843	1,270,602
Project E2	3,126,650	2,575,000	2,575,000	2,575,000	10,851,650
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
Total Statewide Budget	219,455,418	227,183,028	230,084,375	234,020,993	910,743,814

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.

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DSS

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	75,000	76,125	79,551	83,130	313,806
2. Fringe Benefits	42,285	42,919	44,851	46,869	176,924
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	527,500	910,000	1,010,000	835,000	3,282,500
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	644,785	1,029,044	1,134,402	964,999	3,773,230
10. Indirect Costs*	16,651	27,657	14,811	11,880	70,998
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	1,335,000	1,335,000	1,335,000	1,335,000	5,340,000
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	1,996,436	2,391,701	2,484,212	2,311,879	9,184,228
14. Funds from other sources used to support the State Plan	160,670,000	163,710,000	166,810,000	169,980,000	661,170,000
15. Total Statewide Budget (add lines 13-14)	162,666,436	166,101,701	169,294,212	172,291,879	670,354,228

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 Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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.

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	49,925,026	50,876,901	51,852,612	52,848,579	205,503,118
Project B	106,271,600	108,854,800	111,071,600	113,073,300	439,271,300
Project C1	0	0	0	0	0
Project C3	0	0	0	0	0
Project D1	6,370,000	6,370,000	6,370,000	6,370,000	25,480,000
Project E1	0	0	0	0	0
Project E2	99,810	0	0	0	99,810
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DPH

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	534,200	1,004,038	1,049,220	1,096,435	3,683,892
2. Fringe Benefits	340,072	639,171	667,933	697,990	2,345,166
3. Travel	17,034	17,034	17,034	17,034	68,136
4. Equipment	0	0	0	0	0
5. Supplies	49,360	33,370	33,370	33,370	149,470
6. Contractual	237,500	150,000	150,000	150,000	687,500
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	1,178,166	1,843,613	1,917,557	1,994,829	6,934,164
10. Indirect Costs*	65,384	111,778	116,659	121,759	415,580
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)	1,243,550	1,955,391	2,034,215	2,116,587	7,349,744
14. Funds from other sources used to support the State Plan	2,960,000	3,020,000	3,080,000	3,140,000	12,200,000
15. Total Statewide Budget (add lines 13-14)	4,203,550	4,975,391	5,114,215	5,256,587	19,549,744

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 Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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.

DPH

**Participating State Agency-Level Budget Table II-2
(Evidence for selection criterion (A)(4)(b))**

Project	Grant Year 1 (a)	Grnat Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Project A	0	0	0	0	0
Project B	3,795,419	4,655,988	4,788,501	4,924,278	18,164,186
Project C1	0	0	0	0	0
Project C3	318,981	319,403	325,715	332,309	1,296,408
Project D1	0	0	0	0	0
Project E1	0	0	0	0	0
Project E2	89,150	0	0	0	89,150
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
Total Statewide Budget	4,203,550	4,975,391	5,114,215	5,256,587	19,549,744

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.

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Board of Regents

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	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	535,000	225,000	25,000	25,000	810,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	535,000	225,000	25,000	25,000	810,000
10. Indirect Costs*	3,960	0	0	0	3,960
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)	538,960	225,000	25,000	25,000	813,960
14. Funds from other sources used to support the State Plan	0	0	1,500,000	0	1,500,000
15. Total Statewide Budget (add lines 13-14)	538,960	225,000	1,525,000	25,000	2,313,960

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

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 Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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.

Board of Regents

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	0	0	0	0	0
Project B	0	0	0	0	0
Project C1	0	0	0	0	0
Project C3	0	0	0	0	0
Project D1	528,300	225,000	1,525,000	25,000	2,303,300
Project E1	0	0	0	0	0
Project E2	10,660	0	0	0	10,660
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
Total Statewide Budget	538,960	225,000	1,525,000	25,000	2,313,960

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this

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.

[Return to Instructions](#)**DAS**

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	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	400,000	0	400,000
5. Supplies	0	0	0	0	0
6. Contractual	1,000,000	1,000,000	1,000,000	0	3,000,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	1,000,000	1,000,000	1,400,000	0	3,400,000
10. Indirect Costs*	1,650	0	26,400	0	28,050
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)	1,001,650	1,000,000	1,426,400	0	3,428,050
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13-14)	1,001,650	1,000,000	1,426,400	0	3,428,050

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 Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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.

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DCF

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	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	50,000	0	0	0	50,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	50,000	0	0	0	50,000
10. Indirect Costs*	1,650	0	0	0	1,650
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)	51,650	0	0	0	51,650
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13-14)	51,650	0	0	0	51,650

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 Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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.

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DDS

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	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	42,800,000	43,660,000	44,530,000	45,420,000	176,410,000
15. Total Statewide Budget (add lines 13-14)	42,800,000	43,660,000	44,530,000	45,420,000	176,410,000

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 Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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.

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	0	0	0	0	0
Project B	0	0	0	0	0
Project C1	0	0	0	0	0
Project C3	42,800,000	43,660,000	44,530,000	45,420,000	176,410,000
Project D1	0	0	0	0	0
Project E1	0	0	0	0	0
Project E2	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
Total Statewide Budget	42,800,000	43,660,000	44,530,000	45,420,000	176,410,000

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.

Connecticut 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 operations 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 within the Division of Finance and Internal Operations to monitor and manage these funds. The program management of these funds will be directed by the Office of the Commissioner via the RTTT Project Coordinator and new staff identified in the budget. The Project Coordinator in conjunction with the fiscal office will monitor progress of the projects set forth in Exhibit 1(A) of the attached MOU consistent with the federal guidelines relative to program and fiscal requirements.

SDE's roles and responsibilities are outlined fully in the MOU, and include:

- As lead agency, provide overall project leadership including staffing the Governor's State Early Childhood Office and managing Race to the Top-Early Learning Challenge Project Teams.
- Designate an appropriate staff person as a liaison to the Governor's State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181.
- Abide by the governance structure outlined in the State Plan.
- Facilitate coordination across Participating State Agencies necessary to implement the State Plan.
- Sustain a level of agency staffing to the Governor's State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation.

