Quality Performance Report (QPR)
For

Connecticut
FFY 2013

Appendix 1
Quality Performance Report

A1.1 Progress on Overall Goals

Based on the goals described in the Lead Agency's CCDF Plan at Section 3.1.7, please report your progress using the chart below. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., revised licensing regulation to include elements related to SIDS prevention, lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care (www.nrckids.org.)

N/A

Goals Described in FY 2012-2013 CCDF Plan:
Expected to transition to new licensing system which will enable web-based access to information on providers, improve reporting capabilities, increase monitoring options and improve automation of current processes.

Coordination and planning work on performance benchmarks, in cooperation with the Connecticut Statewide Advisory Council (SAC), RESCs, Head Start, Early Head Start, Birth to Three interagency Coordinating Council, Family Providers, and After School Providers Network.

Goal #1:
Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

Goal 1: Expected to transition to new licensing system which will enable web-based access to information on providers, improve reporting capabilities, increase monitoring options and improve automation of current processes.

Describe Progress - Include Examples and Numeric Targets where Possible:

Progress: The new licensing system has enabled field staff the increase in the numberof days in the field from 3 to 4 per week. On July 15, 2011, the Child Day Care Licensing Program transitioned to a new licensing system. The new system allows the public to conduct on-line searches of licensed child day care providers. The on- line search displays real-time license and inspection information, substantiated complaint history information, and formal discipline history information. The system allows field workers

to view the database from the field and remotely download results of inspections directly into the system, accommodates the scanning of documents into individual records, enables the public to download rosters of child day care providers, and allows the Department to collect valuable data related to the child daycare licensing and monitoring activities. The new licensing system has enabled field staff the increase in the numberof days in the field from 3 to 4 per week.

Goal #2:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

Coordination and planning work on performance benchmarks, in cooperation with the Connecticut Statewide Advisory Council (SAC), RESCs, Head Start, Early Head Start, Birth to Three interagency Coordinating Council, Family Providers, and After School Providers Network.

Describe Progress - Include Examples and Numeric Targets where Possible:

Progress: The coordination and planning work on performance benchmarks continues to be developed through the work of the Connecticut Statewide Advisory Council (SAC) as well as the work of the SAC workgroups. Specific performance benchmarks have not been identified.

A1.2 Key Data

A1.2.1 Number of licensed programs

a) How many licensed center-based programs operated in the State/Territory as of September 30, 2013? 1473

☐ N/A

Describe:

As of September 30, 2013 a total of 1,497 center-based programs were licensed and include group day care homes. Of this total as of 10/1/13 there were 24 licensed group day care homes. The **1,473** center-based represents the 1,497 minus the 24 group homes.

b) How many licensed home-based programs operated in the State/Territory as of September 30, 2013? 2505

☐ N/A

Describe:

2,481 Family Day Care Homes were licensed as of September 30, 2013. As of 10/1/13 there were **24** Group Day Care Homes that had been shown in the Center-based category that are **added to the 2,481** reported, for a revised total of **2,505** family day care homes (including the group homes).

c) Does the State/Territory have data on the number or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child's own home) operating in the State/Territory that are not subject to licensing regulations?

☑ Yes

If yes, include the number or percentage of programs:

Number: 407

Percentage: 0%

Describe:
There were 256 Exempt Center based School Settings plus 151 Exempt municipal and summer Camp programs for a total of 407 license exempt settings that were not subject to licensing and received Care4Kids Certificate in FY 2013.

In total there are 407 License-Exempt and 7,258 Family, Friends and Neighbor Settings receiving child care assistance vouchers in FY 2013.

In FY 2013, there were 7,258 Family, Friends, and Neighbors (FFN) providers that were not subject to licensing and received Care4Kids Certificate and are identified in our Care4Kids system as unlicensed home based (Family, Friends, and Neighbor). For comparison, on a monthly basis - In September of 2013 this number equalled 3,496 providers that were not subject to licensing received Care4Kids Certificate.

However, we do not have numbers for providers that are not subject to licensing regulations that do not participate in the Care4Kids program which is based on income eligibility. In addition, there are a number of providers serving unrelated children for less than 3 hours a day that are not required to be licensed and the total number is not known.

Family, Friends, and Neighbors (FFN - care is provided in the child's home or in the unlicense home of a relative.

☐ No

A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year (October 1, 2012 through September 30, 2013)?

a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year (October 1, 2012 through September 30, 2013)?
61%

What was the average number of visits?
1

☐ N/A
Describe:
Approximately 61% of licensed center-based programs were visited for full, unannounced visits - based on an average of one visit per site with visits to 913 sites of the 1,497 centers & group home (1,473 licensed center based and 24 group home settings) per the Department of Public Health.

Group homes make up less than 2% (24 as of 10/1/13) of the total 1,497 licensed center-based and group home facilities in the state of which the 61% refers to.

b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year (October 1, 2012 through September 30, 2013)?
38%

What was the average number of visits?
1

☐ N/A

Describe:

Approximately 38% of licensed family child care programs were visited for full, unannounced visits - based on an average of one visit per site with visits to 947 sites of the **2,505 (2,481+24)** licensed family day care homes and group day care home in the state. Note: Group Home visits are shown with Center Based site visits.

c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year (October 1, 2012 through September 30, 2013)?

0%

What was the average number of visits?

0

☐ N/A

Describe:

Legally exempt programs are not under the DPH licensing or part of the on-site visits.
Programs receiving food and nutrition subsidy are visited by the Adult and Child Food and Nutirtion program, each year.

A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year (October 1, 2012 through September 30, 2013)?

Licensed Centers:

How many were **suspended**? 0

☐ N/A

Describe:

There were zero (0) Suspended Licensed Centers (and zero (0) suspended Group Homes). There were also 14 Consent Orders and 2 Voluntary Surrenders for Centers/Group Homes.

A consent order is a voluntary settlement negotiated between the Department and licensee whereby the licensee agrees to certain conditions/requirements above and beyond those required in the regulations which address the areas of concern. It is a disciplinary action against the license and usually includes a civil penalty.

How many were **revoked**? 0

☐ N/A

Describe:

Zero (0) Center Licenses were revoked and zero (0) Group Home licenses were revoked.

Licensed Homes:

How many were **suspended**? 1

☐ N/A

Describe:
There was (1) Suspended Licensed Family Day Care Home (and zero (0) suspended Group Homes). There were also 6 Consent Orders and 12 Voluntary Surrenders for Family Day Care Homes.

A consent order is a voluntary settlement negotiated between the Department and licensee whereby the licensee agrees to certain conditions/requirements above and beyond those required in the regulations which address the areas of concern. It is a disciplinary action against the license and usually includes a civil penalty.

