STRATEGIC PLANNING

FRAMEWORK

First Draft, 2015

Connecticut Office of
Early Childhood

Our Vision

All young children in Connecticut are safe, healthy, learning and thriving. Each child is surrounded by a strong network of nurturing adults who deeply value the importance of the first years of a child's life and have the skills, knowledge, support and passion to meet the unique needs of every child.

Our Mission

To support all young children in their development by ensuring that early childhood policy, funding and services strengthen the critical role families, providers, educators and communities play in a child's life.

Our Guiding Principles

- *Build family-centered and family-driven systems for* all *children in Connecticut*
- Prioritize children facing barriers, risks, setbacks or challenges to their healthy development
- *Foster a deep respect for cultural differences in child rearing practices*
- *Honor families' diverse languages, values, strengths and needs*
- *Consider the whole child, his or her family, and his or her community setting*
- *Value early childhood as a time of learning through play and building positive relationships*
- *Ensure equal access to and parent choice within all early childhood services*
- *Operate in an efficient, coordinated, caring, professional and effective manner*
- *Confront and eliminate institutional racism and disparities*
- *Engage in continuous and system quality improvement*
- *Utilize current best practices, available research and data*
- *Nurture and value collaborative partnerships, innovation and self-reflection*

TABLE OF CONTENTS

A) DEVELOP STRONGER COMMUNITY PARTNERSHIPS

SUPPORT LOCAL PLANNING AND COLLABORATION

- *Support community entities and programs in planning for, coordinating, and monitoring the delivery and effectiveness of early childhood services with attention to citizen voice and preferences* *(William Casper Graustein Memorial Fund, 2013) (SECPTAN and the Build Initiative, 2004) (Connecticut Early Childhood Education Cabinet, 2006) (CT Early Childhood Research & Policy Council, 2007)*, *(The Annie E. Casey Foundation, KIDS COUNT, 2013)* such as through developing Birth-through-Eight Local Councils (e.g., using School Readiness Councils) for planning and monitoring early childhood services. *(CT Early Childhood Research & Policy Council, 2007)* , *(Connecticut Early Childhood Education Cabinet, 2006)*
- *Foster collaboration among community- and school-based early learning programs and services* *(Alliance for Early Success and Child Trends, 2013)*

CONNECT LOCAL AND STATE PLANNING EFFORTS

Build effective and formal partnerships between early childhood stakeholders and the state to support their participation in state planning efforts and reflect their different priorities and needs *(Connecticut Early Childhood Education Cabinet, 2006) (Build and State Early Childhood Policy and Technical Assistant Network)*
- *Encourage involvement of many early childhood stakeholders*
  - *parents, faith based community, businesses* *(Build and State Early Childhood Policy and Technical Assistant Network)*
  - *community entities and programs School Readiness councils* *(Connecticut Early Childhood Education Cabinet, 2006)*
  - *statewide advocacy organizations* *(Build and State Early Childhood Policy and Technical Assistant Network)*
  - *individual communities* *(Build and State Early Childhood Policy and Technical Assistant Network) (CT Early Childhood Planning Team, 2013)*
- *Develop effective processes to* *(Institute for Educational Leadership and ZERO TO THREE, 2007)*
  - *Foster regular, authentic, two-way communication between state and communities* *(Build and State Early Childhood Policy and Technical Assistant Network)*
  - *Set up clear feedback mechanisms and opportunities for piloting of new initiatives at the state level or scaling up initiatives developed locally* *(Build and State Early Childhood Policy and Technical Assistant Network)*
  - *Develop a shared prenatal-to-five vision, an understanding of the communities and cultures served* *(Institute for Educational Leadership and ZERO TO THREE, 2007)*, *an awareness and support for early childhood* *(Build and State Early Childhood Policy and Technical Assistant Network) (Zero to Three, 2009)* and a comprehensive communication plan *(Public Consulting Group, 2013)*

B) DEVELOP STRONGER STATE PARTNERSHIPS

DEVELOP CROSS-SYSTEM PARTNERSHIPS BETWEEN STATE AGENCIES

(CT Early Childhood Planning Team, 2013) (National Center for Children in Poverty, 2006) , *(The Annie E. Casey Foundation, KIDS COUNT, 2013)*

Include partners that represent:

