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## Appendix 1: Glossary of Terms

### Acronyms

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

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

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

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

## Selected Early Learning and Family Support Programs / Groups

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

**Help Me Grow.** Help Me Grow is a prevention program of the Connecticut Children's Trust Fund designed to identify children at risk for developmental or behavioral problems and to connect these children to existing community resources. Families, health care providers and other community based providers can call 2-1-1 Child Care with concerns about a child's development or behavior. 2-1-1 Child Care coordinators work with each family to find the best services available to meet their needs. Families can also receive information on child development topics, such as managing difficult behavior, toilet training, sleep issues, promoting language development, and typical developmental milestone information.

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

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

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

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

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

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

**Connecticut Race to the Top – Early Learning Challenge****Memorandum of Understanding**

by and between

**The Connecticut State Department of Education**

and

**Participating State Agencies**

This Memorandum of Understanding (“MOU”) establishes a framework of collaboration and articulates specific roles and responsibilities in support of the State of Connecticut’s implementation of an approved Race to the Top-Early Learning Challenge grant project. The Connecticut State Department of Education serves as the “Lead Agency” as designated by Governor Dannel P. Malloy.

Participating State Agencies involved in the Race to the Top-Early Learning Challenge implementation include:

- 1) The Connecticut Office of the Governor
- 2) The Connecticut Department of Public Health
- 3) The Connecticut Department of Developmental Services
- 4) The Connecticut Department of Social Services
- 5) The Connecticut Department of Children and Families
- 6) The Connecticut Office of Policy and Management
- 7) The Connecticut Early Childhood Education Cabinet (*The State Advisory Council on Early Childhood Education and Care*)
- 8) The Connecticut Head Start Collaboration Office
- 9) The Connecticut Board of Regents for Higher Education
- 10) The Connecticut Department of Administrative Services

## I. ASSURANCES

Each Participating State Agency hereby certifies and represents that it:

- 1) Acknowledges the direct connection between Connecticut's Race to the Top-Early Learning Challenge grant application and Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development";
- 2) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in the customized section of Exhibit I assigned to them, if the State application is funded;
- 3) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 4) Maintains all requisite power and authority to execute and fulfill the terms of this MOU;
- 5) Participated in the planning processes, holds familiarity with Connecticut's Race to the Top-Early Learning Challenge grant application, and maintains a commitment to advancing work on Race to the Top-Early Learning Challenge grant projects;
- 6) Stands ready to designate an appropriate staff person as a liaison to the Governor's State Early Childhood Office as well as future implementation mechanisms as enacted through the implementation of Public Act No. 11-181;
- 7) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (customized section of Exhibit I assigned to them), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 8) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

## II. PROJECT ADMINISTRATION

### A. Participating State Agency Responsibilities

Each Connecticut Race to the Top-Early Learning Challenge Participating State Agency will assist the Lead Agency in the following manner:

- 1) Implement the Participating State Agency Scope of Work as identified in the customized section of Exhibit I of this agreement assigned to them;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by its Participating State Agency Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Participate actively in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Respond in a timely fashion to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

### B. Lead Agency Responsibilities

In assisting the Participating State Agencies in implementing their tasks and activities described in the State’s Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Provide overall project leadership including staffing the Governor’s State Early Childhood Office and managing Race to the Top-Early Learning Challenge Project Teams;
- 2) Work collaboratively with, and support each Participating State Agency in carrying out its Participating State Agency Scope of Work, as identified in the customized section of Exhibit I of this agreement assigned to them;
- 3) Award in a timely fashion the portion of Race to the Top-Early Learning Challenge grant funds designated for each Participating State Agency in the State Plan during the course of the project period and in accordance with each Participating State Agency’s Scope of Work, as identified in the customized section of Exhibit I assigned to them, and in accordance with each Participating State Agency Budget, as identified in section VIII of the State’s application;
- 4) Provide feedback on each Participating State Agency’s status updates, any interim reports, and project plans and products;
- 5) Inform each Participating State Agency of the status of the State’s Race to the Top-Early Learning Challenge grant project and seek input from each Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 6) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and

- 7) Identify sources of technical assistance for the project.

### **C. Joint Responsibilities**

Connecticut's Race to the Top-Early Learning Challenge Lead Agency and Participating State Agencies will jointly hold the following responsibilities:

- 1) Designate and appoint a primary liaison for the Race to the Top-Early Learning Challenge grant and the Governor's State Early Childhood Office;
- 2) Cause the liaison to facilitate the identification of agency staff necessary for State Plan implementation and to evoke cooperation under this MOU in support of the State Plan and the governance structure;
- 3) Sustain a level of agency staffing to the Governor's State Early Childhood Office following the end of the Race to the Top-Early Learning Challenge grant period that is sufficient to continue State Plan implementation;
- 4) Cause Participating State Agency personnel to work jointly in the implementation of Race to the Top-Early Learning Challenge grant projects and the completion of any administrative and/or reporting requirements throughout the grant period;
- 5) Negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect a Participating State Agency, or when a Participating State Agency's Scope of Work requires modifications.

### **D. Recourse in the Event of Participating State Agency's Failure to Perform**

In the event the Lead Agency determines that a Participating State Agency fails to meet its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action. Enforcement action may include resolving the disagreement between the Lead Agency and the Participating State Agency via collaborative process, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

**III. MODIFICATIONS**


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with appropriate designees from the United States Department of Education.

**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**V. SIGNATURES**

**Authorized Representative of Connecticut State Department of Education (Lead Agency):**

	10/17/11
_____ Signature	_____ Date

STEFAN PRYOR	COMMISSIONER
_____ Print Name	_____ Title

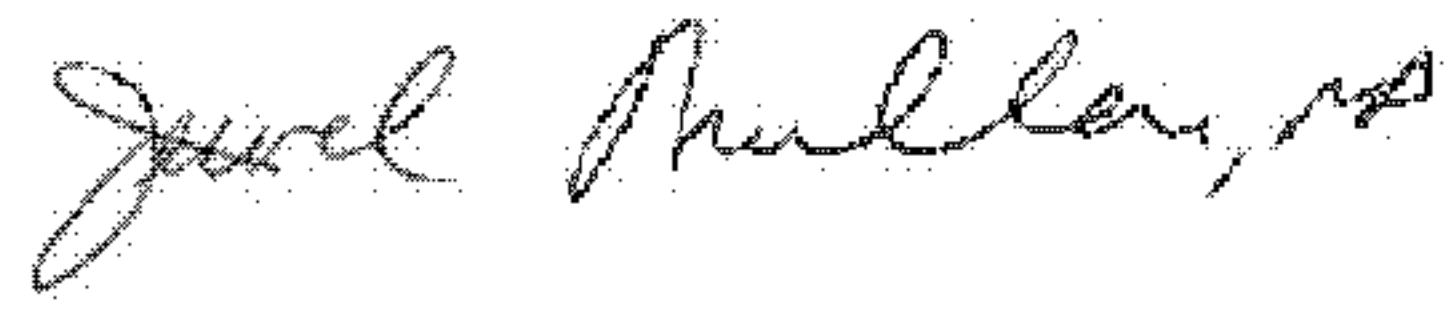
**Authorized Representative of Connecticut Office of the Governor (Participating State Agency):**

	10/17/11
_____ Signature	_____ Date

DANNEL P. MALLOY	GOVERNOR
_____ Print Name	_____ Title



**Authorized Representative of Connecticut Department of Public Health (Participating State Agency):**



10/17/11

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Signature

Date

Jewel Mullen, MD, MPH, MPA

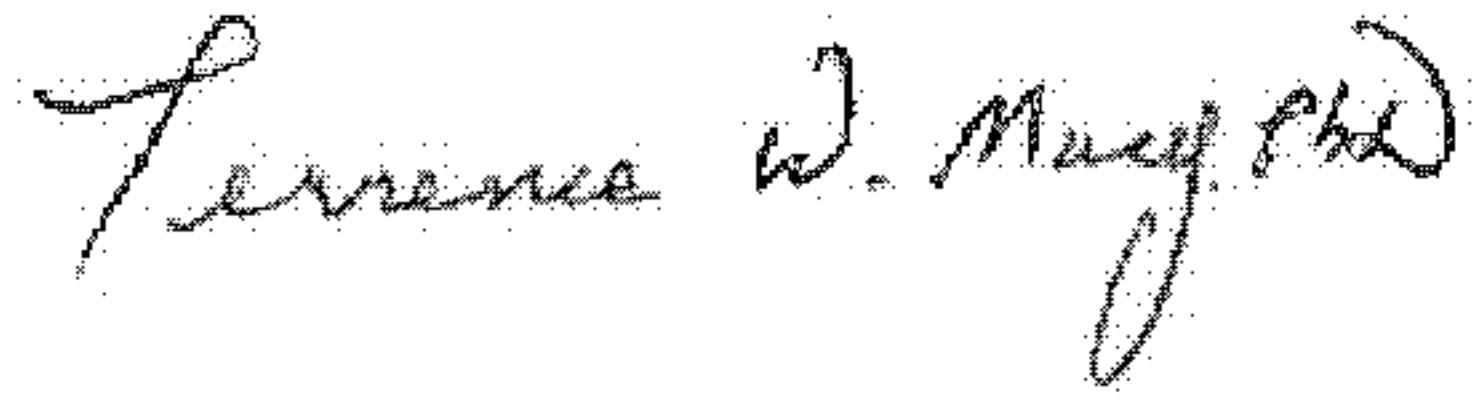
Commissioner

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Print Name

Title

**Authorized Representative of Connecticut Department of Developmental Services (Participating State Agency):**



10/17/11

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Signature

Date

Terrence W. Macy, Ph.D.