How many were **revoked**? 10

☐ N/A

Describe:
10 Family Day Care Homes Licenses were revoked. *Zero (0) Group Home licenses were revoked.*

A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year (October 1, 2012 through September 30, 2013)?

Child Care Centers: 41
☐ N/A

Group Child Care Homes: 1
☐ N/A

Family Child Care Homes: 81
☐ N/A

In-Home Providers: 198
☐ N/A

Describe:

Child Care Centers: 41 Child Care Centers were made ineligible based on notification from DPH. These include revocation, summary suspension, voluntary surrender and no longer holds a valid license with DPH.

Group Child Care Homes: 1 Child Care Group Home was made ineligible based on notification from DPH as they no longer held a valid license from DPH.

Family Child Care Homes: 81 Licensed family child care homes were made inactive based on notification from DPH. These include revocation, summary suspension, voluntary surrender and no longer holds a valid license with DPH.

In-Home Providers: includes unlicensed informal (FFN). 198 shown above to avoid potential duplication of providers in the 155 + 198. 155 Child Care Providers were made ineligible based on the results of a criminal background check. 198 Child Care Providers were made ineligible based on a DCF substantiation.

In the response above for A1.2.4, the data for In-Home providers being terminated due to health and safety reasons was identified by Care4Kids but also includes providers who chose to terminate for other reasons (failure to renew license). Providers shown as "In-Home Providers" are Unlicensed Individuals/ Providers. The care is provided in the child's home or in the unlicensed home of a relative or friend and are referred to as Family, Friends, and Neighbors (FFN).

A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year (October 1, 2012 through September 30, 2013)?

☑ N/A

Describe:

Not Known

A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

☑ N/A

Describe:

Not Known.

A1.2.7 How many fatalities occurred in child care as of the end of the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

0

☐ N/A

Describe:

There were zero (0) fatalities that occurred in Child Care as of September 30, 2013.

Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year (October 1, 2012 through September 30, 2013)?

☐ Yes

☑ No

☐ N/A

Describe:

The National Association for the Education of Young Children conducted a content validation study of the draft Early Learning and Development Standards, engaging 12 national experts in providing input into the new standards. Changes have been made based upon this study and the new CT Early Learning and Development Standards for children birth through age five, are due to be released in October of 2013.

A2.1.2 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.2.8, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELGs, Aligned the ELGs with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

Work with State Advisory Council Early Learning Standards Committee to develop evaluation methodology for performance measurement and,

Work with State Advisory Council Early Learning Standards Committee to review, update and align Birth-to-Three, Head Start and Early Learning Guidelines (ELGs) to reflect current research and practice: periodic evaluation of ELG trainers' performance; make the Early Learning Guidelines part of the state's professional development system (both Connecticut Charts-A-Course and college based programs); integrate Early Learning Guidelines and Infant and Toddler Modules into Early Care and Education courses at 2- and 4- year colleges.

Work with State Advisory Council Early Learning Standards Committee to crosswalk Connecticut's Early Learning Guidelines (ELG) with the Connecticut Pre-School Assessment Framework (PAF) and the Connecticut Preschool Curriculum Framework (PCF), the community college infant-toddler curriculum, and the Early Head Start performance standards. Crosswalk with NAEYC Accreditation standards.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #1: Work with State Advisory Council Early Learning Standards Committee to develop evaluation methodology for performance measurement.

Describe Progress - Include Examples and Numeric Targets where Possible:

CT's proposed QRIS system includes standards related to the implementation of early learning and development standards. Once this system is in place there will be a mechanism or system for collecting data on the number of programs participating in the QRIS who are using the Early Learning and Development Standards.

Goal #2:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #2: Work with State Advisory Council Early Learning Standards Committee to review, update and align Birth-to-Three, Head Start and Early Learning Guidelines (ELGs) to reflect current research and practice: periodic evaluation of ELG trainers' performance; make the Early Learning Guidelines part of the state's professional development system (both Connecticut Charts-A-Course and college based programs); integrate Early Learning Guidelines and Infant and Toddler Modules into Early Care and Education courses at 2- and 4- year colleges.

Describe Progress - Include Examples and Numeric Targets where Possible:

CT's new Early Learning and Development Standards (ELDS), to be released in October 2013, draw upon current research and practice. The ELDS are integrated into CT's new Core Knowledge and Competency Framework, which will guide both in-service and pre-service professional development. The ELDS are also integrated into the QRIS which will include a system for competency-based in-service professional development. The A.J. Pappanikou Center for Excellence in Developmental Disabilitiesat the University of Connecticut has been working in collaboration with the CT Office of Early Childhood in linking evidence-based practices with the new ELDS. This guidance is expected to be available in early 2014.

A 3-day Infant Toddler Institute in November 2012 which included ELG training for 40 higher education faculty and key trainers in partnering sectors of early childhood work with infants and toddlers, e.g., mental health consultation, Part C, Early Head Start and home visiting. Also engaged for the first time Family and Consumer Science teachers in an effort to expand to child development classes in CT high schools.

Goal #3:

Is Goal from 2012-2013 CCDF Plan? ☐ Yes ☐ No

GOAL #3: Work with State Advisory Council Early Learning Standards Committee to crosswalk Connecticut's Early Learning Guidelines (ELG) with the Connecticut Pre-School Assessment Framework (PAF) and the Connecticut Preschool Curriculum Framework (PCF), the community college infant-toddler curriculum, and the Early Head Start performance standards. Crosswalk with NAEYC Accreditation standards.

Describe Progress - Include Examples and Numeric Targets where Possible:

Following the release of CT's new Early Learning and Development Standards (ELDS) in October 2013, a crosswalk with CT's Preschool Assessment Framework will be conducted, as this tool will remain in place until a new tool is developed. Through the use of the new Core Knowledge and Competency Framework and collaboration with higher education, the new ELDS will be integrated into college coursework. Crosswalks with relevant Head Start standards, including the *Head Start Child Development and Early Learning Framework.*

A2.2 Key Data

A2.2.1 How many programs were trained on early learning guidelines (ELGs) or standards over the last fiscal year (October 1, 2012 through September 30, 2013)?