The budgets were developed from a rigorous planning process organized by Project Workgroups which considered the specific needs of each project. The cross-agency partners in the workgroups 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 below for a detailed breakdown of agency expenses.

Connecticut Race to the Top - Agency Budget Narrative - State Department of Education								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
1	Personnel							\$2,277,787
A	RTT-ELC Project Coordinator	1 RTT-ELC Project Coordinator - 1 FTE at \$110,000 per year who will oversee the efforts of cross-agency (PSA) RTT-ELC;facilitate the broader transformative efforts and to enact sustainability mechanisms for RTT-ELC projects	\$110,000	\$111,650	\$116,674	\$121,925	\$460,249	
A	Education Services Assistant	1 Education Services Assistant - 1 FTE at \$58,000 per year to provide data and fiscal analysis pursuant to the objective of the RTT-ELC grant	\$58,000	\$58,870	\$61,519	\$64,288	\$242,677	
A	Administrative Assistant	1 Administrative Assistant - 1 FTE at 50,000 per year - Clerical position to handle the myriad of administrative tasks associated with the grant	\$50,000	\$50,750	\$53,034	\$55,420	\$209,204	
C1	Education consultant	1 Education Consultant for creation of supporting document (strategies) - (FTE Salary at \$100,000 - 0.5 FTE in Years 1 and 2, and 1 FTE in Years 3 and 4)	\$50,000	\$50,750	\$106,068	\$110,841	\$317,658	
C1	Education Services Specialist	1 Education Services Specialist to coordinate rollout of standards, public relations, graphics, and technical assistance (FTE Salary at \$60,000 - 0.5 FTE in Years 1 and 2, and 1 FTE in Years 3 and 4)	\$30,000	\$30,450	\$63,641	\$66,504	\$190,595	
D1	Education Consultant	1 Education Consultant - Full FTE responsible for overall coordination of knowledge and competency framework, and supervision of all consulting contracts. Will liaise with ECO. (FTE Salary at \$100,000 per year)	\$100,000	\$101,500	\$106,068	\$110,841	\$418,408	
D1	Education Services Assistant	1 Education Services Assistant - .5 FTE In support of Project Manager. (FTE Salary at \$58,000)	\$29,000	\$29,435	\$30,760	\$32,144	\$121,338	
E1	Education Consultant	1 Education Consultant - Position will coordinate training on the Kindergarten inventory instrument and develop resources for K teachers to work with families (FTE salary at \$100,000 at 0.5 FTE in Years 1 and 2, and 1 FTE in Years 3 and 4)	\$50,000	\$50,750	\$106,068	\$110,841	\$317,658	
2	Fringe Benefits							\$1,284,216
All	Fringe Benefits	Connecticut Fringe Benefit % Calculation Description Applied % Employer Share Medical Ins. (Est %) 9.00% Employer Share Group Life Ins. (Est %) 0.12% Employer Share FICA-Social Security 6.20% Employer Share FICA-Medicare 1.45% Unemployment Compensation 0.20% Employer SERS Retirement Reg. Employee 39.41% 56.38%	\$268,932	\$272,967	\$362,991	\$379,326	\$1,284,216	
3	Travel							\$79,620
A	In-State travel for Project Coordinator	In-state travel to meetings - Staff will need to make approximately 5 trips per month to the field (60 miles per trip x 5 trips per month x \$.50 per mile).	\$1,800	\$1,800	\$1,800	\$1,800	\$7,200	
C1	National Meetings	National Meetings - 3 required trips per year for 2 agency staff at \$1,500 per trip, including flights, lodging, and food. Conferences include Early Childhood Assessment Group, National Group of EC Specialist, NAEYC Prof Development Institute (2 attendees)	\$9,000	\$9,000	\$9,000	\$9,000	\$36,000	
C1	In State Travel - Agency Staff	In-state travel to meetings - Agency staff will need to make approximately 5 trips per month to the field in Years 1 and 2. (60 miles per trip x 5 trips per month x \$.50 per mile). After in-depth training begins, the need for in-state travel is doubled	\$1,800	\$1,800	\$3,600	\$3,600	\$10,800	

Connecticut Race to the Top - Agency Budget Narrative - State Department of Education								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
D1	Local Travel	4 trips per month at 100 miles each at \$0.50 per mile	\$2,400	\$2,400	\$2,400	\$2,400	\$9,600	
D1	Travel to National Conferences	3 conferences specific to workforce development and early childhood education at \$1,500 each	\$0	\$1,500	\$1,500	\$1,500	\$4,500	
E1	In State Travel for Coordinator	In-state travel for Coordinator - Coordinator will need to make approximately 2 trips per week to the field. (60 miles per trip x 8 trips per month x \$.50 per mile)	\$2,880	\$2,880	\$2,880	\$2,880	\$11,520	
4	Equipment						\$0	
5	Supplies						\$14,000	
A	IT Supplies	1 Computer and office supplies for each of the ECO staff position. (\$2,000 per individual x 4 FTE)	\$8,000	\$0	\$0	\$0	\$8,000	
D1	IT Supplies	1 Computer and 1 phone for project manager and assistant - \$1,500 per FTE	\$3,000	\$0	\$0	\$0	\$3,000	
D1	Office Supplies	Standard office supplies for project manager and assistant - \$125 per year per FTE	\$250	\$250	\$250	\$250	\$1,000	
E1	IT Supplies	Computer and supplies for coordinator-\$2,000 per FTE	\$2,000	\$0	\$0	\$0	\$2,000	
6	Contractual						\$10,395,000	
All	Assurance of Compliance – Procurement Standards	State of Connecticut hereby gives 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.	\$0	\$0	\$0	\$0	\$0	
B	Regional Hubs	Contracts with 6 regional hubs to oversee quality monitoring regionally, ensure that assistance addresses local service contexts, and provide planning assistance to local councils. Budget will include \$150,000 per hub in Year 1 as activities get up and running. In Years 2-4, the budget allocates for approximately \$217,000 per hub. These costs include staff time, staff travel to programs, and supplies to work with individual programs	\$900,000	\$1,300,000	\$1,300,000	\$1,300,000	\$4,800,000	
C1	Assessment Contract	Fixed price contracts of \$60,000, \$120,000, and \$50,000 in Years 1-3 respectively to create an Early Learning Assessment Framework (ELAF) based upon the ELD Standards that will enable early learning programs to assess and meet the needs of diverse populations. The work is expected to be completed in Years 1, 2 and 3	\$60,000	\$120,000	\$50,000	\$0	\$230,000	
C1	Professional Development	\$300,000 of fixed price contracts in Years 3 and 4 for coaches, trainers, training on revised standards and intentional teaching. Work will include training and coaching based upon successful Training Wheels model, and will develop local capacity for professional development around standards and assessment. Contract will also include outreach campaign that incorporates public events and utilize multiple dissemination channels including website, print, crosswalk documents with previous standards and assessment tools, and translation into Spanish and additional languages common to Connecticut	\$0	\$0	\$300,000	\$300,000	\$600,000	
C3	Electronic Health Form - Pilot Project for children 0 to 5 (Yellow Form)	\$250,000 per year for a pilot project in two communities to increase referrals and follow ups to medical homes for children 0 to 5, particularly those in informal or family-based settings; some of the funds will support an additional “family service network” staff person who will facilitate connections between providers / families; the pilot will inform recommendations related to healthcare reform and use of electronic health records in the 0 to 5 (and K-12) system	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000	
C3	Infant Mental Health Training Initiative	\$200,000 x 4 years to build mental health competencies and consultation capacity across health care workers and early childhood workforce	\$200,000	\$200,000	\$200,000	\$200,000	\$800,000	