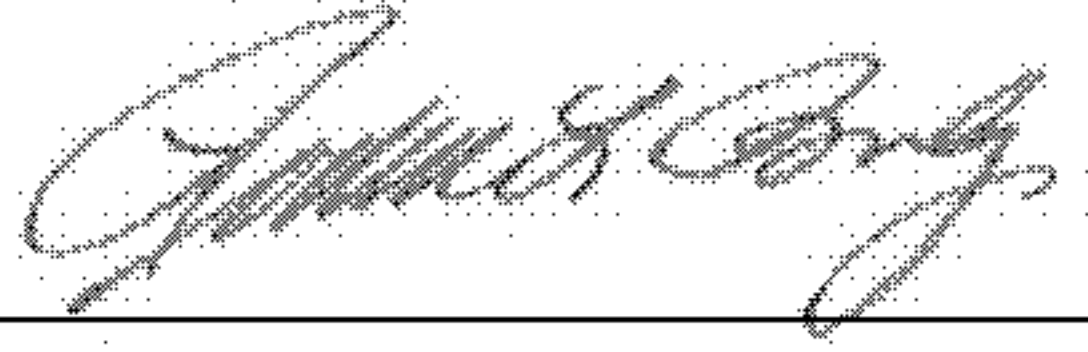
Commissioner

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Print Name

Title

**Authorized Representative of Connecticut Department of Social Services (Participating State Agency):**



10/17/11

Signature

Date

Roderick L. Bremby

Commissioner

Print Name

Title

**Authorized Representative of Connecticut Department of Children and Families (Participating State Agency):**

Joette Katz 10/18/11  
Signature Date

Joette Katz Commissioner  
Print Name Title

**Authorized Representative of Connecticut Office of Policy and Management (Participating State Agency):**



10/17/11

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Signature

Date

Benjamin Barnes

Secretary

---

Print Name

Title

**Authorized Representative of Connecticut Early Childhood Education Cabinet (Participating State Agency):**



10/17/11

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Signature

Date

David Title

Chair, Early Childhood Education Cabinet

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Print Name

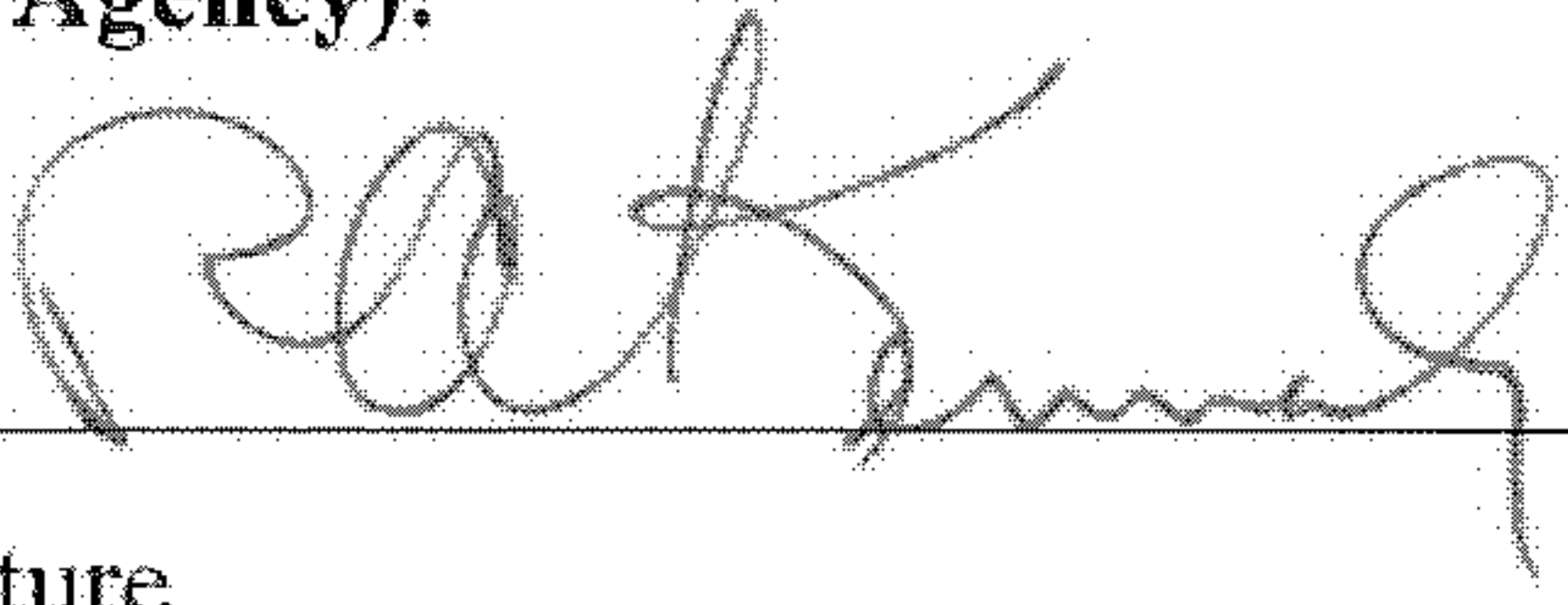
Title

**Authorized Representative of Connecticut Head Start Collaboration Office (Participating State Agency):**

Grace Whitney 10-17-11  
Signature Date

Grace Whitney Director, CT Head Start State Collaboration Office  
Print Name Title

**Authorized Representative of Connecticut Board of Regents for Higher Education (Participating State Agency):**

 10/18/11  
Signature Date

Robert A. Kennedy Interim President  
Print Name Title



**Authorized Representative of Connecticut Department of Administrative Services (Participating State Agency):**



10/17/11

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Signature

Date

Donald DeFronzo

Commissioner

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Print Name

Title

**EXHIBIT I**  
**PARTICIPATING STATE AGENCIES**  
**PRELIMINARY SCOPES OF WORK**

Participating State Agencies involved in the Race to the Top-Early Learning Challenge implementation include:

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Exhibit I-B The Connecticut Office of the Governor	Page	A-30
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**Exhibit I-A – Connecticut State Department of Education Preliminary Scope of Work**

The Connecticut State Department of Education (SDE) (the Lead Agency and a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<b>(A)(3)</b>	<ul style="list-style-type: none"> <li>• SDE Commissioner’s Office</li> <li>• SDE Bureau of Teaching and Learning (PK-12)</li> <li>• IDEA 619 Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• SDE will be part of the of the State Early Childhood Office – which will drive RTT-ELC cross-agency initiatives and policy recommendations designed to significantly improve educational outcomes for High Need Children.</li> <li>• SDE will continue to participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects which will be designed to significantly improve educational outcomes for High Need Children.SDE will partner with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to improve educational outcomes for High Need Children and related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</li> <li>• SDE will create performance management processes and a process for the dissemination of information.</li> </ul>
<b>(B)(1)</b>	<ul style="list-style-type: none"> <li>• SDE Bureau of Teaching and Learning (PK-12)</li> <li>• IDEA 619 Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• SDE will actively assist in the establishment of a three-tier T-QRIS.</li> </ul>
<b>(B)(2)</b>	<ul style="list-style-type: none"> <li>• SDE Bureau of Teaching and Learning (PK-12)</li> <li>• IDEA 619 Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• SDE will provide incentives for programs and communities to maximize participation in the T-QRIS system and processes – including “readiness” for Friends, Families, and Neighbors (FFN) providers.</li> <li>• SDE will coordinate and facilitate technical assistance and capacity-building efforts and build the capacity of statewide, regional and local service delivery mechanisms to promote participation in various levels of T-QRIS.</li> </ul>
<b>(B)(3)</b>	<ul style="list-style-type: none"> <li>• SDE Bureau of Teaching and Learning (PK-12)</li> <li>• IDEA 619 Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• SDE will actively participate in the development and implementation of a system for rating and monitoring the quality of programs participating in the tiered T-QRIS.</li> <li>• SDE will train and expand monitors relevant to the T-QRIS implementation.</li> </ul>
<b>(B)(4)</b>	<ul style="list-style-type: none"> <li>• SDE Bureau of Teaching and Learning (PK-12)</li> <li>• IDEA 619 Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• SDE will provide significant support for efforts related to expanding high-quality spaces (e.g., new programs, additional space).</li> </ul>

Selection Criterion	Participating Party	Type of Participation
<b>(B)(5)</b>	<ul style="list-style-type: none"> <li>• <i>SDE Bureau of Teaching and Learning (PK-12)</i></li> <li>• <i>IDEA 619 Coordinator</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>SDE will ensure that the validation processes related to the T-QRIS are effective.</i></li> </ul>
<b>(C)(1)</b>	<ul style="list-style-type: none"> <li>• <i>SDE Bureau of Teaching and Learning (PK-12)</i></li> <li>• <i>IDEA 619 Coordinator</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>SDE will be a member of the Cabinet’s Early Learning Standards Workgroup that will revise early learning standards.</i></li> <li>• <i>SDE will ensure that the early learning standards are implemented and that a public outreach campaign is created to disseminate information about the standards and promote their adoption by early learning and development program.</i></li> </ul>
<b>(C)(3)</b>	<ul style="list-style-type: none"> <li>• <i>SDE Bureau of Teaching and Learning (PK-12)</i></li> <li>• <i>IDEA 619 Coordinator</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>SDE will participate in Early Childhood Partners program, particularly components related to expanding medical homes, training families, caregivers, educators and other professionals on the Connecticut Infant and Childhood Mental Health Competencies, and promoting the use of evidence-based models for health, nutrition and physical activity.</i></li> <li>• <i>SDE will enable ongoing professional development efforts associated with RTT-ELC Workforce Knowledge and Competencies advancement.</i></li> <li>• <i>SDE will change its own programs for health, mental health, and behavioral screening as warranted to improve child health outcomes.</i></li> </ul>
<b>(D)(1)</b>	<ul style="list-style-type: none"> <li>• <i>SDE Bureau of Teaching and Learning (PK-12)</i></li> <li>• <i>IDEA 619 Coordinator</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>SDE will upgrade the workforce knowledge and competency framework and support expansion of the ECTC Professional Pathways Program.</i></li> <li>• <i>SDE will convene and participate in the Framework Collaborative to develop a common, statewide knowledge and competency framework.</i></li> <li>• <i>SDE will expand the Early Childhood Teacher Credential pilot program.</i></li> </ul>

