



Connecticut Office of
Early Childhood

Basic Division Profiles

March 2015

Child Care and Youth Camp Licensing

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| Division Stats |
| Staff Size: 57 (full time, approved positions) Works with: Staff of Licensed Child Care Programs and Youth Camps, Families Division Head: Debra Johnson Came From: Department of Public Health |
| Purpose |
| To protect the health and safety of children participating in licensed child care programs and youth camps. |
| Key Functions |
| License and monitor child care programs and youth camps to ensure licensed child care providers operate at or above the required standards established by state statute and regulations. The program currently licenses approximately 2,400 family daycare homes, 30 group daycare homes, 1400 child daycare centers and 500 camps. The program also approves select staff and camp directors. |
| Major Activities |
| <ul style="list-style-type: none"> • Process initial licensure, approval, renewal and reinstatement applications. • Process background checks • Conduct unannounced inspections for initial licensure and annually for licensed programs • Investigate complaints concerning licensed programs including allegations of health and safety, abuse/neglect, physical plant conditions, staffing, records, etc. • Investigate complaints of illegally operating programs • Review and approve requests for programs to administer medications • Staff a Help Desk line; provide technical assistance • Take enforcement action when programs fail to substantially comply with regulations • Provide information to the general public about licensed providers • Respond to Freedom of Information requests |

Portfolio of Programs and Services by Target Population

| Key Function | Program | Goal | Target Age Group/Population |
|------------------------------------|--------------------------|--|---|
| Health and Safety Licensing | Child Day Care Licensing | To ensure all licensed child day cares operate at or above required standards established by state statute and regulations | All children in all licensed child care settings (0-13) including after school child care. All licensed child care programs. |
| | Child Day Care Licensing | To ensure all licensed child day cares operate at or above required standards established by state statute and regulations | All children in all licensed child care settings (0-13) including after school child care. All licensed child care programs. |
| | Youth Camps | To ensure camps operate at or above the required standards established by state statute and regulations. | All children attending licensed youth camp programs (3-16) All licensed youth camp programs. |

Early Care and Education

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| Division Specs |
| <p>Staff Size: 16 (plus 104 contracted)</p> <p>Works with: Families and Early Care and Education Programs and Workforce</p> <p>Division Head: Harriet Feldlaufer</p> <p>Coming From:</p> <ul style="list-style-type: none"> • Board of Regents, Department of Social Services, State Department of Education |
| Purpose |
| <p>To ensure that all young children in Connecticut have the opportunity to be cared for and educated in an environment and by staff who provide developmentally appropriate experiences that promote their optimal health and physical, social, emotional and cognitive development.</p> |
| Key Functions |
| <p>Promote the development of the workforce, support program improvement and help families access high-quality early learning experiences.</p> <ul style="list-style-type: none"> • <i>Standards, Instruction and Assessment:</i> Support the implementation of comprehensive birth to age 5 early learning standards; provide guidance to programs on developmentally appropriate instruction and assessment aligned to standards. • <i>Program Improvement and Support:</i> Provide an array of supports and incentives to improve program quality; create a system to rate quality; help families with children with high needs access high quality programs and services. • <i>Workforce Development:</i> Implement a coordinated system of professional development through a knowledge and competency framework for current and future early childhood workforce. • <i>Grants and Subsidies:</i> Ensure that state and federal funds provided to early care and education programs and childcare subsidies for families are administered efficiently and used for the purposes intended. (These funds are School Readiness, Child Day Care, State Head Start, Even Start, Care4Kids, Smart Start, Preschool Development Grant, and bonds funds for facility improvements). |
| Major Activities |
| <ul style="list-style-type: none"> • Establish and promote common standards(for the workforce, programs and children’s learning) • Provide support for improvement (i.e. for national accreditation for programs) through trainings, technical assistance, career counseling, professional development and regulations guidance • Oversee and monitor grants, contracts and subsidies (i.e. for program’s capital improvements, scholarships for the workforce, or money for children’s care expenses –Care 4 Kids) • Assess and monitor quality by verifying workforce qualifications (head teacher), conducting fraud review and hearings, managing data and developing assessments |