Center-based Programs: **Early Learning Guidelines (ELGs)**	**How many center-based programs were trained on ELGs over the past year?**	**N/A**
Birth to Three ELGs		☑
Three-to-Five ELGs		☑
Five and Older ELGs		☑
Describe:	While some training on current documents did occur, much of this professional development was done through individual contracts and/or fee-for-service basis. Because this professional development was not conducted as a part of a statewide professional development system, accurate data is not available at this time. In addition, training on current documents was somewhat scaled back due to the anticipated transition to the new ELDS. Birth to Three ELGs - Unknown Three to Five ELGs - Unknown Five and Older ELGs - N/A	
Family Child Care Programs: **Early Learning Guidelines (ELGs)**	**How many family child care programs were trained on ELGs over the past year?**	**N/A**
Birth to Three ELGs		☑
Three-to-Five ELGs		☑

Five and Older ELGs		☑
Describe:	While some training on current documents did occur, much of this professional development was done through individual contracts and/or fee-for-service basis. Because this professional development was not conducted as a part of a statewide professional development system, accurate data is not available at this time. In addition, training on current documents was somewhat scaled back due to the anticipated transition to the new ELDS.	
Legally Exempt Providers: **Early Learning Guidelines (ELGs)**	**How many legally exempt providers were trained on ELGs over the past year?**	**N/A**
Birth to Three ELGs		☑
Three-to-Five ELGs		☑
Five and Older ELGs		☑
Describe:	While some training on current documents did occur, much of this professional development was done through individual contracts and/or fee-for-service basis. Because this professional development was not conducted as a part of a statewide professional development system, accurate data is not available at this time. In addition, training on current documents was somewhat scaled back due to the anticipated transition to the new ELDS.	

2.2.1(b) How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school&#45age children)

Center-based Programs: **Early Learning Guidelines (ELGs)**	**How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)**	**N/A**
Infants and toddlers in programs implementing the Birth to Three ELGs		☑
Preschoolers in programs implementing the Three-to-Five ELGs		☑
School-age children in programs implementing the Five and Older ELGs		☑
Describe:	Data not available. See Progress update from Goal #1.	
Family Child Care Programs: **Early Learning Guidelines (ELGs)**	**How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)**	**N/A**
Infants and toddlers in programs implementing the Birth to Three ELGs	0	☑

Preschoolers in programs implementing the Three-to-Five ELGs	0	☑
School-age children in programs implementing the Five and Older ELGs	0	☑
Describe:	Data not available. See Progress update from Goal #1.	
Legally Exempt Providers: **Early Learning Guidelines (ELGs)**	**How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)**	**N/A**
Infants and toddlers in programs implementing the Birth to Three ELGs	0	☑
Preschoolers in programs implementing the Three-to-Five ELGs	0	☑
School-age children in programs implementing the Five and Older ELGs	0	☑
Describe:	Data not available. See Progress update from Goal #1.	

Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

A3.1 Progress on Overall Goals

A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

Connecticut will revisit the plan established by the Early Care and Education State Advisory Council, drafted in 2008 and tabled due to budgetary constraints, to continue review of Quality Improvement opportunities, standards, process, and incentives.

1. Program Standards:

Work with State Advisory Council on development of goals, performance measures and evaluation methodologies for program standards to align Birth to Five standards and to maintain a continuum with child development and curriculum standards for school age children Kindergarten to Grade 12.

2. Supports to programs to improve quality:

Support quality improvement efforts through the training and technical assistance provided by the Accreditation Facilitation Project. We will continue to recruit licensed programs into the NAEYC Accreditation process, with a goal to recruit 15 new non-accredited programs to the pursuit of NAEYC Accreditation in the coming year.

3. Financial incentives and supports:

Explore opportunities to give a bonus to programs that achieve accreditation for the first time. And, explore opportunity to give a bonus to sites that maintain accreditation through re-accreditation. Continue to fund tired subsidies based on setting and/or accreditation of child care providers.

4. Quality Assurance and Monitoring:

Develop and publish an action planning form for use with any of these tools to help programs plan improvements based on the assessment data gathered from a tool. A form could be finalized, posted on the web, and used with all of our AFP sites. Same document could be used to plan improvements driven by the NAEYC Accreditation Decision Report. Review potential funding to train on PAS or to expand CLASS training done by Head Start.

5. Outreach and Consumer Education:

Continue outreach and consumer education efforts statewide and through 2-1-1- Child Care. Align activities with State Advisory Council family involvement and implementation of fatherhood audit.

Consideration for NAEYC provides accredited programs with a window decal of the accreditation logo. Encourage accredited programs to get these up at their programs and provide some kind of document for posting that explains to parents what it is, why it’s important .

Work with 2-1-1 Child Care to add the NAEYC logo/hyperlink to the program page where it shows that a program is NAEYC Accredited.

Work with the Connecticut State Advisory Council (SAC) Committee on Family Involvement and connect with the Connecticut Department of Public Health (DPH) Home Visitation workgroup to determine appropriate strategies.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL # 1: Connecticut will revisit the plan established by the Early Care and Education State Advisory Council, drafted in 2008 and tabled due to budgetary constraints, to continue review of Quality Improvement opportunities, standards, process, and incentives.

Describe Progress - Include Examples and Numeric Targets where Possible:

Progress:
In September 2012, the Early Childhood Planning Team, established through legislation to create a plan for Connecticut's early childhood system, requested that the QRIS Workgroup of the State Advisory Committee complete a set of recommendations for a QRIS with the strict deadline of October 30, 2012. The Workgroup launched a process of meetings, with the help of the national Childcare State Systems Specialists, to achieve this goal. On November 15, 2012, the first iteration of recommendations was presented to the Connecticut Early Childhood Education Cabinet and Early Childhood Planning Team Director.

The QRIS Workgroup continued to meet to refine and clarify the recommendations and presented its final report *A Quality Rating and Improvement System for CT, June 2013* which includes

- Guiding Principles established by the Workgroup, which serve as a foundation to the QRIS system; and the
- Recommendations addressing these topics in the QRIS: Governance, Structure, Standards, Licensing, Accreditation and Approval, Rating and Monitoring, Subsidy, Incentives, and Phase In.

In addition, in April 2013, the State of Connecticut entered into contract with the National Association for Regulatory Administration (NARA) to assess Connecticut's Child Day Care Licensing Program to identify strengths and weaknesses, make recommendations for improvement and provide supportive services to make enhancements. Activities include a survey of interested stakeholders, literature review of best practices and comparison to Connecticut's standards and practices, review of state statutes and regulations that govern the licensing of child care programs, review of administrative policies and procedures and the provision of professional development and training to licensing staff."

Goal #2:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #2 Program Standards:
Work with State Advisory Council on development of goals, performance measures and evaluation methodologies for program standards to align Birth to Five standards and to maintain a continuum with child development and curriculum standards for school age children Kindergarten to Grade 12.