Connecticut Race to the Top - Agency Budget Narrative - State Department of Education								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
C3	Health Consultations	\$500,000 x 4 years to support "health consultations" via direct TA or program contracts – coordinated through the T-QRIS statewide TA clearinghouse – with consultants appearing on a "registry"	\$600,000	\$500,000	\$500,000	\$400,000	\$2,000,000	
D1	Environmental Scan of Competencies	Consulting contract, at fixed price of \$20,000 with expected term of 3 months (in Year 1), to perform environmental scan of existing competencies across EC roles and fields of knowledge—to work with Framework Collaborative and produce report	\$20,000	\$0	\$0	\$0	\$20,000	
D1	Assess In Service / PD - Competency Framework	Consulting contract, at fixed price of \$40,000 with expected term of 6 months (Spread over Years 1 and 2 of grant term), to develop a system to assess the higher education and in-service faculty and PD trainers on their delivery/attention to the Competency Framework. Such system will create protocol for faculty and PD trainers on how Framework will be incorporate into curriculum and training content	\$20,000	\$20,000	\$0	\$0	\$40,000	
D1	EC Higher Ed Collaborative Consultant	Consulting contract, at fixed price of \$40,000 over 4 years of grant term, to coordinate ECHEC for purposes of expanding and strengthening Articulation Agreements and cross listing of courses. Work to include establishing administrative and financial protocols at participating institutions, with regular follow up each semester	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000	
D1	Competency Framework Training	Consulting contract, at fixed price of \$10,000 per year for 4 years, to train practitioners on application of competency framework. Training sessions to be in conjunction with regional intermediaries with assistance from Project Manager – Education Consultant.	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000	
E1	Contractor to Research and Validate K Inventory	Contract with third party research organization to conduct research, validation, reliability testing of K inventory. Contract will be for Project Manager, data analyst, expert panel review, travel, necessary hardware and software, and meeting space. Costs are \$225,000 in Year 1 as costs ramp up and \$500,000 in Year 2 where bulk of work will occur and more staff time will be needed. Costs will end by end of year 2 as inventory is validated	\$225,000	\$500,000	\$0	\$0	\$725,000	
E2	Data Dissemination	Short-term solution for data dissemination to public and local councils. The program will support an ongoing public dissemination vehicle at \$25,000 per year. Costs will include technical enhancements to an Early Childhood Portal, support for both process of engaging data generators and users and in further development maintenance, and documentation of data and data preparation for display, and technical assistance, training to both agency personnel and state and local users of the data	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000	
7	Training Stipends						\$85,000	
D1	Training Stipends	Stipends to be distributed by local EC councils to practitioners to attend training on Competency Framework. Stipend at \$100 for 250 attendees per year for Years 1-3, and for 100 attendees in Year 4	\$25,000	\$25,000	\$25,000	\$10,000	\$85,000	
8	Other						\$115,000	
C1	Publish Standards	\$15,000 for the publishing of early learning standards (a binder that can be reproduced) that will provide critical supports for teachers. 3,000 copies at \$5 per binder	\$0	\$0	\$15,000	\$0	\$15,000	
D1	Publish Competency Framework	\$100,000 for the Publication of Knowledge and Competency Framework. The published framework will include an EC progression of credentials and degrees- 5,000 copies at \$20 each.	\$0	\$100,000	\$0	\$0	\$100,000	

Connecticut Race to the Top - Agency Budget Narrative - State Department of Education								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
9	Total Direct Charges		\$3,122,062	\$3,836,752	\$3,713,251	\$3,578,558	\$14,250,623	
10	Indirect Charges	Grant funds requested are 6.6% of Direct Costs. State has completed indirect cost information at end of budget	\$143,356	\$116,276	\$141,125	\$112,435	\$513,191	
11	A	Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	\$4,000,000	\$4,000,000	\$3,000,000	\$3,000,000	\$14,000,000	
12	A	Funds set aside for participation in grantee technical assistance	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000	
13		TOTAL GRANT FUNDS REQUESTED	\$7,365,418	\$8,053,028	\$6,954,375	\$6,790,993	\$29,163,814	
14		Funds from other sources used to support the State Plan	\$212,090,000	\$219,130,000	\$223,130,000	\$227,230,000	\$881,580,000	
	A	SDE-School Readiness (Entitlement)*	\$69,800,000	\$71,200,000	\$72,620,000	\$74,070,000	\$287,690,000	
	A	SDE Head Start (federal)	\$58,240,000	\$59,410,000	\$60,590,000	\$61,810,000	\$240,050,000	
	A	SDE - Head Start Collaboration Office (federal)	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000	
	A	SDE-State Funded Centers (CDC)- Includes federal funding	\$34,400,000	\$35,100,000	\$35,800,000	\$36,520,000	\$141,820,000	
	A	SDE-Other Early Childhood Services	\$17,600,000	\$17,950,000	\$18,310,000	\$18,680,000	\$72,540,000	
	A	SDE Quasi-Public-Building Early Childhood capacity	\$200,000	\$500,000	\$500,000	\$500,000	\$1,700,000	