Portfolio of Programs and Services by Target Population

| Key Function | Programs | Goal | Target Age Group/Population |
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| Access to Early Care and Education | Smart Start | Increase high quality subsidized child care capacity in CT through public schools. | Any 3 and 4 year old children in families in select communities with priority for low income children |
| | Care 4 Kids | Increase subsidized child care capacity in CT through voucher system. | Eligible children birth through age 12 in low to moderate-income families (and up to age 19 for children with disabilities) |
| | School Readiness | Increase high quality subsidized child care capacity in CT through community-based programs. | Eligible 3 and 4 year old children in families in select communities with priority for low income children |
| | Child Day Care | Increase high quality subsidized child care capacity in CT through community-based programs. | Eligible birth to age 12 children in families below 75% of state median income who access care at contracted programs |
| | Federal Preschool Development Grant | Increase high quality subsidized child care capacity in CT through community-based programs. | Eligible 4 year old children in families at or below 200% poverty |
| | State Head Start | Increase high quality subsidized child care capacity in CT through Head Start programs. | Supplements Federal Head Start grantees (birth to age 5 children) in families in selected communities for very low income families |
| | Even Start | Two-generation learning program | Birth to age 5 children in families in select communities below % poverty (currently three communities are funded that serve approximately 15 children/families in each) |
| | Bond Funds | Improve the quality of child care facilities. | Child care facilities not housed in a family's home that accepts state funds |

| Key Function | Program | Goal | Target Age Group/Population |
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| Workforce Development | Professional Registry, Scholarship Fund, and Education Advising | Develop a highly qualified and effective workforce: that supports the care and education of infant through school-age children; in all settings; in compliance with legislative, accreditation and governance requirements. | <p>Advising: Any individual employed in or considering employment in the Early Education field;</p> <p>Scholarship: Target population priorities vary by setting and role; state-funded Teachers seeking to meet legislation and staff in AFP contracted programs seeking to meet NAEYC Accreditation candidacy requirements and criteria are consistent priorities.</p> |
| | Program Leadership Institute | Improve the leadership skills of early education program leadership staff via competency based credit courses and non-credit professional development. | Program administrators in Connecticut programs serving young children (may include such titles as principal, director, site manager, assistant director or head teacher with daily administrative duties running the program) |
| | Workforce Standards Development | Develop Common Core Knowledge and Competencies to establish agreement about “what everyone should know and be able to do.” | All early childhood professional. |

| Key Function | Program | Goal | Target Age Group/Population |
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| Program Improvement and Support | Accreditation Facilitation Project | Improve the quality of early care and education programs by supporting programs to meet NAEYC, CDC, and Head Teacher regulations. | <p>For individualized assistance: Sites selected through an application process, with priority to state funded and those serving 10% of more of families on C4K.</p> <p>For any program: Early childhood programs (community and school-based) that are engaged in program improvement.</p> |
| | Provider Orientation Project, Incentives for CDA, Licensing | Improve the quality of home-based child care and support providers in achieving licensing and CDA approval. | All Family Friend and Neighbor and Family Child Care Providers (those receiving Care4Kids funds). |
| | QRIS Standards Development and Implementation | Improve, assess, and communicate the quality of all early care and education settings. | Early childhood settings serving all children ages Birth to 5. |
| | Age Three to Grade Three | Increase the developmentally appropriateness and the quality of school-aged instruction and leadership of grades K-3. | Select schools and communities. |

| Key Function | Program | Goal | Target Age Group/Population |
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| Standards, Instruction, and Assessment | Learning Standards Development and Implementation | Increase agreement and knowledge of what children from birth to age five should know and be able to do. | Adults and families caring for children Birth to age 5. |
| | Kindergarten Entry Assessment Development and Implementation | Improve ability of families, providers and communities to understand how children are progressing and develop and plans to support continued growth. | All children entering kindergarten. |

Family Support Services

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| Department Specs |
| <p>Staff Size: 14 (plus 300 contracted staff)</p> <p>Works with: Community based health and human services organizations, schools, hospitals and academic institutions, children and families</p> <p>Coming From:</p> <ul style="list-style-type: none"> • Department of Social Services, Department of Public Health |
| Purpose |
| Provide a comprehensive approach to <i>preventing</i> child abuse and neglect to ensure the health, wellbeing and positive growth and development of all young children in Connecticut. |
| Key Functions |
| <p>Identify and support the most effective means of assisting and strengthening families, communities, and human services workforce in order to prevent child abuse and neglect and ensure the positive growth and development of children. To do this staff provide training and technical assistance in program development, contracts for community providers to offer direct services to families and children, efforts to foster Systems-oriented collaborations, public awareness and education, and Research and evaluation. The goal of these efforts is to help:</p> <ul style="list-style-type: none"> • Parents become effective caregivers and develop nurturing relationships with their children (ie. Through home visiting and creating single points of access to services in communities) • Communities and human services staff become more skilled and responsive to the needs of children and support their positive growth and development (i.e. truancy prevention, child development system building, provider trainings in maternal and child health, developmental screening) • Families find resources in time of need |
| Major Activities |
| <ul style="list-style-type: none"> • Provide training, technical assistance, and assistance in troubleshooting for community organization's development to ensure quality and success for community based partners through: <ul style="list-style-type: none"> ○ program development ○ contracting, selection, and compliance ○ budget development and oversight ○ performance appraisals, data analysis, and quality assurance, and reporting • Monitor contracts • Grant writing • Community outreach, awareness, and education • Conduct research with academic institutions • Serves as the state lead agency for the Child Abuse Prevention and Treatment Act Title II - Child Abuse Prevention Grants |