- *early care and education,* *(Build and State Early Childhood Policy and Technical Assistant Network) (National Center for Children in Poverty, 2006)* , *(Early Childhood Systems Working Group, 2013) (Zero to Three, 2009) (The Annie E. Casey Foundation, KIDS COUNT, 2013)*
- *parenting education, family leadership, and family support,* *(Build and State Early Childhood Policy and Technical Assistant Network) (National Center for Children in Poverty, 2006)* , *(Early Childhood Systems Working Group, 2013)*, *(Zero to Three, 2009)*
- *nutrition* *(Build and State Early Childhood Policy and Technical Assistant Network) (Zero to Three, 2009) (Early Childhood Systems Working Group, 2013) (The Annie E. Casey Foundation, KIDS COUNT, 2013)*
- *special needs/early intervention.* *(Build and State Early Childhood Policy and Technical Assistant Network) (National Center for Children in Poverty, 2006)* , *(Early Childhood Systems Working Group, 2013) (Public Consulting Group, 2013)*
- *child welfare* *(Zero to Three, 2009)*, *(Early Childhood Systems Working Group, 2013)*

- *workforce and income supports* *(The Annie E. Casey Foundation, KIDS COUNT, 2013) (Early Childhood Systems Working Group, 2013)*
- *economic development* *(Early Childhood Systems Working Group, 2013)*
- *addiction,*
- *housing*
- *higher education* *(Early Childhood Systems Working Group, 2013)*
- *refugee/immigrant services* *(Early Childhood Systems Working Group, 2013)*
- *public schooling* *(NGA Center for Best Practice, 2010)[i] (Alliance for Early Success and Child Trends, 2013), (National Governors Association, 2013) (CT Early Childhood Planning Team, 2013) (The Annie E. Casey Foundation, KIDS COUNT, 2013)*
- *health, mental health,* *(Build and State Early Childhood Policy and Technical Assistant Network) (Zero to Three, 2009) (Early Childhood Systems Working Group, 2013) (National Center for Children in Poverty, 2006), (Alliance for Early Success and Child Trends, 2013) (Connecticut Early Childhood Educational Cabinet , 2008)*

CREATE A CROSS- SYSTEM GOVERNANCE STRUCTURE

Develop a cross-system governance structure for a comprehensive early childhood system[ii] that:
- *has clarity about its structure, definitions of early learning and risk factors, what a system entails, and what cross-system governance should accomplish* *(Goffin, Martella, & Coffman, 2011), (State Early Childhood Policy Technical Assistant Network in Collaboration with the Build Initiative, 2004)*
  facilitates collaboration and integration of services across organizational lines of responsibility and supports priority financing strategies with interagency plans and written agreements *(National Center for Children in Poverty, 2006), (State Early Childhood Policy Technical Assistant Network in Collaboration with the Build Initiative, 2004) and* **Develops and implements the State Comprehensive Early Childhood Plan** *(NGA Center for Best Practice, 2010)*

DEVELOP CROSS- SYSTEM PLANS

Develop a State Comprehensive Early Childhood Plan in partnership with stakeholders to support children and families in early childhood in order to enhance their ability to enter school healthy and ready to learn *(Zero to Three, 2009), (National Center for Children in Poverty, 2006), (CT Early Childhood Research & Policy Council, 2007) that addresses, at minimum:*
- *nutrition assistance programs to maximize participation* *(Alliance for Early Success and Child Trends, 2013)*
- *prevention programs related to abuse and neglect (* *(Alliance for Early Success and Child Trends, 2013), (Zero to Three, 2009))*
- *a guiding vision, mission, principles, outcomes, and benchmarks for supporting children and families that is "owned" by all system sectors* *(Early Childhood Systems Working Group, 2013)*
- *integration partnerships, data collection, analysis and evaluation* *(Zero to Three, 2009), (National Center for Children in Poverty, 2006)*
- *the need for passionate leadership and relationships* *(SECPTAN and the Build Initiative, 2004)*

2. INCREASE ACCESS TO QUALITY

Increase funding to increase access to high quality early childhood services *(The Annie E. Casey Foundation, KIDS COUNT, 2013)*