Describe Progress - Include Examples and Numeric Targets where Possible:

Progress: Connecticut stakeholders engaged in work guided by a consultant to develop program standards for a CT QRIS. A working group of over 40 participants created draft documents which were reviewed for comments and feedback by a large group of stakeholders. The subsequent documents, version one of Connecticut's QRIS Standards, criteria and indicators of program quality define measurable, evidence- and research-based, quality building, progressive benchmarks across a series of levels in five areas: Health and Safety, Learning Environment, Workforce Qualifications and Professional Development; Family Engagement and Support and Leadership and Management.

The standards are aligned with CT Department of Public Health licensing and NAEYC and NAFCC Accreditation to ensure that a progressive continuum of quality leads programs to the highest level of the QRIS. The standards incorporate expectations for programs to use CT's Early Learning and Development Standards, achieve workforce qualifications requirements, and use assessment tools and improvement processes to support the advancement of programs through the levels of the QRIS.

Goal #3:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #3. Supports to programs to improve quality:

Support quality improvement efforts through the training and technical assistance provided by the Accreditation Facilitation Project. We will continue to recruit licensed programs into the NAEYC Accreditation process, with a goal to recruit 15 new non-accredited programs to the pursuit of NAEYC Accreditation in the coming year.

Describe Progress - Include Examples and Numeric Targets where Possible:

Progress: The Accreditation Facilitation Project continues to deliver support services in the form of technical assistance (training, coaching, mentoring, and guidance on the NAEYC Accreditation process to licensed centers. Currently, 104 licensed programs are receiving individualized support from the AFP, with several hundred others receiving support through workshops and general technical assistance by phone, email and in meetings.

The AFP recruited nine non-accredited programs to the pursuit of NAEYC Accreditation in the first half of FY 13, in the second recruitment another number programs that are new to the process started work with the AFP.

Goal #4:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #4. Financial incentives and supports:

Explore opportunities to give a bonus to programs that achieve accreditation for the first time. And, explore opportunity to give a bonus to sites that maintain accreditation through re-accreditation. Continue to fund tired subsidies based on setting and/or accreditation of child care providers.

Describe Progress - Include Examples and Numeric Targets where Possible:

Progress: provides a plan for funding bonuses and changes to the tiered subsidy system is articulated in CT's Race to the Top Early Learning Challenge grant. This plan to incentivize higher quality in center- and home-based providers serves as a framework for implementation going forward.

Goal #5:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL # 5. Quality Assurance and Monitoring:
Develop and publish an action planning form for use with any of these tools to help programs plan improvements based on the assessment data gathered from a tool. A form could be finalized, posted on the web, and used with all of our AFP sites. Same document could be used to plan improvements driven by the NAEYC Accreditation Decision Report. Review potential funding to train on PAS or to expand CLASS training done by Head Start.

Describe Progress - Include Examples and Numeric Targets where Possible:

Progress: The Accreditation Facilitation Project developed and is utilizing an Action Planning form to assist programs to utilize data in the development of action steps for program improvement. The form is part of a 'tool kit' for planning program improvement and is provided to programs through training to build understanding of how to be intentional and set SMART (specific, measurable, attainable, relevant, time relevant) goals for improvement.

The 'tool kit' will be posted on the AFP portion of our website in the near future so that any program can access this resource.

Funding is available for FY 14 to provide training on the Program Administration Scale, Business Administration Scale, CLASS and ERS to help providers improve their understanding of these tools as levers to improved program quality. All of these tools can be used in conjunction with the Action Planning tool kit to guide the development of program improvement plans.

Goal #6:
Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #6. Outreach and Consumer Education:
Continue outreach and consumer education efforts statewide and through 2-1-1- Child Care. Align activities with State Advisory Council family involvement and implementation of fatherhood audit.

Describe Progress - Include Examples and Numeric Targets where Possible:

Progress: The Office of Early Childhood is working with 2-1-1 Child Care to add to their online system a designation that indicates that a program is licensed by the Department of Public Health or accredited by the National Association for the Education of Young Children, or the National Association for Family Child Care.

Goal #7:
Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #7. Consideration for NAEYC provides accredited programs with a window decal of the accreditation logo. Encourage accredited programs to get these up at their programs and provide some kind of document for posting that explains to parents what it is, why it's important .

Describe Progress - Include Examples and Numeric Targets where Possible:

We continue to encourage NAEYC Accredited programs to seek recognition for their accomplishment by posting their NAEYC supplied decal and distributing information provided by NAEYC regarding the significance of this mark of quality.

This idea has generated efforts to undertake a more planful and targeted recruitment process with programs interested in seeking NAEYC Accreditation. Among the accomplishments thus far, the AFP

has developed and standardized a series of information documents that are utilized with program leaders. These documents include an information letter with specific resources, a myth-busters information sheet to dispel common misconceptions regarding accreditation, and an agenda for a technical assistance / recruitment session that has been implemented at the request of two school readiness communities.

To recognize the achievement of accreditation, in partnership with the CT Association for the Education of Young Children, the Early Childhood Recognition Reception honored 109 programs that achieved NAEYC Accreditation over the past year.

Goal #8:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #8:

Work with 2-1-1 Child Care to add the NAEYC logo/hyperlink to the program page where it shows that a program is NAEYC Accredited.

Describe Progress - Include Examples and Numeric Targets where Possible:

Connecticut plans to make information public on NAEYC and NAFCC Accreditation via the 211 website with the goal to have this occur in 2014. The timeframe may be delayed due to funding considerations.

Goal #9:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #9 Work with the Connecticut State Advisory Council (SAC) Committee on Family Involvement and connect with the Connecticut Department of Public Health (DPH) Home Visitation workgroup to determine appropriate strategies.

Describe Progress - Include Examples and Numeric Targets where Possible:

In addition, this workgroup of interdisciplinary participants, some of whom also participate on the DPH Maternal Infant Early Childhood Home Visiting Council, has developed recommendations for statewide integration of home visiting models into CT's overarching early childhood education and development system. CT continues to offer a system of interconnecting intensive and non-intensive home-visiting services that meet a broad range of family and child needs over time.

A3.2 Key Data

A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year (October 1, 2012 through September 30, 2013)?

Health and safety:

Infant and toddler care:

School-age care:

Inclusion:

Teaching dual language learners:

Understanding developmental screenings and/or observational assessment tools for program improvement purposes:

Mental health:

Business management practices:

☑ N/A

Describe:

The Accreditation Facilitation Project (AFP) does not track technical assistance by content area. At this time there are no plans to modify the TA reporting categories.

A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year (October 1, 2012 through September 30, 2013)?

a) One-time, grants, awards or bonuses:

Child Care Centers:

Family Child Care Homes:

☑ N/A

Describe:

Not Available.

b) On-going or Periodic quality stipends:

Child Care Centers:
353
Family Child Care Homes:
3
☐ N/A

Describe:

Providers that received 5% accreditation bonus in FFY 2013 equalled 356. Child Care Centers = 353 + Family Day Care Homes = 3 - for providers receiving the 5% accreditation bonus.