Connecticut Race to the Top - Agency Budget Narrative - State Department of Education								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
A	SDE Philanthropy-Early Childhood Infrastructure	Section A-This would augment state investments in building local early childhood infrastructure	\$0	\$3,330,000	\$3,330,000	\$3,300,000	\$9,960,000	
E2	SDE-Longitudinal Study	Section E2 -Developing elements of the study including populating a data warehouse will be integrated with the additional data elements generated by the Plan.	\$2,600,000	\$2,550,000	\$2,550,000	\$2,550,000	\$10,250,000	
E2	SDE Quasi-Public - Data Collaboration	Section E2-This funding would supplement the state's efforts to create a federated early childhood data system.	\$500,000	\$0	\$0	\$0	\$500,000	
A	SDE-Title I (portion)	Section A. Current federal law allows school districts to use their Title I funding to serve high needs students in quality preschool settings. CT will encourage school districts to use a portion of their Title I funding to serve at risk students in quality preschool programs.	\$10,910,000	\$11,130,000	\$11,350,000	\$11,580,000	\$44,970,000	
A	SDE-State/Fed-Statewide Advisory Council	Section A. The SAC (Early Childhood Education Cabinet) will play a key role as leaders in creating the early childhood system and finalizing the updating of the T-QRIS.	\$300,000	\$300,000	\$300,000	\$300,000	\$1,200,000	
A	SDE - Philanthropy Match	Section A. SDE committed to providing a state match to private donations to build quality early childhood program infrastructure. A significant portion of these funds will be used in Project E1 to develop and validate the new K-Assessment	\$1,220,000	\$1,250,000	\$1,270,000	\$1,300,000	\$5,040,000	
C3	SDE-Federal IDEA Funding	IDEA -611 (portion) Section C. A portion of IDEA funding is specifically targeted to preschool children with disabilities; this suggests that these funds be augmented with additional IDEA funding to be set aside for programs for children with disabilities before they reach kindergarten.	\$10,200,000	\$10,200,000	\$10,200,000	\$10,200,000	\$40,800,000	
C3	SDE-Federal IDEA Funding	IDEA -619 (all) Section C. A portion of IDEA funding is specifically targeted to preschool children with disabilities; this suggests that these funds be augmented with additional IDEA funding to be set aside for programs for children with disabilities before they reach kindergarten.	\$4,900,000	\$4,990,000	\$5,090,000	\$5,200,000	\$20,180,000	
D1	SDE-Quality Enhancement	Section D-Funding will be used to augment the Plan's investment in a workforce registry.	\$1,120,000	\$1,120,000	\$1,120,000	\$1,120,000	\$4,480,000	
15	Total Statewide Budget (add lines 13-14)		\$219,455,418	\$227,183,028	\$230,084,375	\$234,020,993	\$910,743,814	

Connecticut 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 operations 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.*

DSS will utilize existing staff and systems within its fiscal office to monitor and manage these funds. The program management of these funds will be directed by the Office of the Commissioner via the RTTT Project Coordinator and new staff identified in the budget. The Project Coordinator in conjunction with the fiscal office will monitor progress of the projects set forth in Exhibit 1(E) of the attached MOU consistent with the federal guidelines relative to program and fiscal requirements.

Additionally responsibilities include:

- Abide by the governance structure outlined in the State Plan.
- Designate an appropriate staff person as a liaison to the Governor's State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181.
- Cause the liaison to facilitate the identification of agency staff necessary for State Plan implementation and to evoke cooperation under the 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 a Participating State Agency, or when a Participating State Agency's Scope of Work requires modifications.
- Sustain a level of agency staffing to the Governor's State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation.

The budgets were developed from a rigorous planning process organized by Project Workgroups which considered the specific needs of each project. The cross-agency partners in the workgroups 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 below for a detailed breakdown of agency expenses.

Connecticut Race to the Top - Agency Budget Narrative - Department of Social Services									
				Funds					
Project		Description	Year 1	Year 2	Year 3	Year 4	Total		
1		Personnel							\$313,806
A	T-QRIS Coordinator	1 T-QRIS Coordinator - 1 FTE at \$75,000 per year to oversee implementation of the T-QRIS working with staff across agencies	\$75,000	\$76,125	\$79,551	\$83,130	\$313,806		
2		Fringe Benefits							\$176,924
All	Fringe Benefits	Connecticut Fringe Benefit % Calculation Description Applied % Employer Share Medical Ins. (Est %) 9.00% Employer Share Group Life Ins. (Est %) 0.12% Employer Share FICA-Social Security 6.20% Employer Share FICA-Medicare 1.45% Unemployment Compensation 0.20% Employer SERS Retirement Reg. Employee 39.41% 56.38%	\$42,285	\$42,919	\$44,851	\$46,869	\$176,924		
3		Travel							\$0
4		Equipment							\$0
5		Supplies							\$0
6		Contractual							\$3,282,500
All	Assurance of Compliance – Procurement Standards	State of Connecticut hereby gives 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.	\$0	\$0	\$0	\$0	\$0		
B	Contract for managing T-QRIS Infrastructure	Contract for to manage T-QRIS infrastructure. Costs include at least 3 people to manage T-QRIS data + travel and supplies. \$160,000 per year. Data Infrastructure costs are additional in Year 1 at \$20,000	\$180,000	\$160,000	\$160,000	\$160,000	\$660,000		
B	Data Consultant	Fixed price contracts to build the relevant databases and interface with the existing information technology platform - \$50,000 year 1 - \$100,000 Years 2 and 3	\$50,000	\$100,000	\$100,000	\$0	\$250,000		