Selection Criterion	Participating Party	Type of Participation
(E)(2)	<ul style="list-style-type: none"> <li>• SDE Bureau of Information Technology</li> <li>• SDE Bureau of Fiscal Services</li> <li>• SDE Bureau of Teaching and Learning (PK-12)</li> <li>• IDEA 619 Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• SDE will participate in the Data Systems Planning Group convened by the State Early Childhood Office that will develop a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state’s longitudinal data system) that will allow cross-agency data sharing, linkage, and security.</li> <li>• SDE will modify its existing databases to include agreed-upon unique identifiers for children, staff, and programs to allow effective interagency data sharing.</li> <li>• SDE will provide existing de-identified, aggregate community-level data, at least annually, as requested by the Connecticut Data Collaborative, a public/private partnership whose mission is to advance the use of data and information for public policy, strategic planning, program and service improvement, and public accountability purposes, while the federated data network is being developed.</li> <li>• SDE will provide data (to be determined by Data Systems Planning Group) to federated data network once it has been developed and is operational.</li> <li>• SDE will observe all confidentiality and security requirements.</li> </ul>
(IP)(4)	<ul style="list-style-type: none"> <li>• SDE Commissioner’s Office</li> <li>• SDE Bureau of Teaching and Learning (PK-12)</li> <li>• IDEA 619 Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and align K-3 standards to Early Learning and Development Standards.</li> <li>• Design and implement Leadership Development Initiative.</li> <li>• Enhance pre-K-Grade 3 teacher development.</li> <li>• Create organizing structure within SDE to monitor 3 to 3 continuum.</li> </ul>
(IP)(5)	<ul style="list-style-type: none"> <li>• SDE Commissioner’s Office</li> <li>• SDE Bureau of Teaching and Learning (PK-12)</li> </ul>	<ul style="list-style-type: none"> <li>• SDE will support a cross-agency effort and improve local early childhood councils with service coordination, co-location, and integration, parent engagement, and data sharing.</li> </ul>

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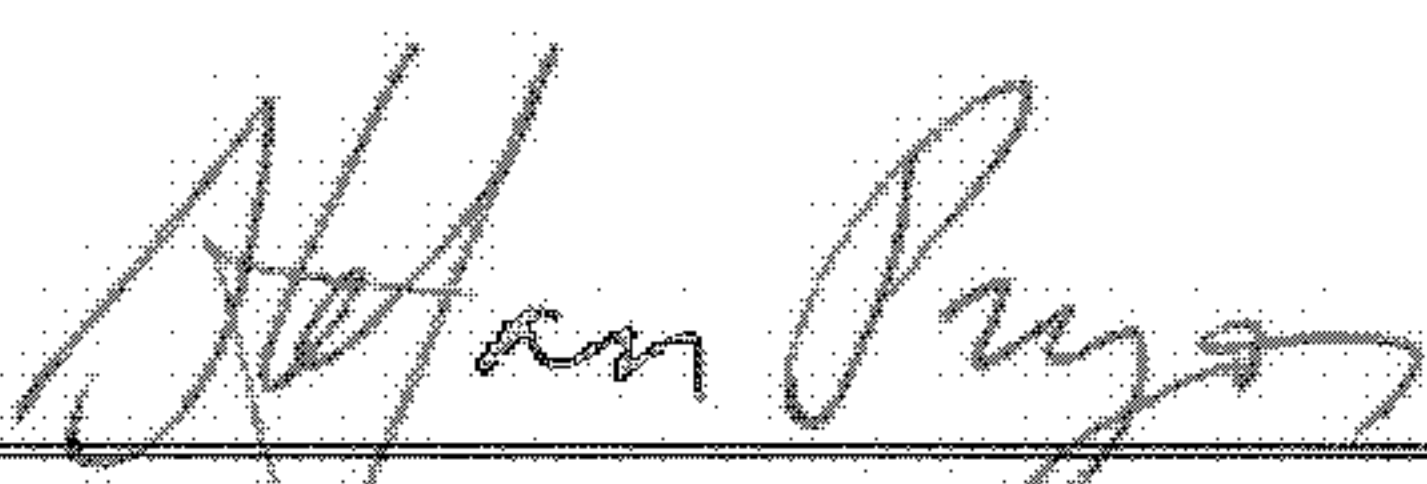
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Signature (Authorized Representative of Lead Agency) Date

**Exhibit I-B – Connecticut Office of the Governor**

The Connecticut Office of the Governor (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

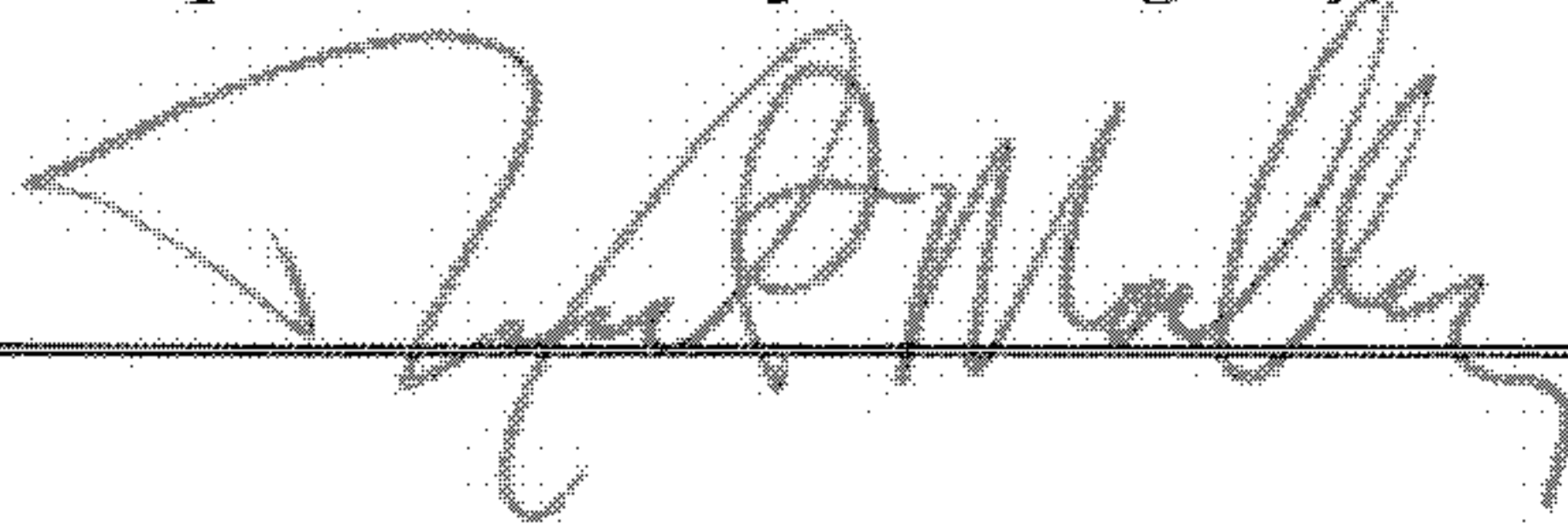
Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> <li>Governor Dannel P. Malloy</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and implement the promises of the four assurances.</li> <li>Appoint a Planning Director (already established through Public Act No. 11-181) to lead the Office and coordinate efforts with the staff of the Early Childhood Education Cabinet and RTT-ELC project staff.</li> </ul>
(A)(3)	<ul style="list-style-type: none"> <li>Governor Dannel P. Malloy</li> </ul>	<ul style="list-style-type: none"> <li>The Governor will assign a point person to the State Early Childhood Office - the mechanism to drive RTT ELC cross-agency initiatives. With his leadership, he will create a world class early childhood education system.</li> </ul>
(A)(3)	<ul style="list-style-type: none"> <li>Office of the Governor</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the coordination of service delivery and technical assistance efforts that build capacity of statewide, regional and local early childhood education services. Provide leadership and technical assistance to build the capacity of RESCs.</li> <li>Facilitate a cross-agency effort to support local early childhood councils, parents, caregivers and educators with service coordination, co-location, and integration, parent engagement, and data sharing.</li> <li>Create performance management processes and facilitate the dissemination of information to parents, caregivers and educators.</li> </ul>



10/17/11

Signature (Authorized Representative of Lead Agency)

Date



10/17/2011

Signature

Date

(Authorized Representative of Connecticut Office of the Governor – a Participating State Agency)

**Exhibit I-C – Connecticut Department of Public Health Preliminary Scope of Work**

The Connecticut Department of Public Health (DPH) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<b>(A)(3)</b>	<ul style="list-style-type: none"> <li>• DPH Commissioner’s Office</li> <li>• Public Health Initiatives Branch</li> </ul>	<ul style="list-style-type: none"> <li>• DPH will participate with the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations.</li> <li>• DPH will participate on the Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects.</li> <li>• DPH will partner with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance of an early childhood education system and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</li> <li>• DPH will assign an appropriate staff person to facilitate performance management processes and dissemination of information.</li> </ul>
<b>(B)(1)</b>	<ul style="list-style-type: none"> <li>• Public Health Regulatory Branch</li> <li>• Public Health Initiatives Branch</li> </ul>	<ul style="list-style-type: none"> <li>• DPH will assist in the establishment of a three-tier T-QRIS. The quality of care and education offered by all providers will be improved by the T-QRIS.</li> </ul>
<b>(B)(2)</b>	<ul style="list-style-type: none"> <li>• Public Health Regulatory Branch</li> <li>• Public Health Initiatives Branch</li> <li>• 15 DPH Licensing Staff (new)</li> </ul>	<ul style="list-style-type: none"> <li>• DPH will create a system that reaches early childhood caregivers and educators who are not currently licensed, accredited or both.</li> <li>• DPH will hire new licensing related staff to increase the frequency of day care inspections, thereby improving the quality of licensees day care programs because many of them provide services for High Need Children.</li> <li>• DPH will identify and deploy agency funds as incentives for programs and communities to maximize caregiver/educator participation in the T-QRIS system and processes. Relative early childhood providers who are currently unlicensed, such as Friends, Families, and Neighbors (FFN) providers, will be embraced as part of an expanded early childhood system; DPH will work with DSS to reach out to these providers, facilitating a roadmap to possible licensing.</li> <li>• DPH will build the capacity of statewide, regional and local service delivery mechanisms to promote early childhood caregivers/educators participation in various levels of T-QRIS.</li> </ul>