Portfolio of Programs and Services by Target Population

| Key Function | Programs | Goal | Target Age Group/Population |
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| Direct Family Support | Nurturing Families Network | Prevent child abuse and neglect, promoting healthy parenting and stable families, and the positive growth and development of children. | First time parents of children under age 5 in poverty or at risk of neglect/abuse. Statewide |
| | NFN Father Focused Home Visiting | Works with fathers and mothers intimate toward the NFN goal | Twelve locations across the state |
| | In-Home Cognitive Behavioral Therapy (CBT) | Provides therapy to treat maternal depression among NFN participants | Twenty-one locations |
| | Child First (MEICNV) | Prevent the reoccurrence of child abuse or neglect, support healthy parenting and treat behavioral needs of children. | Families with children under 8 with trauma, attachment problems, behavioral problems, or abused/neglected. Most communities. |
| | Nurse Family Partnership (MEICNV) | Improve health and development outcomes. | Families with children under 5 in need of parenting support. A single community. |
| | Parents as Teachers (MIECHV) | Promoting healthy parenting and stable families, and the positive growth and development of children. | Fourteen locations |
| | Early Head Start (MIECHV) | Promoting healthy parenting and stable families, and the positive growth and development of children. | |
| The Family School Connection | Improve family functioning to support child well-being and success in school | Families whose children are frequently absent, truant, have academic or behavioral problems, or often come to school unprepared. In select communities. | |
| Family Empowerment Programs | Help prevent child abuse and neglect and Promote positive parenting | Families dealing with poverty, domestic violence, criminal activity, substance abuse and mental health | |

| Key Function | Programs | Goal | Target Age Group/Population |
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| | | | disorders that have children. A single community for each program. (8) |
| Workforce and Community Development | Preventing Shaken Baby Syndrome | Improve awareness to reduce infant injury mortality. | Any adult service provider in select communities and hospitals. |
| | Positive Parenting Program – Triple P | Triple P involves entire communities in efforts to prevent emotional and developmental problems in children by enhancing the knowledge, skills, and confidence of parents. | Hartford and five communities in eastern Connecticut – Woodstock, Pomfret, Putnam, Killingly and Thompson |
| | Ages and Stages Questionnaire Training (Help Me Grow) | Reduce the number of children with undetected developmental delays. | Any child under 5. |
| | The Stranger You Know | Reduce sexual abuse of young children. | Any community member in select communities. |
| | Help Me Grow Networking Meetings | Increase communication, knowledge and collaboration among community providers regarding child development and developmental delays | Social service providers in 13 communities. |
| | Family Development Training and Credential | Increase the use of a strength-based approach to working with families on family development. | Human service providers and students |
| Information and Access | Child Development Infoline (incl. Help Me Grow and MEICHV) | Connect families who have a concern about how their child is learning, behaving or developing with community resources (including home visiting programs, developmental screenings, and community supports.) | Parents of all children and community providers of services. |

Early Childhood Special Education (IDEA Part B/619 and C)