A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year (October 1, 2012 through September 30, 2013)? When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g., licensed providers, CCDF providers, or all providers).

Child Care Centers QRIS:

Number:
0
Percentage: 0 %

or Other Quality Improvement System:

Number:
1473
Percentage:100 %

☐ N/A

Describe:

There were 120 (8%) licensed centers that participated in the individualized assistance of the Accreditation Facilitation Project. In total, there were 1,473 center-based programs that were licensed by the Department of Public Health, as of Septeber 30, 2013. Licensing is the first level of the state's quality improvement process. Connecticut has 437 (30%) National Association for the Education of Young Children (NAEYC) Accredited child care centers (2/10/14) and of these 353 served children in the Care4Kids/CCDF subsidy voucher program. There are 80 Head Start programs in Connecticut. NAEYC, Head Start, and NAFCC are identified as the highest quality level in Connecticut's quality improvement process.

Family Child Care Homes QRIS:

Number:
0
Percentage: 0 %

or Other Quality Improvement System:

Number:
2505
Percentage:100 %

☐ N/A

Describe:

There were 2,481 Family Day Care Homes plus 24 Group Day Care Homes, for a total of 2,505 licensed settings as of September 30, 2013. Licensing is the first level of the state's quality improvement process. In FFY 2013, three (3) Family Day Care Homes were accredited by the National Association for Family Child Care (NAFCC).

License-Exempt Providers QRIS:

Number:
0
Percentage: 0 %

or Other Quality Improvement System:

Number:
0
Percentage: 0 %

☐ N/A

Describe:

Data Not Available.

A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year (October 1, 2012 through September 30, 2013)? If the quality threshold is something other than QRIS, describe the metric used, such as accreditation.

Child Care Centers:

How many moved up within the QRIS:
How many moved down within the QRIS:
☑ N/A

Describe:

A total of 109 programs achieved NAEYC Accreditation or re-accreditation over the last fiscal year. This includes 51 programs utilizing the individualized assistance of the AFP. CT is third in the country for the highest number of NAEYC Accredited programs.

Family Child Care Homes:

How many moved up within the QRIS:
How many moved down within the QRIS:
☑ N/A

Describe:

Not Available.

License-Exempt Providers:

How many moved up within the QRIS:
How many moved down within the QRIS:
☑ N/A

Describe:

Included in the 109 programs that achieved NAEYC Accreditation or re-accreditation are 23 license-exempt providers (primarily public school based pre-k).

A3.2.5 How many programs are at each level of quality? Describe metric if other than QRIS, such as accreditation.

Child Care Centers:

Please provide the total number of Child Care Center quality levels (if available):

☐ N/A

Quality Level	Number of Programs at this level
NAEYC Accredited	437
CT DPH Licensed	1473

Describe:

Child Care Centers:
437 Child Care Centers in Connecticut are Accredited by the National Association for the Education of Young Children (NAEYC). Of these, 353 NAEYC Accredited Child Care Centers are providers with children that receive Care4Kid Certificates (also included/duplicated in the DPH Licensed Centers) There are 80 Head Start Regulated/Licensed Center Based sites (also included/duplicated in the DPH Licensed Centers) - this may include FDCH Head Start locations. Some of the Head Start locations may also be NAEYC Accredited, so the number above only documents the NAEYC accredited.

1,473 Child Care Centers are DPH licensed in the state (Not including 24 Group Day Care Homes).

There were 1,473 center-based programs that were licensed by the Department of Public Health, as of Septeber 30, 2013. Licensing is the first level of the state's quality improvement process. Connecticut has 437 (30%) National Association for the Education of Young Children (NAEYC) Accredited child care centers (2/10/14) and of these 353 served children in the Care4Kids/CCDF subsidy voucher program. There are 80 Head Start programs in Connecticut. NAEYC, Head Start, and NAFCC are identified as the highest quality level in Connecticut's quality improvement process.

Family Child Care Homes:

Please provide the total number of Family Child Care Home quality levels (if available):

☐ N/A

Quality Level	Number of Programs at this level
DPH Licensed	2505
NAFCC Accredited	3
Head Start Program	1

Describe:

2,505 Family Homes with DPH license = 2,481 Family Day Care homes + 24 Group Day Care Homes
3 Family Day Care Homes that receive Care4Kids Subsidies are NAFCC Accredited (also included/duplicated in the DPH Licensed FDCHs) .
1 Family Day Care Home Head Start Program (additional Head Start FDCH may be included in the 80 Head Start Centers in A.3.2.5(a))

License-Exempt Providers:

Please provide the total number of License&#45Exempt Provider quality levels (if available):

☐ N/A

Quality Level	Number of Programs at this level
Head Start Program	34

Describe:

There were 34 Exempt Head Start programs in FY 2013. Of those 5 programs were Home-Based and included Early Head Start. Another 8 Early Head Start programs are included in the 20 Center-Based Exempt Head Start settings.

A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory's quality improvement system during the last fiscal year (October 1, 2012 through September 30, 2013)? What percentage are in high quality care as defined by the State/Territory?
Note. If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

Percentage of CCDF children served in participating programs:
67%

Percentage of CCDF children served in high quality care:
24%

(May define with assessment scores, accreditation, or other metric, if no QRIS.)

☐ N/A

Describe:

In FFY 2013, the number of Children that received Care 4 Kids - CCDF assistance who are in an NAEYC or NAFCC accredited facility (a measure of **high quality**) and whose provider received an accredited bonus, totaled **7,990**.
This equals **24% of the 32,770, the total number of children** that received Care 4 Kids assistance/certificate in FFY 2013. In Licensed Center-Based Settings - the 7,990 children equal **49%** of the number of children in center-based settings (16,428) - of children receiving Care 4 Kids (C4K) assistance/certificate in FFY 2013. The 7,990 includes the following (with overlap in age groups creating a higher total of 8,772) **2,640** Infant/Toddlers; **5,170** Preschool; and **962** School Age children.

In March of 2013, there were 13,776 (**67%**) children receiving (paid cases) Care4Kids subsidy that were served in Licenced facilities (Center base, Family Day Care Homa and Group Day Care Home), out of the 20,657 children served (paid cases). UW C4K Report by Setting, March 2013.

Data on the number of children receiving Care 4 Kids CCDF assistance in Head Start accredited facilities is not available.