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(B)(3)</b>	<ul style="list-style-type: none"> <li>• <i>Public Health Regulatory Branch</i></li> <li>• <i>Public Health Initiatives Branch</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>DPH will develop and implementation system for rating and monitoring the quality of programs participating in the tiered T-QRIS.</i></li> <li>• <i>DPH will maintain e-license process as a business-friendly practice and establish data-sharing protocols to upload critical child, family, caregiver and educator information into T-QRIS data infrastructure.</i></li> <li>• <i>DPH will train and expand monitors relevant to the T-QRIS implementation.</i></li> </ul>
<b>(B)(5)</b>	<ul style="list-style-type: none"> <li>• <i>Public Health Regulatory Branch</i></li> <li>• <i>Public Health Initiatives Branch</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>DPH will assist in validation processes related to the effectiveness of the T-QRIS.</i></li> </ul>
<b>(C)(1)</b>	<ul style="list-style-type: none"> <li>• <i>Public Health Initiatives Branch</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>DPH will actively participate on the Cabinet’s Early Learning and Development Standards Workgroup that will refine early learning standards.</i></li> <li>• <i>DPH will participate in the creation of the early learning standards public outreach campaign to disseminate information about the standards to early childhood caregivers and educators and promote their adoption by early care programs.</i></li> </ul>
<b>(C)(3)</b>	<ul style="list-style-type: none"> <li>• <i>Public Health Initiatives Branch</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>DPH will train early childhood educators on health and mental health standards; re-purpose agency funds to put more resources into early screening and mid-level assessment programs.</i></li> <li>• <i>DPH will establish an Early Childhood Statewide Health Coordinator to work with SDE, among other Participating State Agencies (replicating a proven model currently used between SDE and DPH for the K-12 system).</i></li> <li>• <i>DPH will establish a cadre of health consultants to provide training and technical assistance to early childhood caregivers and educators which will be coordinated through regional intermediaries.</i></li> <li>• <i>DPH will expand Early Childhood Partners program, particularly components related to expanding medical homes, training parent, caregivers, educators and early childhood professionals on the Connecticut Infant and Childhood Mental Health Competencies, and promoting the use of evidence-based models for health, nutrition and physical activity, particularly for High Need Children.</i></li> <li>• <i>DPH will involve agency workforce in ongoing professional development efforts associated with RTT-ELC Workforce Knowledge and Competencies advancement.</i></li> <li>• <i>DPH will improve existing and suggest new programs for health, mental health, and behavioral screening for all children, but particularly those at high risk, to improve child health outcomes.</i></li> </ul>
<b>(D)(1)</b>	<ul style="list-style-type: none"> <li>• <i>Public Health Initiatives Branch</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>DPH will assign an appropriate staff person to participate in the Framework Collaborative to develop a common, statewide knowledge and competency framework.</i></li> </ul>



Selection Criterion	Participating Party	Type of Participation
(E)(2)	<ul style="list-style-type: none"> <li>• <i>Public Health Operations Branch</i></li> <li>• <i>Public Health Initiatives Branch</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>DPH will participate in a Data Systems Planning Group convened by the State Early Childhood Office that will develop a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state’s longitudinal data system) that will allow cross-agency data sharing, linkage, and security, to provide a data pathway to improve service provision to High Need Children.</i></li> <li>• <i>DPH will modify its existing databases to include agreed-upon unique identifiers for children, staff, and programs to allow effective interagency data sharing, which will facilitate the effective, efficient and timely provision of services to High Need Children. DPH will provide existing de-identified, aggregate community-level data, at least annually, as requested by the Connecticut Data Collaborative, a public/private partnership whose mission is to advance the use of data and information for public policy, strategic planning, program and service improvement, and public accountability purposes, while the federated data network is being developed.</i></li> <li>• <i>DPH will provide data (to be determined by Data Systems Planning Group) to federated data network once it has been developed and is operational.</i></li> <li>• <i>DPH will observe all confidentiality and security requirements.</i></li> </ul>
(IP)(5)	<ul style="list-style-type: none"> <li>• <i>DPH Commissioner’s Office</i></li> <li>• <i>Public Health Initiatives Branch</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>DPH will assign appropriate agency staff to support a cross-agency effort and improve local early childhood councils with service coordination, co-location, and integration, parent engagement, and data sharing.</i></li> </ul>

10/17/11

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Signature (Authorized Representative of Lead Agency) Date

10/17/11

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Signature Date  
 (Authorized Representative of Connecticut Department of Public Health – a Participating State Agency)

**Exhibit I-D – Connecticut Department of Developmental Services Preliminary Scope of Work**

The Connecticut Department of Developmental Services (DDS) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(A)(3)</b>	<ul style="list-style-type: none"> <li>• <i>DDS Commissioner’s Office</i></li> <li>• <i>DDS Birth to Three Office</i></li> <li>• <i>IDEA Part C Coordinator</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>DDS will assign Birth to Three manager, Linda Goodman, to assist the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations.</i></li> <li>• <i>DDS will designate Linda Goodman to the Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects.</i></li> <li>• <i>Linda Goodman will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective early childhood education models, particularly as they relate to children with disabilities who are in the birth to three age range. Linda Goodman will work on the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</i></li> <li>• <i>Linda Goodman will facilitate performance management processes and dissemination of information.</i></li> </ul>
<b>(B)(1)</b>	<ul style="list-style-type: none"> <li>• <i>DDS Birth to Three Office</i></li> <li>• <i>IDEA Part C Coordinator</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Linda Goodman will assist in the establishment of a three-tier T-QRIS, providing specific guidance on improving services for infants and toddlers with disabilities, especially those who are cared for in home day care or relative homes.</i></li> </ul>
<b>(B)(2)</b>	<ul style="list-style-type: none"> <li>• <i>DDS Birth to Three Office</i></li> <li>• <i>IDEA Part C Coordinator</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Linda Goodman will provide specific guidance related to the education and other service needs for infants and toddlers with disabilities. She will assist in the coordination and facilitation of technical assistance and capacity-building efforts, particularly those related to services for infants and toddlers with disabilities, and to build the capacity of statewide, regional and local service delivery mechanisms to promote participation in various levels of T-QRIS.</i></li> </ul>
<b>(B)(5)</b>	<ul style="list-style-type: none"> <li>• <i>DDS Birth to Three Office</i></li> <li>• <i>IDEA Part C Coordinator</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Linda Goodman will assist in validation processes related to the effectiveness of the T-QRIS and she will ensure that it incorporates the specific needs of infants and toddlers with disabilities.</i></li> </ul>
<b>(D)(1)</b>	<ul style="list-style-type: none"> <li>• <i>DDS Birth to Three Office</i></li> <li>• <i>IDEA Part C Coordinator</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>DDS will assign an appropriate staff person to participate in the Framework Collaborative to develop a common, statewide knowledge and competency framework.</i></li> </ul>

Selection Criterion	Participating Party	Type of Participation
(E)(2)	<ul style="list-style-type: none"> <li>• <i>DDS Finance and IT Services</i></li> <li>• <i>DDS Birth to Three Office</i></li> <li>• <i>IDEA Part C Coordinator</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>DDS will participate as an active member of the Data Systems Planning Group convened by the State Early Childhood Office that will facilitate the development of a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state's longitudinal data system) that will allow cross-agency data sharing, linkage, and security and improve services for infants and toddlers with disabilities.</i></li> <li>• <i>Modify its existing databases to include agreed-upon unique identifiers for children, staff, and programs to allow effective interagency data sharing and improve service delivery particularly for infants and toddlers with disabilities.</i></li> <li>• <i>DDS will provide existing de-identified, aggregate community-level data, at least annually, as requested by the Connecticut Data Collaborative, a public/private partnership whose mission is to advance the use of data and information for public policy, strategic planning, program and service improvement, and public accountability purposes, while the federated data network is being developed. DDS will provide data (to be determined by Data Systems Planning Group) to federated data network once it has been developed and is operational.</i></li> <li>• <i>DDS will observe all confidentiality and security requirements.</i></li> </ul>
(IP)(5)	<ul style="list-style-type: none"> <li>• <i>DDS Commissioner's Office</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>DDS will support a cross-agency effort and improve local early childhood councils with service coordination, co-location, and integration, parent engagement, data sharing, with a particular emphasis on improving educational service delivery to infants and toddlers with disabilities.</i></li> </ul>

10/17/11  


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Signature (Authorized Representative of Lead Agency) Date

10/17/11  


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Signature Date  
(Authorized Representative of Connecticut Department of Developmental Services – a Participating State Agency)

**Exhibit I-E – Connecticut Department of Social Services Preliminary Scope of Work**

The Connecticut Department of Social Services (DSS) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(A)(3)</b>	<ul style="list-style-type: none"> <li>• DSS Commissioner’s Office</li> <li>• DSS Bureau of Assistance Programs, Family and Housing Services Division</li> </ul>	<ul style="list-style-type: none"> <li>• DSS will assign Peter Palermino, Program Manager and CCDF Administrator as agency point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations.</li> <li>• DSS will designate Peter Palermino to participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects.</li> <li>• DSS will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models early childhood education models, particularly as they relate to children who are low income. Peter Palermino will work on the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</li> <li>• DSS will assign Peter Palermino to facilitate performance management processes and dissemination of information.</li> </ul>
<b>(B)(1)</b>	<ul style="list-style-type: none"> <li>• DSS Bureau of Assistance Programs, Family and Housing Services Division</li> </ul>	<ul style="list-style-type: none"> <li>• DSS will assign Peter Palermino and Neil Newman, Program Supervisor to assist in the establishment of a three-tier T-QRIS. This will include specific outreach to Friends, Families, and Neighbors (FFN) providers who are not required to be a licensed child care provider yet often care for High Need Children and are included in the Care 4 Kids child care assistance program data base.</li> <li>• DSS will build additional data modules into 2-1-1 Child Care to support dissemination of T-QRIS results.</li> </ul>