Connecticut Race to the Top - Agency Budget Narrative - Department of Social Services								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
B	Environmental Rating Consultant	Cadre of raters (independent contractors) with inter-rater reliability to implement three environmental rating scales (e.g. ECRS) in Years 2-4. \$50,000 can cover 60 programs per year for one rating scale. Costs reflect 3 scales x 50,000 for 180 programs per year.	\$0	\$150,000	\$150,000	\$150,000	\$450,000	
B	DPH Licenser Training	\$100,000 in Year 1 and \$50,000 in Year 2 of fixed-price contracts to conduct training to bring DPH Licensers to reliability on T-QRIS. Pilot begins in Month 13, and therefore most costs are incurred in Year 1.	\$100,000	\$50,000	\$50,000	\$50,000	\$250,000	
B	Evaluation of T-QRIS Pilot	Fixed price contract for an evaluation of Pilot T-QRIS Project in Year 2 - \$50,000. The RTT-ELC Project Coordinator will work with the T-QRIS Coordinator and T-QRIS Work Group to select a T-QRIS evaluator. The evaluation will include perspectives of program developers, providers, staff, and families. The evaluator will provide the T-QRIS Coordinator and Work Group with quarterly updates and an annual report until the completion of the system evaluation.	\$0	\$50,000	\$0	\$0	\$50,000	
B	Training for Health, Mental Health, and Education Consultants	Coordinating and supporting nutrition, health and education consultant to support the work of the T-QRIS for years 2, 3 and 4. 10 sessions per year at \$10,000 per session (Only 5 sessions needed in Year 4).	\$0	\$100,000	\$100,000	\$50,000	\$250,000	
B	Kith and Kin Provider	Fixed price contract for \$100,000, \$250,000, \$250,000, and \$225,000 in Years 1-4 respectively to provide assistance to Kith and Kin providers and informal networks into the licensing process. Costs increase in Years 2-4 as outreach yields more Kith and Kin providers entering into licensing process.	\$100,000	\$250,000	\$250,000	\$225,000	\$825,000	
B	Training - Tier 2 T-QRIS Standards	Training and technical assistance for programs regarding other standards developed within Tier 2 of T-QRIS - Limited need in Year 2 - \$50,000 - Expanded needs foreseen in years 3 and 4 - \$200,000 each.	\$0	\$50,000	\$200,000	\$200,000	\$450,000	
E2	IT Consultant	\$87,500 for a fixed price contract for an IT Consultant to modify existing data structures within the DSS database system in order to link it with the proposed federated data network.	\$87,500	\$0	\$0	\$0	\$87,500	

Connecticut Race to the Top - Agency Budget Narrative - Department of Social Services								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
E2	IT Consultant	\$10,000 for a fixed price contract for an IT Consultant to modify existing data structures of Nurturing Families Network in order to create a unique identifier to link it with the proposed federated data network	\$10,000	\$0	\$0	\$0	\$10,000	
7	Training Stipends						\$0	
8	Other						\$0	
9	Total Direct Charges		\$644,785	\$1,029,044	\$1,134,402	\$964,999	\$3,773,230	
10	Indirect Charges	Grant funds requested are 6.6% of Direct Costs. State has completed indirect cost information at end of budget	\$16,651	\$27,657	\$14,811	\$11,880	\$70,998	
11	B Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	\$1.335 million per year in incentives and program improvement funds for programs to progress through T-QRIS stages. Incentives will include tiered subsidy reimbursements, improved financing options, and scholarships	\$1,335,000	\$1,335,000	\$1,335,000	\$1,335,000	\$5,340,000	
12	Funds set aside for participation in grantee technical assistance						\$0	
13	TOTAL GRANT FUNDS REQUESTED		\$1,996,436	\$2,391,701	\$2,484,212	\$2,311,879	\$9,184,228	
14	Funds from other sources used to support the State Plan		\$160,670,000	\$163,710,000	\$166,810,000	\$169,980,000	\$661,170,000	
C3	DSS-Federal CCDF quality set aside	Section D-Funding will be used to augment the Plan's investment in a workforce registry.	\$2,600,000	\$2,600,000	\$2,600,000	\$2,600,000	\$10,400,000	

Connecticut Race to the Top - Agency Budget Narrative - Department of Social Services								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
A	DSS-Quality Child Care Initiatives (School Readiness)-Federal set aside –CCDF quality	Section A. These federal funds will be directed towards the enhancement of community infrastructure (Section A) and towards the expansion of the workforce registry (Section D1)	\$2,200,000	\$2,200,000	\$2,200,000	\$2,200,000	\$8,800,000	
C3	DSS-Quality Enhancement	Section D-Funding will be used to augment the Plan’s investment in a quality workforce.	\$3,770,000	\$3,770,000	\$3,770,000	\$3,770,000	\$15,080,000	
A	DSS-Care4Kids	Section A-Part of state’s income security program; provides subsidies to make childcare affordable to low-income working parents. CT plans to create an early childhood infrastructure which could touch on these and potentially other programs (Public Act 11-181)	\$47,600,000	\$48,550,000	\$49,520,000	\$50,510,000	\$196,180,000	
B	DSS-Care4Kids	Section B-Part of state’s income security program; provides subsidies to make childcare affordable to low-income working parents. CT plans to create an early childhood infrastructure which could touch on these and potentially other programs (Public Act 11-181)	\$104,500,000	\$106,590,000	\$108,720,000	\$110,900,000	\$430,710,000	
15	Total Statewide Budget (add lines 13-14)		\$162,666,436	\$166,101,701	\$169,294,212	\$172,291,879	\$670,354,228	

Connecticut 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 operations 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.*

DPH will utilize existing staff and systems within its fiscal office to monitor and manage these funds.

The program management of these funds will be directed by the Office of the Commissioner via the RTTT Project Coordinator and new staff identified in the budget. The Project Coordinator in conjunction with the fiscal office will monitor progress of the projects set forth in Exhibit 1(C) of the attached MOU consistent with the federal guidelines relative to program and fiscal requirements.

Additionally responsibilities include:

- Abide by the governance structure outlined in the State Plan.
- Designate an appropriate staff person as a liaison to the Governor's State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181.
- Cause the liaison to facilitate the identification of agency staff necessary for State Plan implementation and to evoke cooperation under the 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 a Participating State Agency, or when a Participating State Agency's Scope of Work requires modifications.
- Sustain a level of agency staffing to the Governor's State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation.