Connecticut is working on the development of a Quality Rating Information Sytem. The percent of children served by programs that are considered on the path toward quality include, but are not limited to NAEYC, NAFCC, and Head Start accreditation, the state's School Readiness program, and the state's Child Day Care program.

In addition to the above number of children in the Care4Kids Assistance/voucher program, children were also served in high-quality state funded preK during FFY 2013 are as follows:

The number of unduplicated children currently being served in state-funded preK - **School Readiness** as of September, 2013. = 10,726 (includes 1,312 that receive C4K). In addition, the number of unduplicated children currently being served in **State-funded Child Day Care** Centers = 3,573. All School Readiness Centers must be in the 3 Year process for NAEYC Accreditation - Most have NAEYC Accreditation. All State-funded Child Day Care Centers have NAEYC Accreditation or are Head Start Approved. Please see below for details/breakdown.

Or, **45%** of children are publicly funded children are in high quality care. Another way to look at the percentage is: If we were to add the **7,990** children (receiving C4K - CCDF Vouchers) receiving services in NAEYC and NAFCC Accredited facilities plus the **9,434**,children in high-quality state funded School Readiness programs (9,688 + 1,038 minus 1,229 minus 63 minus (potentially C4K duplicated in 7,990)) plus **2,493** (3,573 minus 1,081) in State-funded child care centers and divided the 19,917 into 44,697 (32,770+9,434+2,493) = **45%** of children receiveing state and CCDF funding in high quality early care and education settings (C4K, SR, and State Funded CDC).

Served in School Readiness and State Funded CDCs
Total = 14,299 children

Priority School Readiness: 9,688 (1,249 in Care4Kids - CCDF Certificate/voucher)
Breakdown:
6,310 full day
1,373 school day
1,467 part day
538 extended day

Competitive School Readiness: 1,038 (63 in Care4Kids - CCDF Certificate/voucher)
Breakdown:
445 full day
161 school day
432 part day

State-funded Child Day Care Centers: 3,573 (1,081 in Care4Kids - CCDF Certificate/voucher)
FY 2013 Annual Average # of Children Served:
Breakdown:
1,098 Infant/Toddler
2,222 Preschool Age
253 School Age

Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

A4.1 Progress on Overall Goals

A4.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.4.7, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

The following goals will be coordinated with the work of the State's Advisory Council (SAC) Workforce Committee.

1) Core Areas of knowledge and Knowledge:

- Align Core Knowledge and Skills to professional development requirements and DPH licensing regulations.
- Goal to conduct needs addessment.

2) Career Pathways (or Career lattice):

- Align the credentials that are offered in CT with their respective roles and levels on the CCAC career ladder

3) Professional Development:

- Assess the availability of early childhood and school-age training including web-based/on-line opportunities.
- Using the pilot for the ECTC to assess the quality assurances of the two and four year early childhood degree programs

4) Access to Professional Development:

- Assess the clearinghouses for professional development and consultants available for interdisciplinary technical assistance opportunities to better align the dissemination of this information across sectors

5) Compensation, Benefits and Workforce Conditions:

- Study the outcomes of the START Education Bonus System to establish its effectiveness in persistence toward CDA Credentials and if there is mechanism to expand its use.

6) Data & Performance Measures of the Child Care Workforce:

- Work toward participation in the Registry for staff in all child care programs that are licensed by DPH and require annual updating of staff and their qualifications.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #1. Core Areas of knowledge and Knowledge (Coordinate with the work of the State's Advisory Council (SAC) Workforce Committee):

•Align Core Knowledge and Skills to professional development requirements and DPH licensing regulations. The Workforce Workgroup of the SAC coordinate the development of a statewide Core Knowledge & Competency Framework for the role of the teacher across any setting serving children birth to age 5.

•Goal to conduct needs assessment. Align to the new CKCs will be conducted across all professional development offerings and requirements.

Describe Progress - Include Examples and Numeric Targets where Possible:

The Workforce Workgroup of the SAC coordinated the development of a statewide Core Knowledge & Competency Framework for the role of the teacher across any setting serving children birth to age 5.

Alignment to the new CKCs will be conducted across all professional development offerings and requirements.

The Professional Development/Workforce workgroup of the State Advisory Council completed a gap analysis of the ECE teacher competencies and will be developing a framework of competencies for the ECE workforce. The New Core Knowledge and Competency Framework for the role of teachers working with children ages birth to 5 is complete. In coordination with the State Department of Education, the charge was to review and compare Connecticut's sets of competencies associated with each credential, certificate or professional development program offered to "teachers" across all sectors serving children birth through age 8 with the nationally identified criteria associated with a Core Knowledge and Competency Framework.

Results from this work will inform the development of Connecticut's Core Knowledge and Competencies (CKC's) for teachers of young children and will help better articulate the teacher competencies across settings so that colleges and professional development providers can prepare individuals to work in all contexts.

Next Steps: Contract with a facilitator to engage cross-agency and cross early childhood sector engagement in team process work. Select a writing panel, review panel, and stakeholder committee that would interact with each other in a feedback loop process. The writing panel would consist of individuals trained in standards writing. Conduct a job analysis of the penultimate Core Knowledge and Competency draft. This is a survey to the field asking for responses to questions about the content, functionality, purpose, and structure of the document. Results from the survey will be considered by a sub-set of the writing panel, review panel, and stakeholder committee.

Print and disseminate the Core Knowledge and Competency document using technology structures to multiple stakeholder and sectors in conjunction with informational seminars on the uses of the document.

Research and take into consideration the work of other states. Consider surrounding states and alignment across states as different roles have certifications that may cross state lines. Keep in mind during the process that measurement is important. The work to have to have a Core Knowledge and Competency Framework first before considering measurement tools, has been completed.

Goal #2:

Is Goal from 2012-2013 CCDF Plan? ☐ Yes ☑ No

GOAL #2. Career Pathways (or Career lattice) (Coordinate with the work of the State's Advisory Council (SAC) Workforce Committee):

- The Career ladder will be revised based on adjustments of credentials and alignment of curriculum with the new CKCs for teachers. Additional CKCs will be developed for supportive early childhood roles, such as coaches and consultants.

Describe Progress - Include Examples and Numeric Targets where Possible:

Current work is to revise the career ladder. Credit transfer is not the focus at this time. The credentials will now be re-aligned with the new CKCs and a revised career ladder to be developed with the following structure: CDA, Associate degree with an Early Childhood Teacher Credential (ECTC) or a Bachelor degree with an Early Childhood Credential (ECTC), then a state teaching certificate with a Bachelor or Masters degree. So the only credentials for teachers will be (CDA, ECTC, State Certification). Then will have other Director's credential.