Selection Criterion	Participating Party	Type of Participation
<b>(B)(2)</b>	<ul style="list-style-type: none"> <li><i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i></li> </ul>	<ul style="list-style-type: none"> <li><i>DSS will identify and repurpose agency funds to expand financial incentives for licensed family day care home and FFN providers when they achieve certain accreditation standards, credentials for individual staff and or credit hours in certain early care and education coursework to maximize participation in the T-QRIS system. FFN providers who are currently unlicensed and are known to the state via Care 4 Kids child care assistance program will be embraced as part of a plan to expand early childhood development system; DSS will work with DPH to reach out to these providers, facilitating a roadmap to possible licensing.</i></li> <li><i>DSS will identify and repurpose funds to engage a cadre of raters with inter-rater reliability who will rate licensed family day care and FFN providers using the ECRS scales. We anticipate completing 60 ECRS ratings yearly as the T-QRIS is being built.</i></li> <li><i>DSS will assign Peter Palermino and Neil Newman to assist in the coordination and facilitation of technical assistance and capacity-building efforts and to build the capacity of statewide, regional and local service delivery mechanisms to promote participation in various levels of T-QRIS. Specific assistance will be given to assist licensed family day care providers and FFN providers to become licensed.</i></li> </ul>
<b>(B)(3)</b>	<ul style="list-style-type: none"> <li><i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i></li> </ul>	<ul style="list-style-type: none"> <li><i>DSS will assign Peter Palermino and Neil Newman to support the development and implementation of a system for rating and monitoring the quality of programs participating in the tiered T-QRIS.</i></li> <li><i>DSS will train and expand monitors relevant to the T-QRIS implementation.</i></li> <li><i>DSS will create a program of financial assistance as incentives for those providing early childhood care services for High Need Children who want to improve the quality of their programs.</i></li> </ul>
<b>(B)(4)</b>	<ul style="list-style-type: none"> <li><i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i></li> </ul>	<ul style="list-style-type: none"> <li><i>DSS will provide priority support for efforts related to expanding high-quality slots (e.g., new programs, additional space), particularly for licensed family day care providers and unlicensed FFN providers who serve High Need Children.</i></li> <li><i>DSS will coordinate \$1.3 million in contracts annually to improve quality of licensed family day care providers and unlicensed FFN child care providers and encourage attainment of a child care provider license.</i></li> <li><i>Provide incentives to families and programs to participate in T-QRIS.</i></li> </ul>
<b>(B)(5)</b>	<ul style="list-style-type: none"> <li><i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i></li> </ul>	<ul style="list-style-type: none"> <li><i>DSS will assign Neil Newman to assist in validation processes related to the effectiveness of the T-QRIS, which should include specific consideration of the services built for High Need Children.</i></li> </ul>

Selection Criterion	Participating Party	Type of Participation
<b>(C)(1)</b>	<ul style="list-style-type: none"> <li><i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i></li> </ul>	<ul style="list-style-type: none"> <li><i>DSS will assign Peter Palermino to serve as a member of the Cabinet’s Early Learning and Development Standards Workgroup that will refine early learning standards.</i></li> <li><i>DSS will assign Peter Palermino to support implementation of the early learning standards public service campaign to disseminate information about the standards and promote their adoption by early care programs, licensed family day care providers and unlicensed FFN providers who serve High Need Children.</i></li> </ul>
<b>(C)(3)</b>	<ul style="list-style-type: none"> <li><i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i></li> </ul>	<ul style="list-style-type: none"> <li><i>DSS will participate in Early Childhood Partners program, particularly components related to expanding medical homes, training parents and professionals on the Connecticut Infant and Childhood Mental Health Competencies, and promoting the use of evidence-based models for health, nutrition and physical activity. Explore ways to reach High Need Children served by licensed family day care providers and unlicensed FFN.</i></li> <li><i>DSS will participate in the planning and ongoing professional development efforts associated with RTT-ELC Workforce Knowledge and Competencies advancement.</i></li> <li><i>DSS will adjust agency programs for health, mental health, and behavioral screening as warranted to improve child health outcomes, particularly for High Need Children.</i></li> </ul>
<b>(D)(1)</b>	<ul style="list-style-type: none"> <li><i>DSS Bureau of Assistance Programs, Family and Housing Services Division</i></li> </ul>	<ul style="list-style-type: none"> <li><i>DSS will assign Neil Newman to work with the interagency planning effort that will upgrade the workforce knowledge and competency framework.</i></li> <li><i>DSS will assign Neil Newman to participate in the Framework Collaborative to develop a common, statewide knowledge and competency framework.</i></li> </ul>

Selection Criterion	Participating Party	Type of Participation
(E)(2)	<ul style="list-style-type: none"> <li>• DSS Bureau of Assistance Programs, Family and Housing Services Division</li> <li>• DSS Division of Financial Management and Analysis</li> <li>• DSS Division of IT Services</li> </ul>	<ul style="list-style-type: none"> <li>• Peter Palermino and Lori Schroeder, Program Manager, Information Technology Division will participate in a Data Systems Planning Group convened by the State Early Childhood Office that will facilitate the development of a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state's longitudinal data system) that will allow cross-agency data sharing, linkage, and security and improve services for High Need Children.</li> <li>• DSS will modify its existing databases to include agreed-upon unique identifiers for children, staff, and programs to allow effective interagency data sharing and improve services for High Need Children.</li> <li>• DSS will provide existing de-identified, aggregate community-level data, at least annually, as requested by the Connecticut Data Collaborative, a public/private partnership whose mission is to advance the use of data and information for public policy, strategic planning, program and service improvement, and public accountability purposes, while the federated data network is being developed. DSS will provide data (to be determined by Data Systems Planning Group) to federated data network once it has been developed and is operational to ensure that services to High Need Children will be improved.</li> <li>• Observe all confidentiality and security requirements.</li> </ul>
(IP)(5)	<ul style="list-style-type: none"> <li>• DSS Commissioner's Office</li> <li>• DSS Bureau of Assistance Programs, Family and Housing Services Division</li> </ul>	<ul style="list-style-type: none"> <li>• DSS will assign Peter Palermino to support a cross-agency effort and improve local early childhood councils with service coordination, integration, family engagement, data sharing with a particular emphasis on improving educational service delivery to High Need Children.</li> </ul>



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Signature (Authorized Representative of Lead Agency) Date



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Signature Date

(Authorized Representative of Connecticut Department of Social Services – a Participating State Agency)

**Exhibit I-F – Connecticut Department of Children and Families Preliminary Scope of Work**

The Connecticut Department of Children and Families (DCF) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<b>(A)(3)</b>	<ul style="list-style-type: none"> <li>• DCF Commissioner’s Office</li> </ul>	<ul style="list-style-type: none"> <li>• DCF will assign a high-level staff person as agency point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations to represent the interests of children birth to five who are at risk of abuse or neglect.</li> <li>• DCF will designate an appropriate staff person to participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects and represent the interests of children birth to five who are at risk of abuse or neglect.</li> <li>• DCF will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</li> <li>• DCF will assign an appropriate staff person to facilitate performance management processes and dissemination of information, particularly as it related to the interests of children birth to five who are at risk of abuse or neglect.</li> </ul>
<b>(B)(1)</b>	<ul style="list-style-type: none"> <li>• DCF Office</li> <li>• DCF Staff Person</li> </ul>	<ul style="list-style-type: none"> <li>• DCF will assign an appropriate staff person to assist in the establishment of a three-tier T-QRIS, who shall be responsible for representing the interests of children birth to five who are at risk of abuse or neglect.</li> </ul>
<b>(B)(2)</b>	<ul style="list-style-type: none"> <li>• DCF Office</li> <li>• DCF Staff Person</li> </ul>	<ul style="list-style-type: none"> <li>• DCF will identify and deploy agency funds as incentives for programs and communities to maximize participation in the T-QRIS system and processes. Relative early childhood providers who are currently unlicensed such as Friends, Families, and Neighbors (FFN) providers will be embraced as part of an expanded early childhood system; DCF will ensure that children who are birth to five and who are at risk of abuse or neglect will be considered in the development of this system.</li> <li>• DCF will assign appropriate staff persons to assist in the coordination and facilitation of technical assistance and capacity-building efforts and to build the capacity of statewide, regional and local service delivery mechanisms to promote participation in various levels of T-QRIS.</li> </ul>