A) EFFECTIVELY FUND EARLY CHILDHOOD PROGRAMS AND SERVICES

IDENTIFY AND SECURE ADDITIONAL FUNDING

- *Develop capability to map all relevant current funding, connection among sectors, promotion of public/ private partnerships (Early Childhood Systems Working Group, 2013), (National Center for Children in Poverty, 2006) Leverage local resources (corporations, individual donors, foundations) (Build and State Early Childhood Policy and Technical Assistant Network) (CT Early Childhood Planning Team, 2013)*
- *Identify additional revenue sources to tap to fund expansion and quality improvement (William Casper Graustein Memorial Fund, 2013)*

FULLY FUND PROGRAMS FOR HIGH-QUALITY

For early care and education, family support, home visiting, and other services for children birth to age five that can support:

A Skilled Workforce

- *Increase the Pay of the Early Childhood Workforce- (Connecticut Early Childhood Education Cabinet, 2006) to be competitive with jobs in other education fields. (Connecticut Voices for Children, 2013) to reward competence and align with goals for improving quality. (William Casper Graustein Memorial Fund, 2013)*

Class size and instructor/child ratios

- *Fully-fund child care reimbursement rates/slots for the true cost of high quality care for infants, toddlers, and preschoolers (Connecticut Voices for Children, 2013) that can support skilled child-care workforce and instructor/ child ratios (The Annie E. Casey Foundation, KIDS COUNT, 2013)*

Stability of programs and quality and continuity of care

- *All families access high quality services that meet their needs from birth to school entry (CT Early Childhood Planning Team, 2013) (Connecticut Early Childhood Educational Cabinet , 2008) (Alliance for Early Success and Child Trends, 2013), (Connecticut Voices for Children, 2013) (Zero to Three, 2009)*
- *Services are stable and support continuity of care (CT Early Childhood Planning Team, 2013) (Alliance for Early Success and Child Trends, 2013) (Zero to Three, 2009) (including learning outside of the school day, including summer) (Alliance for Early Success and Child Trends, 2013), (Zero to Three, 2009)*
- *Additional funding is associated with higher quality ratings and improved child outcomes (Alliance for Early Success and Child Trends, 2013)*

B) INCREASE ACCESS

To a coordinated system of early childhood programs and services that includes:

EARLY CARE AND EDUCATION

- *for all children birth to five under 75% of state median income (Connecticut Voices for Children, 2013)*
- *for all children (National Governors Association, 2013) (Connecticut Voices for Children, 2013) and all families (CT Early Childhood Planning Team, 2013) (Connecticut Early Childhood Educational Cabinet , 2008) (Connecticut Voices for Children, 2013) (Zero to Three, 2009)*
- *for preschoolers (National Governors Association, 2013) (Connecticut Voices for Children, 2013)*
  - *for preschoolers in priority and competitive school districts*
  - *for all 3 and 4 year olds living at or below 185 percent of the Federal Poverty Level (Connecticut Early Childhood Education Cabinet, 2006) (CT Early Childhood Research & Policy Council, 2007)*
  - *for all 3 and 4 year olds (Universal) (Connecticut Early Childhood Education Cabinet, 2006)*
  - *for all low income 3 and 4 year olds (full day) (Alliance for Early Success and Child Trends, 2013)*
- *to other services such as transportation, referral services, nutrition, screening, oral health, parent engagement, social services (Race to the Top Applications, 2014)*

HOME VISITING PROGRAMS

- *Provide a comprehensive, coordinated system of parenting programs (including home visiting programs) that provide services appropriate for any family needing support* *(Office of Early Childhood, 2014) (The Annie E. Casey Foundation, KIDS COUNT, 2013) that* **Strengthen parents' and other caregivers'** *(The Annie E. Casey Foundation, KIDS COUNT, 2013)* **knowledge, resources, and skills to nurture their child's health, development, and learning** *(Alliance for Early Success and Child Trends, 2013)*, *(Alliance for Early Success) (Connecticut Early Childhood Educational Cabinet , 2008) (CT Early Childhood Planning Team, 2013)* **and prevent child abuse or neglect** *(Alliance for Early Success and Child Trends, 2013)*
    - *for all families.* *(CT Early Childhood Planning Team, 2013) (Connecticut Early Childhood Educational Cabinet , 2008) (Alliance for Early Success and Child Trends, 2013), (Connecticut Voices for Children, 2013) (Zero to Three, 2009)*
    - *for children cared for by grandparents and other relative caregivers for health care and education programs* *(Alliance for Early Success and Child Trends, 2013)*
    - *expand eligibility to Birth to Three program services for children with*
        - (i) *mild developmental delays* *(Connecticut Early Childhood Education Cabinet, 2006) (CT Early Childhood Research & Policy Council, 2007)*
        - (ii) *environmental risks* *(CT Early Childhood Research & Policy Council, 2007)*