Credential in After School Education *can earn 12 Credits in ASE plus 240 hours of experience there is a Seamless articulation into BS Degree in Child Youth Development offered at Charter Oak State College.*

CT Director Credential *candidate must have a Minimum of an AS Degree with 12 ECE credits plus 9-15 credits in Program Administration Coursework depending on level of the Director's Credential. Course work from the AS degree in ECE and some BS degrees may be applied.*
CT Early Childhood Teacher Credential (ECTC) *In I/T or Preschool Candidate can earn it at the Associate 's or Bachelor's Degree Level and there is a Seamless articulation between both levels of the credential*

Goal #3:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #3. Professional Development (Coordinate with the work of the State's Advisory Council (SAC) Workforce Committee:

- Assess the availability of early childhood and school-age training including web-based/on-line opportunities.
- The application process for the colleges is the process where quality assurance is conducted.

Describe Progress - Include Examples and Numeric Targets where Possible:

There are currently 9 associate programs approved for the ECTC 9 (7 with the Infant/Toddler endorsement and all 9 with the preschool endorsement). There are 5 Bachelor programs approved for the ECTC 9 (3 with the Infant/Toddler endorsement and all 5 with the preschool endorsement). Charter Oak State College and some of the Connecticut Community Colleges offer on-line training toward credentials and degrees in Early Chldhood.

Goal #4:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #4. Access to Professional Development (Coordinate with the work of the State's Advisory Council (SAC) Workforce Committee:

•Assess the clearinghouses for professional development and consultants available for interdisciplinary technical assistance opportunities to better align the dissemination of this information across sectors

Describe Progress - Include Examples and Numeric Targets where Possible:

CT Charts –A-Course has 4 fulltime career advisors that are available to offer career counseling to all individuals who are enrolled in the Registry and are pursing scholarships for professional developments. In addition, the Accreditation Facilitation staff, who work closely with programs pursuing NAEYC Program Accreditation, offer technical assistance to all programs across sectors through workshops and individual and on-site visits on the qualifications of staff needed to meet the criteria for accreditation.

The state has multiple technical assistance and professional development providers in the state. The coordination of this work will be done by the Office of Early Childhood. Currently, CT charts-A-course has 3 counselors that serve regions in the state to be the front line for customer service on workforce and professional development needs. The Accreditation Facilitation Project provides specific assistance to programs seeking and maintaining NAEYC accreditation. A full assessment of the professional development entities was conducted by the Workforce Workgroup of the SAC. From here, the Office of Early Childhood will be coordinated the messaging, approval, and coordination of professional development and technical assistance.

There are the required consultants on licenses who provide an enormous amount of support, especially those Child Care Health Consultants who visit weekly for programs serving infants and toddlers. ECCP provides incredibly valuable support for countless programs through their statewide network of **20+** CCMHCs. Then there are the Part C and Part B 619 providers who consult to and support centers and FDCs all over the state.

Goal #5:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #5. Compensation, Benefits and Workforce Conditions (Coordinate with the work of the State's Advisory Council (SAC) Workforce Committee:

•Study the outcomes of the START Education Bonus System to establish its effectiveness in persistence toward CDA Credentials and if there is mechanism to expand its use.

Describe Progress - Include Examples and Numeric Targets where Possible:

Scholarship for credit and non-credit earning for content hours and fees as been a stable and successful initiative. The Start bonus was only for the graduates of the Training Program in Child Development. No funds were used for Start bonus program during this report timeframe. Currently, there is no bonus system in place. CT Charts-A-Course support to entry level early childhood staff to attain a Child Development Associate credential (CDA) through the Training Program in Child Development (TPCD) has been phased out. The $TART Education Bonus program that rewarded participants as they reached milestones on the career ladder, by completing not only the CDA, but also taking the Pathways Exams

for college credit, has also been phased out.

Goal #6:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #6. Data & Performance Measures of the Child Care Workforce (Coordinate with the work of the State's Advisory Council (SAC) Workforce Committee:

•Work toward participation in the Registry for staff in all child care programs that are licensed by DPH and require annual updating of staff and their qualifications.

Describe Progress - Include Examples and Numeric Targets where Possible:

The Early Childhood Professional Registry is an information system that collects data on the demographics, education and qualifications of individuals who work in the early care and education field. The Registry has captured 100% of the staff in state publicly funded programs. Staff in non publicly funded programs (voluntary registration) have shown an increase during this past year. The growth in participants has likely resulted from: 1) Scholarship Lottery, which offered scholarships to staff in all licensed programs, 2) DPH requirement that teachers seeking approval for Head Teacher status must apply through the Registry and 3) NAEYC candidacy calculator tool for use by all programs seeking program accreditation. The requirement that all staff working in a DPH center and home licensed programs enroll in the Registry and update their professional development qualifications bi-annually, is a goal of the Workforce Committee of the Early Childhood Education Cabinet. The Office of Early Childhood has outlined the goals in the Race to the Top grant application and will be the road map for this work. To date there are currently **14,921** individuals enrolled . Enrollees in Registry, includes trainers, consultants, all sectors/settings, beyond staff in child care programs. The state is working to include Early Intervention Home Visitors into the Registry.

A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year (as of September 30, 2013)?

A4.2 Key Data

Child Care Center Teachers:

How many had a Child Development Associate (CDA)? 1755

☐ N/A

Describe:

Per the Council for Professional Recognition: 1,755 current Preschool or Infant/Toddler CDA holders in Connecticut

Per the CT Early Childhood Professional Registry: 768 teaching staff members hold a CDA OR 12 EC

credits; 537 teaching staff members hold a CDA plus 12 EC credits (total = 1,305).

How many had State/Territory Credentials?

☑ N/A

Describe:

The credential and degree data is not available at this time by setting.

73 Teachers in Connecticut had an approved Early Childhood Teaching Credential (ECTC, as of 01/29/14).

ECTC Approvals to 1-29-14

Credential	**# Approved**
ECTC Level A - Infant/Toddler Endorsement	1
ECTC Level A - Preschool Endorsement	21
ECTC Level A - Infant/Toddler and Preschool Endorsement	29
ECTC Level B - Infant/Toddler Endorsement	1
ECTC Level B - Preschool Endorsement	12
ECTC Level B - Infant/Toddler and Preschool Endorsement	9
Total	**73**

How many had an Associate's degree?

☑ N/A

Describe:

Per the CT Early Childhood Registry, 825 teaching staff held an associate degree plus 12 EC credits.

The credential and degree data is not available at this time by setting.
Note: The current system does not report as associate degree only.

How many had a Bachelor's degree?

☑ N/A

Describe:

Per the CT Early Childhood Registry, 1,517 teaching staff held a baccalaureate degree or higher.