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| <p>Department Specs</p> <p>Staff Size:</p> <ul style="list-style-type: none"> • Birth to Three: 16 (plus 950 contractors) <p>Coming From:</p> <ul style="list-style-type: none"> • Birth to Three: Department of Developmental Services • Preschool Grants Program: State Department of Education <p>Works With:</p> <ul style="list-style-type: none"> • Birth to Three: Families, Early Care and Education Settings • Preschool Grants Program: School Districts, Families, Early Care and Education Community, Birth to Three |
| <p>Purpose</p> <p>Birth to Three: Strengthen the capacity of Connecticut’s families to meet the developmental and health-related needs of their infants and toddlers who have delays or disabilities. by insuring all families have equal access to a coordinated program of comprehensive services and supports that: (a) Foster collaborative partnerships, (b) Are family centered, (c) Occur in natural environments, (d) Recognize current best practices in early intervention and € Are built upon mutual respect and choice.</p> <p>Preschool Grants Program: Provides federal funds to states through the Individuals with Disabilities Education Act (IDEA), Part B, Section 619 which is also called the “Preschool Grants Program”. The funds are intended to help ensure that all eligible children with disabilities, ages 3 through 5, receive a free appropriate public education that has been individually designed to meet the child’s unique needs.</p> |
| <p>Key Functions</p> <p>Birth to Three: Fund contractors to visit families at home and develop and carry out an individualized family service plan using a coaching model to help families learn to weave interventions into everyday care for children under age three.</p> <p>Preschool Grants Program: (a) Provides 80 percent of the federal funds (approximately \$3.8 million) to school districts for the excess cost of providing special education to the population of eligible children 3 through 5; (b) Provides five percent of the federal funds (approximately \$229k) for state agency staff support that works to ensure the provision of special education to eligible children 3 through 5, and (c) Utilizes 15 percent of the federal funds (approximately \$600k) for state supportive activities that ensure the provision of special education to the eligible population of children 3 through 5.</p> |
| <p>Major Activities</p> <p>Birth to Three: Manage contracts and support contractors</p> <ul style="list-style-type: none"> • Oversee program contracts to ensure quality and success for community based partners through: <ul style="list-style-type: none"> ○ contracting, selection, and compliance ○ budget development and oversight ○ performance appraisals, data analysis, and quality assurance, and reporting • Provide training, technical assistance, and assistance in troubleshooting for contractors • Federal Grant writing and reporting • Community outreach, awareness, and education <p>Preschool Grants Program (includes agency & bureau functions specific to the Preschool Grant Program):</p> <ul style="list-style-type: none"> • Annual calculation and disbursement of federal funds to eligible school districts • Fiscal monitoring, compliance and oversight of use of funds • Identification and allocation of federal funds for state supported activities through MOAs, contracts, etc. • Monitoring of funds and activities supported in part or whole by the Preschool Grants Program |

Portfolio of Programs and Services by Target Population

| Key Function | Programs | Goal | Target Age Group/Population |
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| Special Education Direct Services | Birth to Three | Strengthen capacity of families to meet developmental and health needs of their children. | Any family with a child aged 0-3 with significant developmental delays. |
| | Early Childhood Special Education | Provide children with disabilities a free and appropriate education. | Any child ages 3-5 with disabilities. |

Commissioner's office

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| Department Specs |
| <p>Staff Size:</p> <ul style="list-style-type: none"> • 14 <p>Coming From:</p> <ul style="list-style-type: none"> • Newly formed with individual staff hired from many agencies and from outside of state government. <p>Works With:</p> <ul style="list-style-type: none"> • Legislators, governor's staff, other state agencies, contractors, unions, external stakeholders, agency staff |
| Purpose |
| To ensure the state's investments in early childhood are implemented effectively, in a coordinated manner that meets the needs of families and children. |
| Key Functions |
| Provide leadership, resources, and central support to agency divisions and manage high-level external relations. |
| Major Activities |
| <p>Communications:</p> <ul style="list-style-type: none"> • External and internal communications • Coordination of media responses • Management of agency website and social media <p>Planning, Data, and Analysis:</p> <ul style="list-style-type: none"> • Development of agency plans, proposals, and projects • Policy and data analysis • Report generation- data and grant writing support <p>Government Relations</p> <ul style="list-style-type: none"> • Legislative Liaising to Executive Branch and Legislature • Relationship building with external stakeholders including national, other agencies, Federal Offices, and community agencies <p>Fiscal and IT</p> <ul style="list-style-type: none"> • State, Federal, Bond Funding • Accounts Payable and Receivable • Budgeting and Projections • Fiscal Management • IT Planning, Support and Management |

Portfolio of Programs and Services by Target Population/Investment Required

| Key Function | Program | Goal | Target Age Group/Population |
|-------------------------------------|--|--|---|
| Communications | Info Campaign | Increase awareness of the OEC and the importance of early childhood | All families |
| | Speaking Engagements | Share vision of early childhood and garner support and funds | |
| | External Communications | Communicate major initiatives and activities, garner support and funds | Major external stakeholders and media |
| | Internal Communications | Provide guidance and solicit feedback | OEC Staff |
| Planning, Data, and Analysis | Data and Grant Support | Secure additional funds, justify funds received, monitor performance | OEC staff, funders |
| | Development of agency plans and proposals | Develop and justify a course of action | OEC staff, funders, legislators, governor/legislators |
| Government Relations | External Stakeholder Relations | Communicate major initiatives and activities, garner support and funds | Major external stakeholders |
| | Legislative and Executive Branch Relations | Communicate major initiatives and activities, garner support and funds | Legislators and governor's office, commissioners |
| Fiscal and IT | Accounts payable and receivable | Manage state funds effectively. | OEC staff and vendors/contractors |
| | Budgeting and projections | Manage state funds effectively. | OEC staff |
| | Fiscal management | Manage state funds effectively. | OEC staff |
| | IT support and development | | |