SCREENINGS AND REFERRALS

- *Increase comprehensive assessments, screenings(developmental, vision, dental, etc.), and referrals and enrollment in needed services* *(Connecticut Early Childhood Education Cabinet, 2006) (CT Early Childhood Research & Policy Council, 2007), (Connecticut Early Childhood Educational Cabinet , 2008) (Alliance for Early Success and Child Trends, 2013), (The Annie E. Casey Foundation, KIDS COUNT, 2013) (#43)*
- *Ensure access to comprehensive, timely, age appropriate, comprehensive health care* *(Alliance for Early Success and Child Trends, 2013) (Connecticut Early Childhood Educational Cabinet , 2008)* **(Zero to Three, 2009)***such as young children receive regular well-child visits* *(Connecticut Early Childhood Education Cabinet, 2006) (CT Early Childhood Research & Policy Council, 2007)*, *and regular oral health, prenatal and mental health services*
- *Provide effective outreach and enrollment in programs that move the family toward economic security and stability through wrap-around family support services including:* *(Alliance for Early Success and Child Trends, 2013)*
    - *education, Adult education, literacy, and ESL* *(Foundation for Child Development, 2013) (Connecticut Early Childhood Educational Cabinet , 2008)*
    - *workforce training and Career coaching, Peer community-building, Financial education, transportation assistance, and related support services* *(Foundation for Child Development, 2013)*

C) IMPROVE QUALITY

Of early childhood services, programs, and workforce.

DEVELOP STANDARDS AND INDICATORS FOR QUALITY

Early Learning and Development Standards *(Connecticut Early Childhood Education Cabinet, 2013) (Alliance for Early Success and Child Trends, 2013), (National Governors Association, 2013)*
Program quality and practice standards *(Alliance for Early Success and Child Trends, 2013)*, *(Foundation for Child Development, 2013)*
Core competencies tied to others standards and desired outcomes *(Alliance for Early Success and Child Trends, 2013),*
Align quality standards across all early care and education settings, including home based programs *(CT Early Childhood Planning Team, 2013)*

SUPPORT PROGRAM AND WORKFORCE IMPROVEMENT

Support Continuous Quality Improvement to promote high quality in all Settings, Programs, and Services

(Early Childhood Systems Working Group, 2013) (Center on the Developing Child at Harvard University, National Forum on Early Childhood Program Evaluation, and National Scientific Council on the Developing Child, 2007) (Alliance for Early Success)

- *Implement a Quality Rating and Improvement System (QRIS) (Office of Early Childhood, 2014)*

(Connecticut Early Childhood Education Cabinet, 2013) (NGA Center for Best Practice, 2010) (Alliance for Early Success and Child Trends, 2013), (National Governors Association, 2013) (The Annie E. Casey Foundation, KIDS COUNT, 2013)

- *Make licensing system improvements (Office of Early Childhood, 2014)*

Support the development of the workforce *(Connecticut Early Childhood Education Cabinet, 2013) (Alliance for Early Success and Child Trends, 2013), (Connecticut Early Childhood Education Cabinet, 2006) (National Governors Association, 2013)*