The budgets were developed from a rigorous planning process organized by Project Workgroups which considered the specific needs of each project. The cross-agency partners in the workgroups 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 below for a detailed breakdown of agency expenses.

Connecticut Race to the Top - Agency Budget Narrative - Department of Public Health									
Project	Description	Funds					Total		
		Year 1	Year 2	Year 3	Year 4				
1	Personnel								\$3,683,892
B	Child Care Licensing Specialists	7 Child Care Licensing Specialists - all full FTEs to implement annual inspections of licensed family day care homes (FTE salary at \$65,000 - each to be 50% in Year 1, and Full-Time in Years 2, 3, and 4)	\$227,500	\$461,825	\$482,607	\$504,324	\$1,676,257		
B	Child Care Licensing Specialists	4 Child Care Licensing Specialists - all full FTEs to implement annual inspections of licensed child day care centers and group day care homes (FTE salary at \$65,000 - each to be 50% in Year 1, and Full-Time in Years 2, 3, and 4)	\$130,000	\$263,900	\$275,776	\$288,185	\$957,861		
B	Child Care Licensing Specialists	1 Child Care Licensing Specialists - FTE to process the increase of programs seeking licensure (FTE salary at \$65,000 - each to be 50% in Year 1, and Full-Time in Years 2,3, and 4)	\$32,500	\$65,975	\$68,944	\$72,046	\$239,465		
B	Child Care Licensing Supervisor	1 Child Care Licensing Supervisor - full FTE to oversee implementation of annual inspections of licensed family day care homes (FTE salary at \$70,000 - 50% in Year 1, and Full-Time in Years 2,3, and 4)	\$35,000	\$71,050	\$74,247	\$77,588	\$257,886		
B	License & Applications Analysts	1 License & Applications Analyst - 1 FTE to process the increase of programs seeking licensure (FTE salary at \$60,000 - 50% in Year 1, and Full-Time in Years 2,3, and 4)	\$30,000	\$60,900	\$63,641	\$66,504	\$221,045		
C3	Statewide 0 to 5 Early Childhood Health Coordinator	1 Statewide 0 to 5 Early Childhood Health Coordinator - Nurse Consultant - full FTE to create direct access between public health and education to address a wide range of activities (e.g., emergent health issues, health and safety monitoring) (FTE Salary at \$79,000 per year)	\$79,200	\$80,388	\$84,005	\$87,786	\$331,379		
2	Fringe Benefits								\$2,345,166

Connecticut Race to the Top - Agency Budget Narrative - Department of Public Health								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
All	Fringe Benefits	Connecticut Fringe Benefit % Calculation Description Applied % Employer Share Medical Ins. (Est %) 16.28% Employer Share Group Life Ins. (Est %) 0.12% Employer Share FICA-Social Security 6.20% Employer Share FICA-Medicare 1.45% Unemployment Compensation 0.20% Employer SERS Retirement Reg. Employee 39.41% 63.66%	\$340,072	\$639,171	\$667,933	\$697,990	\$2,345,166	
3	Travel						\$68,136	
B	Car Expenses for staff - Fleet Allocable Expenses	Share Contribution to motor pool for all specialists	\$16,032	\$16,032	\$16,032	\$16,032	\$64,128	
C3	Car Expenses for staff - Fleet Allocable Expenses	Share Contribution to motor pool for Nurse Consultant	\$1,002	\$1,002	\$1,002	\$1,002	\$4,008	
4	Equipment						\$0	
5	Supplies						\$149,470	
B	Phones	Phones for 13 DPH licensing staff at \$45 per month (6 months in Year 1)	\$3,510	\$7,020	\$7,020	\$7,020	\$24,570	
B	IT Supplies	Computers for 13 Licensing Staff members at \$1,000 per computer	\$13,000	\$0	\$0	\$0	\$13,000	
B	Office Supplies	Additional supplies for 13 Licensing Staff members - \$500 per FTE	\$6,500	\$0	\$0	\$0	\$6,500	
C3	Phones	Phones for Nurse Consultant at \$45 per month and software at \$550 per year.	\$1,100	\$1,100	\$1,100	\$1,100	\$4,400	
C3	Office Supplies	Office supplies for Nurse Consultant at \$250 a year	\$250	\$250	\$250	\$250	\$1,000	
C3	Meeting and Activity Supplies	\$25,000 per year in supplies to support the numerous events and activities of the EC Health Coordinator including development and dissemination activities, including annual multidisciplinary consultant trainings, faculty institutes, pre-conference days, web-based modules, webinars, co-trainers/presenters, curriculum revision/development, etc.	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000	

Connecticut Race to the Top - Agency Budget Narrative - Department of Public Health								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
6	Contractual							\$687,500
All	Assurance of Compliance – Procurement Standards	State of Connecticut hereby gives 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	\$0	\$0	\$0	\$0	\$0	
C3	EPIC Training	\$150,000 per year fixed price contract to expand EPIC training to increase the quantity and quality of pediatrician screenings. This will cover trainings for 60 trainings per year for an average unit cost of \$2,500 per training	\$150,000	\$150,000	\$150,000	\$150,000	\$600,000	
E2	IT Consultant	\$87,500 for a fixed price contract for an IT Consultant to modify existing data structures within the DPH database system in order to link it with the proposed federated data network	\$87,500	\$0	\$0	\$0	\$87,500	
7	Training Stipends							\$0
8	Other							\$0
9	Total Direct Charges		\$1,178,166	\$1,843,613	\$1,917,557	\$1,994,829	\$6,934,164	
10	Indirect Charges	Grant funds requested are 6.6% of Direct Costs. State has completed indirect cost information at end of budget	\$65,384	\$111,778	\$116,659	\$121,759	\$415,580	
11	Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners						\$0	
12	Funds set aside for participation in grantee technical assistance						\$0	

Connecticut Race to the Top - Agency Budget Narrative - Department of Public Health								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
13	TOTAL GRANT FUNDS REQUESTED		\$1,243,550	\$1,955,391	\$2,034,215	\$2,116,587	\$7,349,744	
14	Funds from other sources used to support the State Plan		\$2,960,000	\$3,020,000	\$3,080,000	\$3,140,000	\$12,200,000	
B	DPH-Licensing	Section B. With current funding and the enhanced numbers of personnel related to the T-QRIS, the quality of licensed programs will improve at an accelerated pace	\$2,960,000	\$3,020,000	\$3,080,000	\$3,140,000	\$12,200,000	
15	Total Statewide Budget (add lines 13-14)		\$4,203,550	\$4,975,391	\$5,114,215	\$5,256,587	\$19,549,744	