<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(B)(3)</b>	<ul style="list-style-type: none"> <li>• DCF Office</li> <li>• DCF Staff Person</li> </ul>	<ul style="list-style-type: none"> <li>• DCF will assign an appropriate staff person to support the development and implementation of a system for rating and monitoring the quality of programs participating in the tiered T-QRIS.</li> <li>• DCF will create a program of financial assistance as incentives for those providing early childhood care services for children birth to five who are at risk of abuse or neglect who want to improve the quality of their programs.</li> </ul>
<b>(B)(4)</b>	<ul style="list-style-type: none"> <li>• DCF Office</li> <li>• DCF Staff Person</li> </ul>	<ul style="list-style-type: none"> <li>• DCF will provide priority support for efforts related to expanding high-quality space (e.g., new programs, additional space), particularly those services provided to children birth to five who are at risk of abuse or neglect..</li> </ul>
<b>(B)(5)</b>	<ul style="list-style-type: none"> <li>• DCF Office</li> <li>• DCF Staff Person</li> </ul>	<ul style="list-style-type: none"> <li>• DCF will assign an appropriate staff person to assist in validation processes related to the effectiveness of the T-QRIS.</li> </ul>
<b>(C)(3)</b>	<ul style="list-style-type: none"> <li>• DCF Office</li> <li>• DCF Staff Person</li> </ul>	<ul style="list-style-type: none"> <li>• DCF will participate in Early Childhood Partners program, particularly components related to expanding medical homes, training parents and professionals on the Connecticut Infant and Childhood Mental Health Competencies, and promoting the use of evidence-based models for health, nutrition and physical activity.</li> <li>• DCF will involve agency workforce in ongoing professional development efforts associated with RTT-ELC Workforce Knowledge and Competencies advancement.</li> <li>• DCF will adjust programs for health, mental health, and behavioral screening as warranted to improve child health outcomes.</li> </ul>
<b>(D)(1)</b>	<ul style="list-style-type: none"> <li>• DCF Office</li> <li>• DCF Staff Person</li> </ul>	<ul style="list-style-type: none"> <li>• DCF will assign an appropriate staff person to upgrade the workforce knowledge and competency framework and support expansion of the ECTC Professional Pathways Program.</li> <li>• DCF will assign an appropriate staff person to participate in the Framework Collaborative to develop a common, statewide knowledge and competency framework.</li> </ul>


Selection Criterion	Participating Party	Type of Participation
(E)(2)	<ul style="list-style-type: none"> <li>• DCF Office</li> <li>• DCF policy/business staff person</li> <li>• DCF IT development staff person</li> </ul>	<ul style="list-style-type: none"> <li>• DCF will assign appropriate staff person(s) to a Data Systems Planning Group convened by the State Early Childhood Office that will facilitate the development of a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state's longitudinal data system) that will allow cross-agency data sharing, linkage, and security.</li> <li>• DCF will modify its existing databases to include agreed-upon unique identifiers for children, staff, and programs to allow effective interagency data sharing.</li> <li>• DCF will provide existing de-identified, aggregate community-level data, at least annually, as requested by the Connecticut Data Collaborative, a public/private partnership whose mission is to advance the use of data and information for public policy, strategic planning, program and service improvement, and public accountability purposes, while the federated data network is being developed. DCF will provide data (to be determined by Data Systems Planning Group) to federated data network once it has been developed and is operational.</li> <li>• DCF will observe all confidentiality and security requirements.</li> </ul>
(IP)(5)	<ul style="list-style-type: none"> <li>• DCF Commissioner's Office</li> </ul>	<ul style="list-style-type: none"> <li>• DCF will assign appropriate agency staff to support a cross-agency effort and improve local early childhood councils with service coordination, integration, parent engagement, and data sharing.</li> </ul>



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Signature (Authorized Representative of Lead Agency) Date

10/17/11



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Signature (Authorized Representative of Connecticut Department of Children and Families – a Participating State Agency) Date

10/17/11

**Exhibit I-G – Connecticut Office of Policy and Management Preliminary Scope of Work**

The Connecticut Office of Policy and Management (OPM) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> <li>• OPM Secretary’s Office</li> <li>• Education and Workforce Programs Budget Division</li> </ul>	<ul style="list-style-type: none"> <li>• Leah Grenier will serve as the Secretary of the Office of Policy and Management’s designee on the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations particularly as they relate to the provision of early childhood education services for high needs students.</li> <li>• Leah Grenier will participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects.</li> <li>• Leah Grenier will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</li> <li>• Leah Grenier will ensure that the Secretary of OPM is kept informed of state efforts to create an early childhood system and she will to facilitate performance management processes and dissemination of information.</li> </ul>
(IP)(5)	<ul style="list-style-type: none"> <li>• OPM Secretary’s Office</li> <li>• Education and Workforce Programs Budget Division</li> </ul>	<ul style="list-style-type: none"> <li>• Leah Grenier will support a cross-agency effort and improve local early childhood councils with service coordination, co-location, and integration, parent engagement, and data sharing. On an as needed basis, she will coordinate the creation of state wide cost analyses related to the implementation of the early childhood education system.</li> </ul>

 10/17/11  
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 Signature (Authorized Representative of Lead Agency) Date

 10/17/11  
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 Signature Date  
 (Authorized Representative of Connecticut Office of Policy and Management – a Participating State Agency)

**Exhibit I-H – Connecticut Early Childhood Education Cabinet Preliminary Scope of Work**

The Connecticut Early Childhood Education Cabinet (hereafter, Cabinet) (a Participating State Agency and The State advisory Council on Early Childhood Education and Care) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.


<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(A)(3)</b>	<ul style="list-style-type: none"> <li>• <i>Sherry Linton-Massiah, Cabinet Project Director</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sherry Linton-Massiah will be the Cabinet point person to the State Early Childhood Office - the mechanism to drive RTT ELC cross-agency initiatives.</i></li> </ul>
<b>(B)(1)</b>	<ul style="list-style-type: none"> <li>• <i>Cabinet T-QRIS Work Group</i></li> <li>• <i>Sherry Linton-Massiah, Cabinet Project Director</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sherry Linton-Massiah will ensure that the Cabinet’s Tiered Quality Rating and Improvement System Work Group connects with and supports (in an advisory capacity) the work of the State Early Childhood Office cross-agency team responsible for the establishment of a three-tier T-QRIS.</i></li> </ul>
<b>(B)(2)</b>	<ul style="list-style-type: none"> <li>• <i>Cabinet State &amp; Local Partnerships Work Group</i></li> <li>• <i>Sherry Linton-Massiah, Cabinet Project Director</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sherry Linton-Massiah will ensure that the Cabinet’s State and Local Partnerships Work Group connects with and supports (in an advisory capacity) the work of the State Early Childhood Office cross-agency team responsible for the coordination of service delivery and technical assistance efforts that build capacity of statewide, regional and local service delivery mechanism and/or collaborative to promote participation in various levels of T-QRIS.</i></li> </ul>
<b>(B)(3)</b>	<ul style="list-style-type: none"> <li>• <i>Cabinet Liaison</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Cabinet Liaison will provide a support the development and implementation of a system for rating and monitoring the quality of programs participating in the tiered T-QRIS.</i></li> </ul>
<b>(B)(5)</b>	<ul style="list-style-type: none"> <li>• <i>Cabinet Liaison</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Cabinet Liaison will ensure that the Cabinet’s T-QRIS Work Group connects with and supports (in an advisory capacity) the work of the State Early Childhood Office cross-agency team responsible for validation of the effectiveness of the T-QRIS.</i></li> </ul>
<b>(C)(1)</b>	<ul style="list-style-type: none"> <li>• <i>Cabinet Early Learning Standards Work Group</i></li> <li>• <i>Sherry Linton-Massiah, Cabinet Project Director</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sherry Linton-Massiah will ensure that the Cabinet’s Early Learning and Development Standards Work Group directly connects with and supports (in an advisory capacity) the work of the State Early Childhood Office Early Learning Standards Workgroup to revise early learning standards and support the public outreach campaign to promote the adoption of these standards.</i></li> </ul>
<b>(C)(3)</b>	<ul style="list-style-type: none"> <li>• <i>Cabinet Health Work Group</i></li> <li>• <i>Sherry Linton-Massiah, Cabinet Project Director</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sherry Linton-Massiah will convene an Early Childhood Education Cabinet Health Work Group and ensure that the Work Groups directly connects with and supports (in an advisory capacity) State Early Childhood Office health-related work.</i></li> </ul>
<b>(D)(1)</b>	<ul style="list-style-type: none"> <li>• <i>Cabinet Workforce Work Group</i></li> <li>• <i>Sherry Linton-Massiah, Cabinet Project Director</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sherry Linton-Massiah will ensure that the Cabinet’s Workforce Work Group connects with and supports (in an advisory capacity) State Early Childhood Office efforts develop a common, statewide knowledge and competency framework.</i></li> </ul>

Selection Criterion	Participating Party	Type of Participation
(E)(1)	<ul style="list-style-type: none"> <li>• Cabinet Early Learning Standards Work Group</li> <li>• Sherry Linton-Massiah, Cabinet Project Director</li> </ul>	<ul style="list-style-type: none"> <li>• Sherry Linton-Massiah will ensure that the Cabinet’s Early Learning and Development Standards Work Group connects with and supports (in an advisory capacity) State Early Childhood Office effort to refine the Kindergarten Inventory assessment tool and supports implementation of the Inventory.</li> </ul>
(E)(2)	<ul style="list-style-type: none"> <li>• Cabinet Data Policy Work Group</li> </ul>	<ul style="list-style-type: none"> <li>• The Cabinet will charge the Data Policy Work Group to provide guidance to State Early Childhood Office Data Systems/Technical Work Group in the development of a federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state’s longitudinal data system) that will allow cross-agency data sharing, linkage, and security particularly for High Need Children..</li> </ul>
(IP)(5)	<ul style="list-style-type: none"> <li>• Cabinet Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• The Cabinet Liaison will link cross-agency efforts to support local early childhood councils with service coordination, and integration, family engagement, and data sharing especially for High Need Children.</li> </ul>


10/17/11  


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 Signature (Authorized Representative of Lead Agency) Date