- *Develop an early childhood workforce plan* *(CT Early Childhood Research & Policy Council, 2007)* *that includes higher education coursework, degrees, and certifications as well as in-service supports*
- *Develop the infrastructure required to carry out the workforce plan in a coordinated manner* *(CT Early Childhood Investment Initiative, 2009) (Connecticut Early Childhood Education Cabinet, 2006)*
    - *Develop specialized certification areas* *(Alliance for Early Success and Child Trends, 2013)*
    - *Build an integrated professional development system that reflects aligned and research-based professional development standards, supports recruitment and retention through career pathways, and uses a professional development registry* *(NGA Center for Best Practice, 2010)*
- *Increase access to in-service professional development (training, coaching, mentoring, technical assistance, etc.)* *(Alliance for Early Success and Child Trends, 2013), (Zero to Three, 2009)*
    - *That are targeted for working with vulnerable children and special populations such as dual language learners and children with disabilities.* *(Alliance for Early Success and Child Trends, 2013)*
    - *That are tied to core competencies, standards, and desired outcomes* *(Alliance for Early Success and Child Trends, 2013)* *that include:*
        - *child care and education consultation* *(Alliance for Early Success and Child Trends, 2013) (Connecticut Early Childhood Education Cabinet, 2006)*
        - *health consultation* *(CT Early Childhood Research & Policy Council, 2007), (RFP) (Alliance for Early Success and Child Trends, 2013) (Connecticut Early Childhood Education Cabinet, 2006)*
        - *mental health consultation* *(CT Early Childhood Research & Policy Council, 2007), (RFP) (Connecticut Early Childhood Education Cabinet, 2006)*
- *Increase access to pre-service professional development (higher education coursework and degrees and certifications)* *(Alliance for Early Success and Child Trends, 2013), (William Casper Graustein Memorial Fund, 2013) (Zero to Three, 2009)* *to meet staff degree requirements* *(CT Early Childhood Research & Policy Council, 2007), (CT Early Childhood Investment Initiative, 2009)*
    - *increased scholarships available* *(Connecticut Early Childhood Education Cabinet, 2013)*
    - *provide subsidies to higher education to enhance their degree programs* *(Connecticut Early Childhood Education Cabinet, 2013)* *aligned with standards* *(Alliance for Early Success and Child Trends, 2013)*

3. INCREASE THE AGENCY'S ORGANIZATIONAL EFFECTIVENESS

A) BECOME A DATA DRIVEN ORGANIZATION

USE DATA TO INFORM POLICY AND PROGRAM DECISIONS

Analyze and report data to drive continuous improvement and maintain accountability for quality, equity and results *(CT Early Childhood Planning Team, 2013) (NGA Center for Best Practice, 2010) (Alliance for Early Success and Child Trends, 2013) (CT Early Childhood Planning Team, 2013)*

CREATE AN EARLY CHILDHOOD INTEGRATED DATA SYSTEM.

(Connecticut Early Childhood Education Cabinet, 2013) (The Annie E. Casey Foundation, KIDS COUNT, 2013) (Office of Early Childhood, 2014) (Alliance for Early Success and Child Trends, 2013) (NGA Center for Best Practice, 2010) (William Casper Graustein Memorial Fund, 2013) (Early Childhood Systems Working Group, 2013), that will

- Collect and house data from across early childhood programs longitudinally
- Increase data reliability, simplify data collection/ reporting, increase transparency and access to information, and protect child and family privacy.
- Improve the quality of data collected and the efficiency of data collection
  - Develop coordinated, cross-system, complete, and transparent data collection requirements and processes that meet all data collection needs where possible. *(Connecticut Early Childhood Education Cabinet, 2013) (Zero to Three, 2009)*
  - Develop preschool experience survey *(William Casper Graustein Memorial Fund, 2013)*
  - Develop QRIS data collection requirements *(Zero to Three, 2009)*
  - Develop aligned early learning, kindergarten entry, and K-3 assessments *(Alliance for Early Success and Child Trends, 2013), (Early Childhood Systems Working Group, 2013) (CT Early Childhood Planning Team, 2013)* that are developmentally, culturally, and linguistically appropriate including:
    - A new Kindergarten Entry Assessment *(CT Early Childhood Research & Policy Council, 2007), (Alliance for Early Success and Child Trends, 2013)*
    - Child assessment tools that are formative, as well as developmentally, culturally, and linguistically appropriate *(Alliance for Early Success and Child Trends, 2013)*

B) INTEGRATE AND STRENGTHEN THE ADMINISTRATION OF PROGRAMS AND SERVICES

Reform funding for all early childhood services and programs to align and integrate funding sources, eligibility, and administrative requirements