Board of Regents of Higher 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 operations 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 Board of Regents of Higher Education (BOR) will utilize existing staff and systems within its fiscal office to monitor and manage these funds. The program management of these funds will be directed by the Office of the Commissioner via the RTTT Project Coordinator and new staff identified in the budget. The Project Coordinator in conjunction with the fiscal office will monitor progress of the projects set forth in Exhibit 1(J) of the attached MOU consistent with the federal guidelines relative to program and fiscal requirements. Additionally responsibilities include:

- Abide by the governance structure outlined in the State Plan.
- Designate an appropriate staff person as a liaison to the Governor's State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181.
- Cause the liaison to facilitate the identification of agency staff necessary for State Plan implementation and to evoke cooperation under the 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 a Participating State Agency, or when a Participating State Agency's Scope of Work requires modifications.
- Sustain a level of agency staffing to the Governor's State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation.

The budgets were developed from a rigorous planning process organized by Project Workgroups which considered the specific needs of each project. The cross-agency partners in the workgroups 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 below for a detailed breakdown of agency expenses.

Connecticut Race to the Top - Agency Budget Narrative - Board of Regents								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
1	Personnel							\$0
2	Fringe Benefits							\$0
3	Travel							\$0
4	Equipment							\$0
5	Supplies							\$0
6	Contractual							\$810,000
All	Assurance of Compliance – Procurement Standards	State of Connecticut hereby gives 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.	\$0	\$0	\$0	\$0	\$0	
D1	Professional Registry	IT Consulting Contract at fixed price of \$700,000 to build out Professional Registry over period of 18 months in Years 1 and 2, to include: addition of new data fields to encompass competencies; database interoperability to consolidate existing information and create multiple ports of entry for professionals to input data; automated updating of Registry through server data push from linked databases.	\$500,000	\$200,000	\$0	\$0	\$700,000	
E2	IT Consultant	\$10,000 for a fixed price contract for an IT Consultant to modify existing data structures of CT - Charts-A-Course in order to create a unique identifier to link it with the proposed federated data network	\$10,000	\$0	\$0	\$0	\$10,000	
D1	Cross Listing of Courses	IT consulting contract, at fixed price of \$25,000 per year in Years 1-4, to assist ECHEC participating institutions with administrative, financial and data sharing protocols to enable cross Listing of and Registration for EC Courses, and payments to follow course registrations.	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000	
7	Training Stipends							\$0
8	Other							\$0

Connecticut Race to the Top - Agency Budget Narrative - Board of Regents								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
9	Total Direct Charges		\$535,000	\$225,000	\$25,000	\$25,000	\$810,000	
10	Indirect Charges	Grant funds requested are 6.6% of Direct Costs. State has completed indirect cost information at end of budget	\$3,960	\$0	\$0	\$0	\$3,960	
11	Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners						\$0	
12	Funds set aside for participation in grantee technical assistance						\$0	
13	TOTAL GRANT FUNDS REQUESTED		\$538,960	\$225,000	\$25,000	\$25,000	\$813,960	
14	Funds from other sources used to support the State Plan		\$0	\$0	\$1,500,000	\$0	\$1,500,000	
D1	BOR-Early Childhood Educator Loan Forgiveness Program	Section D1-One of the major barriers for community college grads (beyond articulation issues) to continue their education is related to financial resources. So, if there is to be a smoother road between the AS and BS degrees (with articulation in place), it programmatically consistent to provide financial incentives as well (after all, what good is an articulation agreement if no one can afford to attend the university). This program would provide loan forgiveness to early childhood educators who agree to teach in quality publicly subsidized early childhood programs.	\$0	\$0	\$1,500,000	\$0	\$1,500,000	
15	Total Statewide Budget (add lines 13-14)		\$538,960	\$225,000	\$1,525,000	\$25,000	\$2,313,960	

Connecticut Department of Administrative 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 operations 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.*

DAS will utilize existing staff and systems within its fiscal office to monitor and manage these funds.

The program management of these funds will be directed by the Office of the Commissioner via the RTTT Project Coordinator and new staff identified in the budget. The Project Coordinator in conjunction with the fiscal office will monitor progress of the projects set forth in Exhibit 1(K) of the attached MOU consistent with the federal guidelines relative to program and fiscal requirements.

Additionally responsibilities include:

- Abide by the governance structure outlined in the State Plan.
- Designate an appropriate staff person as a liaison to the Governor's State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181.
- Cause the liaison to facilitate the identification of agency staff necessary for State Plan implementation and to evoke cooperation under the 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 a Participating State Agency, or when a Participating State Agency's Scope of Work requires modifications.
- Sustain a level of agency staffing to the Governor's State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation.

The budgets were developed from a rigorous planning process organized by Project Workgroups which considered the specific needs of each project. The cross-agency partners in the workgroups 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 below for a detailed breakdown of agency expenses.

Connecticut Race to the Top - Agency Budget Narrative - Department of Administrative Services								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
1	Personnel							\$0
2	Fringe Benefits							\$0
3	Travel							\$0
4	Equipment							\$400,000
E2	Federated Data Network Hardware	Hardware purchases for servers (\$40,000 per server x 5 servers). Purchases are made after the development of the system in Year 3	\$0	\$0	\$200,000	\$0	\$200,000	
E2	Federated Data Network Software	Software purchases for servers (\$40,000 per server x 5 servers). Purchases are made after the development of the system in Year 3	\$0	\$0	\$200,000	\$0	\$200,000	
5	Supplies							\$0
6	Contractual							\$3,000,000
All	Assurance of Compliance – Procurement Standards	State of Connecticut hereby gives 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.	\$0	\$0	\$0	\$0	\$0	
E2	IT Vendor - Federated Data System	IT Vendor to design and roll out federated data system. \$1,000,000 per year over 3 years for design, development, testing, and rollout	\$1,000,000	\$1,000,000	\$1,000,000	\$0	\$3,000,000	
							\$0	
7	Training Stipends							\$0
8	Other							\$0