10/17/11  

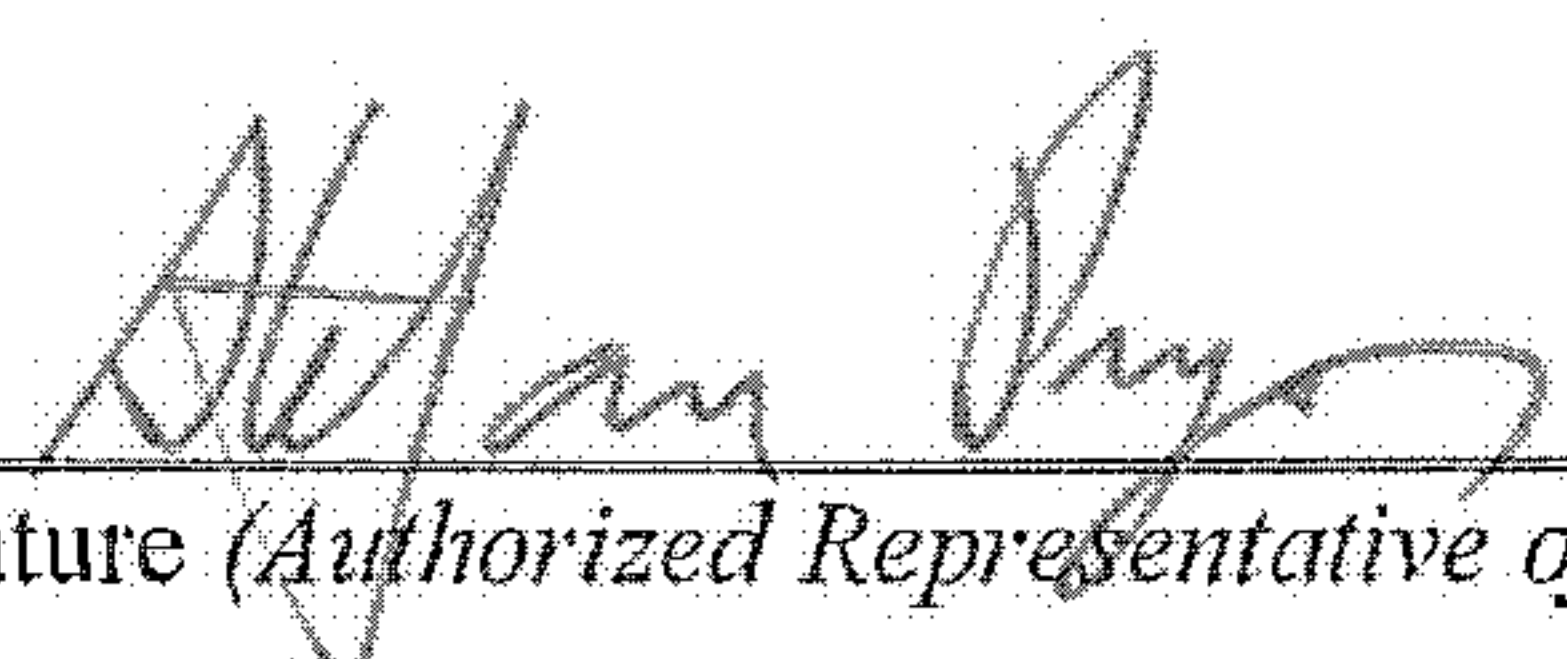

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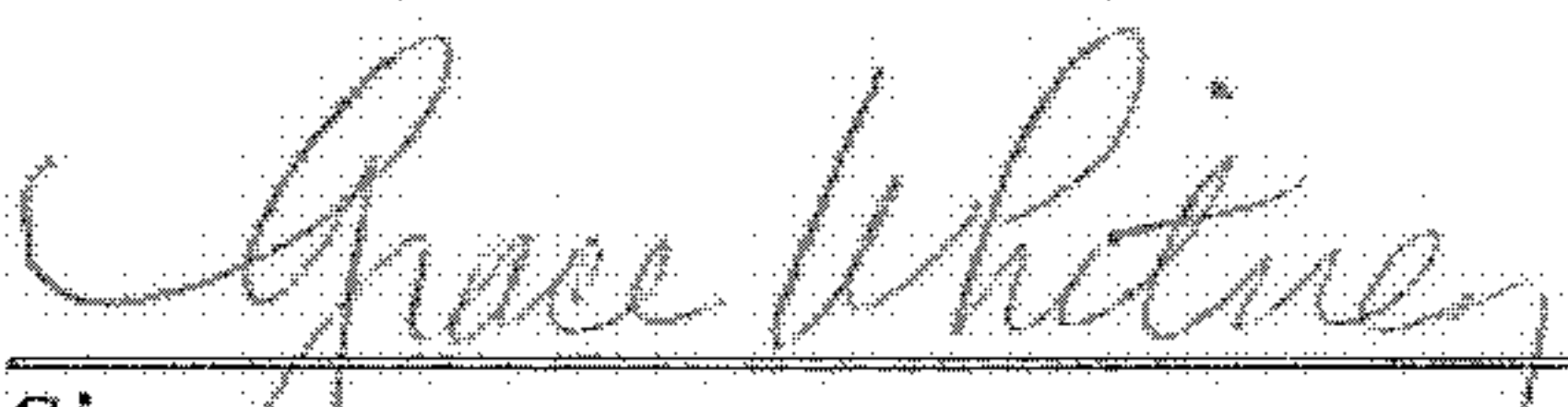
 Signature Date  
 (Authorized Representative of Connecticut Early Childhood Education Cabinet – a Participating State Agency)

**Exhibit I-I – Connecticut Head Start Collaboration Office Preliminary Scope of Work**

The Connecticut Head Start Collaboration Office (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> <li>◦ <i>HS Collaboration Office</i></li> </ul>	<ul style="list-style-type: none"> <li>◦ <i>Grace Whitney will be the point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations.</i></li> <li>◦ <i>Grace Whitney will participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects, particularly as they relate high needs children, including children with special needs.</i></li> <li>◦ <i>Grace Whitney will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</i></li> <li>◦ <i>Grace Whitney will facilitate performance management processes and dissemination of information.</i></li> </ul>
(IP)(5)	<ul style="list-style-type: none"> <li>◦ <i>HS Collaboration Office</i></li> </ul>	<ul style="list-style-type: none"> <li>◦ <i>Grace Whitney will support a cross-agency effort and improve local early childhood councils with service coordination, co-location, and integration, parent engagement, and data sharing, particularly as these relate to high needs children, , including children with special needs.</i></li> </ul>

  
 Signature (Authorized Representative of Lead Agency) 10/17/11  
Date

  
 Signature 10-17-11  
 (Authorized Representative of Connecticut Head Start Collaboration Office – a Participating State Agency) Date

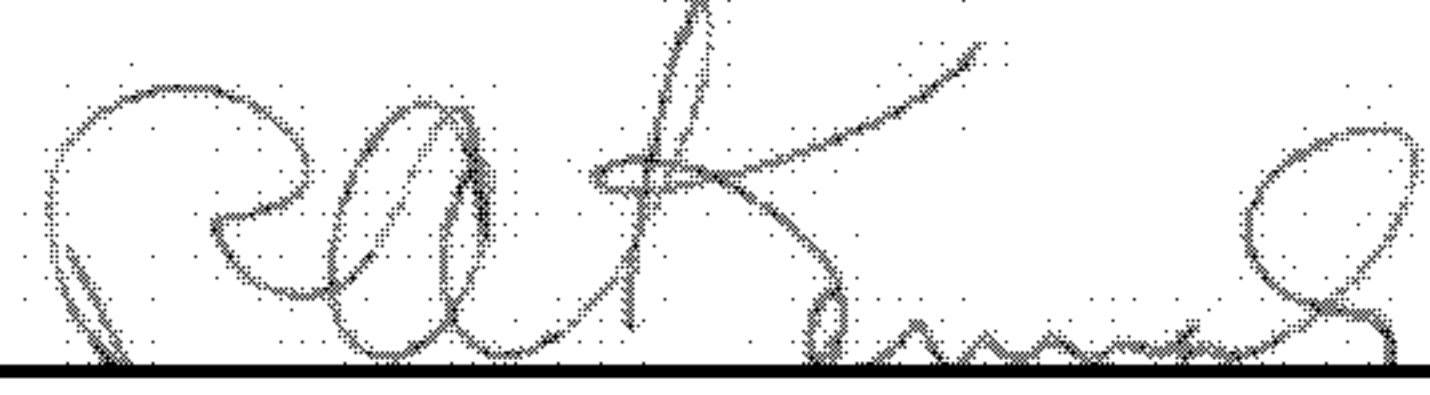
**Exhibit I-J – Connecticut Board of Regents for Higher Education Preliminary Scope of Work**

The Connecticut Board of Regents for Higher Education (BOR) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<b>(A)(3)</b>	<ul style="list-style-type: none"> <li>• <i>President’s Office</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Board of Regents will assign a high-level staff person as agency point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations.</i></li> <li>• <i>The Board of Regents will designate an appropriate staff person to participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects.</i></li> <li>• <i>The Board of Regents will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</i></li> <li>• <i>The Board of Regents will assign an appropriate staff person to facilitate performance management processes and dissemination of information.</i></li> </ul>
<b>(B)(2)</b>	<ul style="list-style-type: none"> <li>• <i>Board of Regents Office</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Board of Regents will identify and encourage programs and communities in the BOR system to maximize participation in the T-QRIS system and processes. Relative early childhood providers who are currently unlicensed such as Friends, Families, and Neighbors (FFN) providers will be embraced as part of an expanded early childhood system; BOR will work with DSS to reach out to these providers, facilitating a roadmap to possible licensing.</i></li> <li>• <i>The Board of Regents will assign appropriate staff persons to assist in the coordination and facilitation of technical assistance and capacity-building efforts statewide, regionally and locally to promote participation in various levels of T-QRIS.</i></li> </ul>
<b>(B)(3)</b>	<ul style="list-style-type: none"> <li>• <i>Board of Regents Office</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Board of Regents will assign an appropriate staff person to support the development and implementation of a system for rating and monitoring the quality of programs participating in the tiered T-QRIS.</i></li> </ul>
<b>(B)(4)</b>	<ul style="list-style-type: none"> <li>• <i>Board of Regents Office</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Board of Regents will provide priority support for efforts related to expanding high-quality spaces (e.g., new programs, additional space) in early childhood programs located on college campuses.</i></li> </ul>