- Integrate federal, state, and private funding sources to support and sustain the core components of a comprehensive, high-quality early childhood system. *(NGA Center for Best Practice, 2010) (National Center for Children in Poverty, 2006) (CT Child Poverty Prevetion Council, 2013)*
- Combine and streamline multiple funding streams, eligibility requirements, and administrative requirements *(National Center for Children in Poverty, 2006) (Connecticut Voices for Children, 2013) (Office of Early Childhood, 2014) (NGA Center for Best Practice, 2010) (Build and State Early Childhood Policy and Technical Assistant Network) (The Annie E. Casey Foundation, KIDS COUNT, 2013)*
- Address funding inequities across state-supported center-based preschool programs *(Connecticut Early Childhood Education Cabinet, 2006) (CT Early Childhood Research & Policy Council, 2007)*, and all early care and education programs *(Connecticut Early Childhood Education Cabinet, 2012)*
- Build efficiency, effectiveness, and equity in administration of programs *(CT Early Childhood Planning Team, 2013) (William Casper Graustein Memorial Fund, 2013)*
- Monitor funds closely
  - Analyze current resources being used to support that system, the authority over those resources, and the conditions placed on their use *(SECPTAN and the Build Initiative, 2004)*
  - Develop an annual cost report and certification of funds. *(Public Consulting Group, 2013)*

4. PLACE CHILDREN AND FAMILIES AT THE CENTER

A) BUILD A CHILD- AND FAMILY-CENTERED AGENCY
(CT Early Childhood Planning Team, 2013)

PROVIDE INFORMATION TO FAMILIES AND CAREGIVERS:

All families and caregivers receive:
- *Culturally appropriate information about children's development, early learning, and how their action can influence them (Connecticut Early Childhood Education Cabinet, 2006) (CT Early Childhood Research & Policy Council, 2007), (Alliance for Early Success and Child Trends, 2013), (Connecticut Early Childhood Education Cabinet, 2006) (Office of Early Childhood, 2014) (Build and State Early Childhood Policy and Technical Assistant Network) (Connecticut Early Childhood Education Cabinet, 2006)*
- *Necessary information to find appropriate services for their children and themselves (Zero to Three, 2009)*

DESIGN PROGRAMS, PRACTICES, SERVICES, AND POLICIES EXPLICITLY FOR FAMILIES AND CHILDREN:

Policies, practices, services, and programs:
- *Value parents as decision makers and leaders and treat parents as partners in all aspects of their child's care and education (Connecticut Early Childhood Education Cabinet, 2006) (CT Early Childhood Planning Team, 2013)*
- *Reflect and respect the strengths, needs, values, languages, cultures of children and families; and (CT Early Childhood Planning Team, 2013) (Build and State Early Childhood Policy and Technical Assistant Network)*
- *Are developmentally appropriate and family focused (CT Early Childhood Planning Team, 2013)*
- *Will adequately meet the needs of children and families facing the following risk factors or barriers to success (Center on the Developing Child at Harvard University, National Forum on Early Childhood Program Evaluation, and National Scientific Council on the Developing Child, 2007) including: poverty; unemployment; homelessness; teen parents with low educational attainment; child abuse and neglect, special needs (Connecticut Early Childhood Education Cabinet, 2012)*
- *Are easy and pleasant for families to use, meaning there is easy access for families; (CT Early Childhood Planning Team, 2013) (Connecticut Voices for Children, 2013). They ease access for families and transitions for children; (CT Early Childhood Planning Team, 2013), the process is streamlined and efficient (Connecticut Voices for Children, 2013), parents have choices and the right information to make those choices (Connecticut Voices for Children, 2013) (Institute for Educational Leadership and ZERO TO THREE, 2007)*
- *Programs have family engagement policies, establish benchmarks of success for targeted populations, and monitor progress (Alliance for Early Success and Child Trends, 2013)*

B) MEET THE NEEDS OF THE MOST VULNERABLE FAMILIES AND CHILDREN
Who are at higher risk for the following poor outcomes. NOTE: See "Priority Groups" document for more detail and references.

Poor child development
- *Increase alignment to promote all aspects of child development (CT Early Childhood Planning Team, 2013) and help each child born in CT make timely developmental progress each year from birth to 5 (Connecticut Early Childhood Education Cabinet, 2006)*

Poor school success
- *All children will understand and use language to help them learn to become good communicators and eager readers. (Connecticut Early Childhood Educational Cabinet , 2008)*
- *Each child in CT stand at the kindergarten door fully ready for the grand adventure of schooling and achieves demonstrable early academic success in vital basic skills during their elementary school years (Connecticut Early Childhood Education Cabinet, 2006)*

Abuse, Neglect, or trauma

Poor long-term health
- *Children are born healthy, stay healthy, and are surrounded by healthy adults. (#25)*

2-1-1 Childcare. (2013). Connecticut Child Care Affordability and Availability Report. *Sherri Sutera.*