Connecticut Race to the Top - Agency Budget Narrative - Department of Administrative Services								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
9	Total Direct Charges		\$1,000,000	\$1,000,000	\$1,400,000	\$0	\$3,400,000	
10	Indirect Charges	Grant funds requested are 6.6% of Direct Costs. State has completed indirect cost information at end of budget	\$1,650	\$0	\$26,400	\$0	\$28,050	
11	Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners						\$0	
12	Funds set aside for participation in grantee technical assistance						\$0	
13	TOTAL GRANT FUNDS REQUESTED		\$1,001,650	\$1,000,000	\$1,426,400	\$0	\$3,428,050	
14	Funds from other sources used to support the State Plan		\$0	\$0	\$0	\$0	\$0	
15	Total Statewide Budget (add lines 13-14)		\$1,001,650	\$1,000,000	\$1,426,400	\$0	\$3,428,050	

Connecticut Department of Children and Families – Budget Narrative

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations 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.*

DCF will utilize existing staff and systems within its fiscal office to monitor and manage these funds. The program management of these funds will be directed by the Office of the Commissioner via the RTTT Project Coordinator and new staff identified in the budget. The Project Coordinator in conjunction with the fiscal office will monitor progress of the projects set forth in Exhibit 1(F) of the attached MOU consistent with the federal guidelines relative to program and fiscal requirements.

Additionally responsibilities include:

- Abide by the governance structure outlined in the State Plan.
- Designate an appropriate staff person as a liaison to the Governor's State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181.
- Cause the liaison to facilitate the identification of agency staff necessary for State Plan implementation and to evoke cooperation under the 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 a Participating State Agency, or when a Participating State Agency's Scope of Work requires modifications.
- Sustain a level of agency staffing to the Governor's State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation.

The budgets were developed from a rigorous planning process organized by Project Workgroups which considered the specific needs of each project. The cross-agency partners in the workgroups 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 below for a detailed breakdown of agency expenses.

Connecticut Race to the Top - Agency Budget Narrative - Department of Children and Families								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
1	Personnel							\$0
2	Fringe Benefits							\$0
3	Travel							\$0
4	Equipment							\$0
5	Supplies							\$0
6	Contractual							\$50,000
All	Assurance of Compliance – Procurement Standards	State of Connecticut hereby gives 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.	\$0	\$0	\$0	\$0	\$0	
E2	IT Consultant	\$50,000 for a fixed price contract for an IT Consultant to modify existing data structures within the DCF database system in order to link it with the proposed federated data network.	\$50,000	\$0	\$0	\$0	\$50,000	
							\$0	
7	Training Stipends							\$0
8	Other							\$0
9	Total Direct Charges		\$50,000	\$0	\$0	\$0	\$50,000	
10	Indirect Charges	Grant funds requested are 6.6% of Direct Costs. State has completed indirect cost information at end of budget	\$1,650	\$0	\$0	\$0	\$1,650	
11	Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners						\$0	

Connecticut Race to the Top - Agency Budget Narrative - Department of Children and Families								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
12	Funds set aside for participation in grantee technical assistance						\$0	
13	TOTAL GRANT FUNDS REQUESTED	\$51,650	\$0	\$0	\$0	\$51,650		
14	Funds from other sources used to support the State Plan	\$0	\$0	\$0	\$0	\$0		
15	Total Statewide Budget (add lines 13-14)	\$51,650	\$0	\$0	\$0	\$51,650		

Connecticut 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 operations 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.*

DDS will not be receiving any grant funds. Please see the attached agency spreadsheets for a breakdown of their contributed resources. However, DDS will participate in projects as set forth in Exhibit 1(D) of the attached MOU consistent with the federal guidelines relative to program and fiscal requirements. Additionally responsibilities include:

- Abide by the governance structure outlined in the State Plan.
- Designate an appropriate staff person as a liaison to the Governor’s State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181.
- Cause the liaison to facilitate the identification of agency staff necessary for State Plan implementation and to evoke cooperation under the 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 a Participating State Agency, or when a Participating State Agency’s Scope of Work requires modifications.
- Sustain a level of agency staffing to the Governor’s State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation.

The budgets were developed from a rigorous planning process organized by Project Workgroups which considered the specific needs of each project. The cross-agency partners in the workgroups 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 below for a detailed breakdown of agency expenses.

Connecticut Race to the Top - Agency Budget Narrative - Department of Developmental Services								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
1	Personnel							\$0
2	Fringe Benefits							\$0
3	Travel							\$0
4	Equipment							\$0
5	Supplies							\$0
6	Contractual							\$0
7	Training Stipends							\$0
8	Other							\$0
9	Total Direct Charges	\$0	\$0	\$0	\$0	\$0	\$0	

Connecticut Race to the Top - Agency Budget Narrative - Department of Developmental Services								
Project	Description	Funds					Total	
		Year 1	Year 2	Year 3	Year 4			
10	Indirect Charges						\$0	
11	Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners						\$0	
12	Funds set aside for participation in grantee technical assistance						\$0	
13	TOTAL GRANT FUNDS REQUESTED	\$0	\$0	\$0	\$0	\$0		
14	Funds from other sources used to support the State Plan	\$42,800,000	\$43,660,000	\$44,530,000	\$45,420,000	\$176,410,000		
C3	DDS-Birth to Three Section C3. The health training and the funding of more pediatric screenings could bring more children into the Birth to Three system. The mission of the Birth to Three System is to strengthen the capacity of families to meet the developmental and health-related needs of their infants and toddlers who have delays or disabilities.	\$42,800,000	\$43,660,000	\$44,530,000	\$45,420,000	\$176,410,000		
15	Total Statewide Budget (add lines 13-14)	\$42,800,000	\$43,660,000	\$44,530,000	\$45,420,000	\$176,410,000		

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	<input checked="" type="radio"/>
NO	<input type="radio"/>
If yes to question 1, please provide the following information:	
Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):	
From: <u>07/01/2011</u>	To: <u>06/30/2012</u>
Approving Federal agency: <u>X</u> ED <u> </u> HHS <u> </u> 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.