The credential and degree data is not available at this time by setting.

Note: The current system does not report as bachelor degree only.

How many had a Graduate/Advanced degree?
☑ N/A

Describe:

The credential and degree data is not available at this time by setting.
Note: The current system does not report as Graduate/Advanced degree only.

Family Child Care Providers:

How many had a Child Development Associate (CDA)? 99
☐ N/A

Describe:

Per the Council for Professional Recognition, 99 current Family Child Care CDA holders in CT.

How many had State/Territory Credentials?
☑ N/A

Describe:

Not Available. The credential and degree data is not available at this time by setting.

How many had an Associate's degree?
☑ N/A

Describe:

Not Available. The credential and degree data is not available at this time by setting.

How many had a Bachelor's degree?
☑ N/A

Describe:

Not Available. The credential and degree data is not available at this time by setting.

How many had a Graduate/Advanced degree?
☑ N/A

Describe:

Not Available. The credential and degree data is not available at this time by setting.

A4.2.2 How many teachers/caregivers were included in the State/Territory's professional development registry during the last fiscal year (October 1, 2012 through September 30, 2013)?

Staff in child care centers: 7100
Family child care home providers: 34
License-exempt practitioners: 0
☐ N/A

Describe:

Staff in child care centers: 6,142 = teaching staff in any category; no administrators or support staff)

Family child care home providers: 34

License-exempt practitioners: Not Available - shown as "0" to pass on-line submission, since "N/A" is not numeric

A4.2.3 How many teachers/caregivers received credit&#45based training and/or education as defined by the State/Territory during the last fiscal year (October 1, 2012 through September 30, 2013)?

Staff in child care centers:
Family child care home providers:
License-exempt practitioners:
☑ N/A

Describe:

The data for how many teachers/caregivers received credit-based training and/or education was not universally collected at the time of submittal of this report.

A4.2.4 How many credentials and degrees were awarded during the last fiscal year (October 1, 2012 through September 30, 2013)? If possible, list the type of credential or degree and in what type of setting the practitioner worked.

Type of Credential:

How many credentials were awarded to staff in child care centers?

Please list and provide number:

Child Development Associate (CDA):

State/Territory Credentials:
Other:
☑ N/A

Describe:
The credential and degree data is not available at this time by setting.

Total of 414 (104 initial; 310 renewals) CDA Credentials were awarded to early childhood professionals **across all settings** (community and school-based programs, family child care homes, etc.). The # is not specific to centers. It is not tracked by setting type.

Zeros shown for N/A in State/Territory Credentials and Other to pass on-line edit requirements for numeric.

How many credentials were awarded to family child care home providers?

Please list and provide number:

Child Development Associate (CDA):
State/Territory Credentials:
Other:
☑ N/A

Describe:
Total of **414** (104 initial; 310 renewals) CDA Credentials were awarded to early childhood professionals **across all settings** (community and school-based programs, family child care homes, etc.). The # is not specific to family child care home providers. It is not tracked by setting type. The credential and degree data is not available at this time by setting.

Zeros shown for N/A in State/Territory Credentials and Other to pass on-line edit requirements for numeric.

How many credentials were awarded to license-exempt practitioners?

Please list and provide number:

Child Development Associate (CDA):
State/Territory Credentials:
Other:
☑ N/A

Describe:
Total of 414 (104 initial; 310 renewals) CDA Credentials were awarded to early childhood professionals **across all settings** (community and school-based programs, family child care homes, etc.). The # is not specific to license exempt-providers. It is not tracked by setting type. The credential and degree data is not available at this time by setting.

Zeros shown for N/A in State/Territory Credentials and Other to pass on-line edit requirements for numeric.

Type of Degree:

How many **degrees** were awarded to staff **in child care centers**?

Please list and provide number:

Associates:
Bachelors:
Graduate/Advanced Degree:
Other:
☑ N/A

Describe:
Note: The 618 college degrees in each category is the combined number for all associates, bachelors and advance degrees, across **all settings.** The credential and degree data is not available at this time by setting.

How many **degrees** were awarded to **family child care home providers**?

Please list and provide number:

Associates:
Bachelors:
Graduate/Advanced Degree:
Other:
☑ N/A

Describe:
Note: 618 college degrees are shown above (in Center based setting) and are the **combined number** for associates, bachelors and advance degrees, **across all settings.** The credential and degree data is not available at this time by setting.

How many **degrees** were awarded to **license-exempt practitioners**?

Please list and provide number:

Associates:
Bachelors:
Graduate/Advanced Degree:
Other:
☑ N/A

Describe:
Note: 618 college degrees are shown above (in Center based setting) and are the **combined number** for associates, bachelors and advance degrees, **across all settings.**

A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year (October 1, 2012 through September 30, 2013)? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.

Type of Technical Assistance:

How many teachers or other professional staff in child care centers received technical assistance?

☑ N/A

Please list type of technical assistance and provide number:

Not Available. The Accreditation Facilitation Project (AFP) provides technical assistance to programs but does not collect data by number of staff.

How many family child care home providers received technical assistance?

☑ N/A

Please list type of technical assistance and provide number:

Not Available. The Accreditation Facilitation Project (AFP) provides technical assistance to programs but does not collect data by number of staff.

How many license-exempt practitioners received technical assistance?

☑ N/A

Please list type of technical assistance and provide number:

Not Available. The Accreditation Facilitation Project (AFP) provides technical assistance to programs but does not collect data by number of staff.

A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year (October 1, 2012 through September 30, 2013)?

☑ Scholarships.
How many teachers received? 787
☐ Reimbursement for Training Expenses.
How many teachers received?
☐ Loans.
How many teachers received?

☐ Wage supplements.

How many teachers received?

☑ Other.

☐ N/A

Describe:

787 **individuals** received scholarship assistance (see categories below).

1. Additionally, 57 licensed child care programs under active status with the Accreditation Facilitation Project (AFP) received group-based scholarships to fund 101 professional development activities ranging from contract classes to training and coaching.
2. $867,578 was committed to college-credit coursework and related fees.
3. $1,001 was committed to foreign degree services (translation and equivalency).
4. $67,872 was committed to continuing education (non-credit) coursework and $134,667 was committed to professional development (includes AFP PD funding).
5. $9,375 was committed to Pathways Exams.
6. $6,775 was committed to Connecticut Director Credential (CDC) fees.
7. $4,841 was committed to CDA credential fees.
8. $100,890 was committed for textbooks.

Finally, as part of a scholarship enhancement pilot, $21,900 was spent on stipends to programs that provided release time for employees to attend credit-based coursework toward a degree, or fulfill requirements of those courses.