Alliance for Early Childhood Finance. (2011). Toward Better Policy for Early Care and Education in the United States. *Anne Mitchell and Louise Stoney.*

Alliance for Early Success and Child Trends. (2013). The Research Base for a Birth through Age Eight State Policy Framework. *Kathryn Tout, Tamara Halle, Sarah Daily, Ladia Albertson-Junkans, Shannon Moodie.*

Build and State Early Childhood Policy and Technical Assistant Network. (n.d.). The Role of Communities in Building Early Childhood Systems. *Julia Coffman.*

Build Initiative. (2014). The Nuts and Bolts of Building Early Childhood Systems through State/Local Initiatives. *Gerry Cobb and Karen Ponder.*

Center on the Developing Child at Harvard University, National Forum on Early Childhood Program Evaluation, and National Scientific Council on the Developing Child. (2007). A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children. *Center on the Developing Child at Harvard University, National Forum on Early Childhood Program Evaluation, and National Scientific Council on the Developing Child.*

Child Care and Early Education at CLASP. (2007). Improving Access to Child Care and Early Education for Immigrant Families. *Danielle Ewen and Hannah Matthews.*

Connecticut Early Childhood Education Cabinet. (2006). Ready by 5 Fine by 9; Connecticut Early Chidhood Investment Framwork. *Co-published with the Connecticut State Department of Education.*

Connecticut Early Childhood Education Cabinet. (2008). Coordination and Collaboration: Using Data to Better Serve Connecticut Children and Families. *Dr. Janice Gruendel.*

Connecticut Early Childhood Education Cabinet. (2008). Infant Toddler Plan Priority Recommendation.

Connecticut Early Childhood Education Cabinet. (2008). First Words, First Steps; The Importance of the Early Years. *Infant Toddler Working Group.*

Connecticut Early Childhood Education Cabinet. (2012). The Governor's State Advisory Council: Needs Assesment. *Sherry Linton-Massiah.*

Connecticut Early Childhood Education Cabinet. (2013). Professional Development/Workforce. *Retrieved from CT Early Childhood Education Cabinet Website: http://www.ctearlychildhood.org/professional-development--workforce.html*

Connecticut Voices for Children. (2013). Connecticut Early Care & Education Progress Report. *Cyd Oppenheimer, J.D. , Tamara Kramer, J.D. & Edie Joseph.*

CT Child Poverty Prevention Council. (2013). Progress Report. *Anne Foley.*

CT Early Childhood Investment Initiative. (2009). ECE Workforce Plan (Draft). *Early Childhood Workforce Subcommittee.*

CT Early Childhood Planning Team. (2013). A Plan for an Early Childhood System for Connecticut: The Office of Early Childhood.

CT Early Childhood Research & Policy Council. (2007). Ready by 5 and Fine by 9: Connecticut's Early Childhood Investment Plan (part 1). *Governor's Early Childhood Research & Policy Council.*

Early Childhood Systems Working Group. (2013). Comprehensive Early Childhood System Planning Tool (Draft).

Foundation for Child Development. (2013). Promoting Two-Generation Strategies: A Getting-Started Guide for State and Local Policy Makers. *Christopher T. King, Rheagan Coffey, Tara C. Smith, Ray Marshall Center for the Study of Human Resources, Lyndon B. Johnson School of Public Affairs, and.*

Goffin, S. G., Martella, J., & Coffman, J. (2011). Vision to Practice: Seeing a New Course of Early Childhood Governance.

Institute for Educational Leadership and ZERO TO THREE. (2007). Common Vision, Different Paths: Five States' Journeys toward Comprehensive Prenatal-to-Five Systems. *(Jennifer V. Doctors, Pre-K Now), (Barbara Gebhard, ZERO TO THREE), (Lynn Jones, ZERO TO THREE), and (Albert Wat, Pre-K Now).*

National Center for Children in Poverty. (2006). Early Childhood Comprehensive Systems that Spend Smarter, Maximizing Resources to Serve Vulnerable Children. *Kay Johnson, and Jane Knitzer.*

National Governors Association. (2013). Governor's Role in Aligning Early Education and K–12 Reforms: Challenges, Opportunities, and Benefits for Children. *Albert Wat.*

NGA Center for Best Practice. (2010). Building Ready States; A Governor's Guide to Supporting a Comprehensive, High-Quality Early Childhood State System. *Rachel Demma.*

Office of Early Childhood. (2014) Priority Initiatives.

Public Consulting Group. (2013). State of Connecticut Birth to Three Feasibility Study: Final Report. *Connecticut Office of Policy Management.*

SECPTAN and the Build Initiative. (2004). Building an Early Learning System: Th ABC's of Planning and Governance Structures. *Charles Bruner with Michelle Stover Wright, Barbara Gebhard, and Susan Hibbard.*

State Early Childhood Policy Technical Assistant Network in Collaboration with the Build Initiative. (2004). Building an Early Learning System: The ABCs of Planning and Governance Structures. *Charles Bruner with Michelle Stover Wright, Barbara Gebhard, and Susan Hibbard.*

The Annie E. Casey Foundation, KIDS COUNT. (2013). The First Eight Years: Giving Kids a Foundation for Lifetime Success.

The Connecticut Home Visiting Needs Assessment Group. (2010). Statewide Needs Assessment for Maternal, Infant, and Early Childhood Home Visiting Programs. *State Department of Public Health.*

The Early Childhood Technical Assistance (ECTA) Center. (2014). System Framework Accountability & Quality Improvement (AC) Component (Draft).

The Early Childhood Technical Assistance (ECTA) Center. (2014). System Framework Finance (FN) Component (Draft).

The Early Childhood Technical Assistance (ECTA) Center. (2014). System Framework for Part C and Section 619: Introduction. *Frank Porter Graham Child Development Institute; SRI International; PACER Center; University of Colorado, Denver; University South Florida; Puckett Institute; RTI International; University of Nebraska Medical Center; and Walsh Taylor Associates .*

The Early Childhood Technical Assistance (ECTA) Center. (2014). System Framework Governance (GV) Component (Draft).

The Early Childhood Technical Assistance (ECTA) Center. (2014). System Framework Quality Standards (QS) Component (Draft).

The Lewin Group. (n.d.). Connecticut Grantee Profile for SECCS. *Department of Public Health, Family Health Section.*

The Lewin Group. (n.d.). Logic Model for SECCS Grant Program: Connecticut Early Childhood Partners (ECP). *Department of Public Health; Family Health Section.*

U.S. Department of Health and Human Services, U.S. Department of Education. (2011). State Issues and Innovations in Creating Integrated Early Learning and Development Systems. *Rachel Schumacher.*

United Way; Community Results Center. (2006). Early Childhood Cabinet Local Listening Forums, Community Feedback Report (DRAFT). *Malia Sieve, MSW.*

William Casper Graustein Memorial Fund. (2013). State System Components.

Zero to Three. (2009). Early Experiences Matter: A Guide to Improved Policies for Infants and Toddlers. *Barbara Gebhard.*

Zero to Three. (2009). Putting the Pieces Together for Infants and Toddlers. *Barbara Gebhard.*

Additional Reports to Be Reviewed and Included

Since October, these reports have been identified for additional review and will be included in the next draft.

- *The CT Home Visiting Report*
- *Selected CHDI reports*
- *Early Childhood Comprehensive Systems plan (ECCS)*
- *Interagency Coordinating Council Plans (Birth to Three)*
- *DPH needs assessment for MIECHV*
- *"Listening Tour" Report*
- *Early Childhood Cabinet Needs Assessment-2012*
    - *ACES,*
    - *CEELO*
    - *CDC*
    - *NCCP*
    - *CWIG*

---

[i] *Specific School Connections Suggestions:*
- *Align comprehensive early learning guidelines/ standards for children from birth to age 8 with K–3 standards to bridge early childhood experiences with early elementary grades. (NGA Center for Best Practice, 2010)*
- *Transition planning from early care, to preschool, to K-12 learning environments (Alliance for Early Success and Child Trends, 2013)*
- *Help early care and education and K–3 teachers align their approaches to teaching and learning. And assessments (National Governors Association, 2013)*

[ii] *Specific Structure Ideas:*
- *Coordinate early childhood governance through a state early childhood advisory council (ECAC) designated by the governor, represents the full range of early childhood programs,. (NGA Center for Best Practice, 2010)*
- *Use the ECCS planning process to create a statewide definition of factors that place young children at high risk for social, emotional, and behavioral delays and conditions (National Center for Children in Poverty, 2006)*