Selection Criterion	Participating Party	Type of Participation
(D)(1)	<ul style="list-style-type: none"> <li>• Board of Regents Office</li> <li>• CT Charts-A-Course Staff</li> </ul>	<ul style="list-style-type: none"> <li>• With a Plan investment of \$700,000, the Board of Regents will assign an appropriate staff person to coordinate the expansion and enhancement of the Professional Registry to: a) create different fields within the Registry to capture worker competencies; b) enable multiple points of entry to the Registry; c) make information from the Registry publicly available through online queries.</li> <li>• The Board of Regents will upgrade the workforce knowledge and competency framework and support expansion of the ECTC Professional Pathways Program.</li> </ul>
(D)(1)	<ul style="list-style-type: none"> <li>• President's Office</li> </ul>	<ul style="list-style-type: none"> <li>• The Board of Regents will support the success of the Early Childhood Higher Education Collaborative (ECHEC) by issuing a mandate to all 12 Connecticut Community Colleges and selected four-year colleges to participate in ECHEC efforts to strengthen articulation agreements between two- and four-year colleges and cross list relevant course offerings to make the achievement of a baccalaureate early childhood degree seamless from the AS (Community colleges) to the BS (four year colleges).</li> <li>• The Board of Regents will create a \$1.5 million Early Childhood Education Loan Forgiveness program. In exchange for working in a publicly subsidized high quality early childhood program, early childhood graduates could have educational loans forgiven (amounts and terms to be determined).</li> </ul>
(E)(2)	<ul style="list-style-type: none"> <li>• Board of Regents Office</li> </ul>	<ul style="list-style-type: none"> <li>• The Board of Regents will assign an appropriate staff person to facilitate a system of unique identifiers for children, staff, and programs and include those identifiers in existing data systems to allow effective interagency data sharing; plan for a system of interoperability (to link to the state's longitudinal data system) that will allow cross-agency data sharing, linkage, and security.</li> <li>• Provide existing de-identified, aggregate community-level data, at least annually, as requested by the Connecticut Data Collaborative, a public/private partnership whose mission is to advance the use of data and information for public policy, strategic planning, program and service improvement, and public accountability purposes, while the federated data network is being developed.</li> </ul>
(IP)(5)	<ul style="list-style-type: none"> <li>• President's Office</li> <li>• Board of Regents Office</li> </ul>	<ul style="list-style-type: none"> <li>• The Board of Regents will assign appropriate agency staff to support a cross-agency effort to improve local early childhood councils with service coordination, integration, family engagement, and data sharing.</li> </ul>

 10/17/11  
 \_\_\_\_\_  
 Signature (Authorized Representative of Lead Agency) Date

 10/17/11  
 \_\_\_\_\_  
 Signature Date  
 (Authorized Representative of Connecticut Board of Regents for Higher Education – a Participating State Agency)



**Exhibit I-K – Connecticut Department of Administrative Services Preliminary Scope of Work**


The Connecticut Department of Administrative Services (DAS) (a Participating State Agency) hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(A)(3)</b>	<ul style="list-style-type: none"> <li>DAS Commissioner’s Office</li> </ul>	<ul style="list-style-type: none"> <li>DAS will assign a high-level staff person as agency point person to the State Early Childhood Office - the mechanism to drive RTT-ELC cross-agency initiatives and policy recommendations, particularly as they relate to high needs children.</li> <li>DAS will designate an appropriate staff person to participate on Early Childhood Education Cabinet committees and/or task forces relevant to RTT-ELC projects.</li> <li>DAS will participate in discussions with the State Early Childhood Office Planning Director to develop long-term recommendations about sustainability and governance and implement short-term plans to support effective models related to the RTT-ELC project and implementation of Public Act 11-181, including re-purposing of existing agency funds as appropriate (see Budget Narrative for details).</li> <li>DAS will assign an appropriate staff person to facilitate performance management processes and dissemination of information.</li> </ul>
<b>(B)(1)</b>	<ul style="list-style-type: none"> <li>DAS Office</li> </ul>	<ul style="list-style-type: none"> <li>DAS will assign an appropriate staff person to assist in the establishment of a three-tier T-ORIS.</li> </ul>
<b>(E)(2)</b>	<ul style="list-style-type: none"> <li>DAS Office</li> <li>DAS Bureau of Enterprise Systems and Technology</li> </ul>	<ul style="list-style-type: none"> <li>DAS will participate with the Data Systems Planning Group convened by the State Early Childhood Office that will develop federated data network that incorporates unique identifiers for children, staff, and programs and plan for a system of interoperability (to link to the state’s longitudinal data system) that will allow cross-agency data sharing, linkage, and security.</li> <li>With a budget of \$3 million, DAS will fund and implement the roll-out of federated data network developed by the Data Systems Planning Group.</li> </ul>


10/17/11  

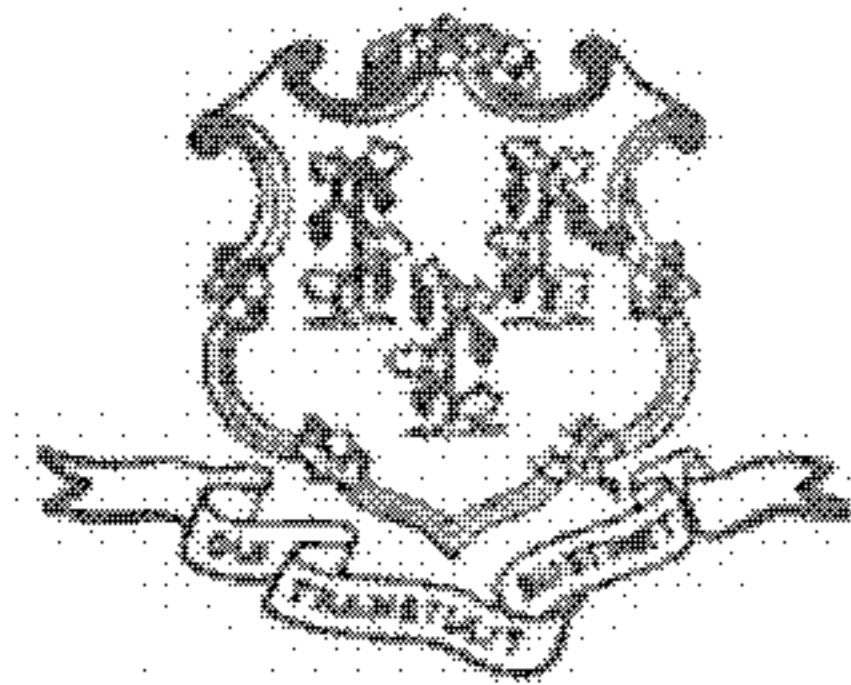

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 Signature (Authorized Representative of Lead Agency) Date


10/17/11  


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 Signature Date  
 (Authorized Representative of Connecticut Department of Administrative Services – a Participating State Agency)



**STATE OF CONNECTICUT**  
*STATE BOARD OF EDUCATION*



October 17, 2011

Arne Duncan  
 Office of the Secretary  
 U.S. Department of Education  
 Department of Education Building  
 400 Maryland Ave, SW  
 Washington, DC 20202

Kathleen Sebelius  
 Office of the Secretary  
 U.S. Department of Health & Human Services  
 200 Independence Avenue, S.W.  
 Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

Our enclosed Race to the Top-Early Learning Challenge (RTT-ELC) application represents the product of unprecedented collaboration among eight Connecticut State agencies, the Connecticut Early Childhood Education Cabinet and the Connecticut Head Start Association Collaboration Office. These agencies and other partners formed Connecticut's RTT-ELC Leadership Team. The RTT-ELC Leadership Team and seven work groups, which include senior-level representatives from each of the Participating State Agencies, commit to supporting the successful implementation of this initiative (evidenced by the Memorandum of Understanding signed by each Participating State Agency). We also received over 80 letters of support for our RTT-ELC State Plan on behalf of more than 150 diverse Connecticut organizations.

The RTT-ELC Leadership Team and work groups engaged intensively for several months to ensure that our RTT-ELC State Plan builds upon and aligns with the work already underway within and among state agencies to support young children and their families. Many of the components are in place to achieve our shared vision.

Connecticut's RTT-ELC State Plan capitalizes on the building momentum towards the development of a coordinated, comprehensive system for Connecticut's young children. The Connecticut Early Childhood Education Cabinet, first established in 2005, is charged with developing a high-quality, comprehensive system of early childhood education among the wide array of early childhood programs in the state (including Head Start, state-supported Child Care and School Readiness). In July 2011, the Connecticut General Assembly approved landmark legislation, Public Act 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development," which mandates the continued development of a coordinated system of early care and education and child development through increased collaboration among relevant Connecticut state agencies. Governor Dannel P. Malloy, via Executive Order, established a State Early Childhood Office to create a culture of change and to integrate the RTT-ELC State Plan into the existing transformative efforts outlined in Public Act 11-181.

Our proposed RTT-ELC State Plan will improve the quality of early learning and development and substantially narrow the achievement gap for Connecticut Children with High Needs. Connecticut will accomplish this by accelerating ongoing efforts to strengthen state systems and supporting communities to work collaboratively to better meet the needs of high-need children and families through improved service coordination and quality improvements. **Our ambitious overall goal is to achieve a dramatic increase in the percentage of children with high needs who enter kindergarten ready to succeed, and to cut in half the percentage of children unprepared for school.**

Box 2219 • Hartford, Connecticut 06145

To achieve this goal, we will:

- Strengthen local early childhood councils as they develop and implement comprehensive early childhood plans for every year (birth to age 8) to meet the developmental needs (including health and family support) of every child – reaching 90% of high-need children in our state. This public-private endeavor builds on long-standing partnerships with committed philanthropic partners.
- Institute a comprehensive Tiered Quality Rating and Improvement System (T-QRIS) with incentives for early learning programs in every setting (including family-based providers and family, friends, and neighbors) to participate. We expect more than 4,000 early learning programs to participate in our T-QRIS by 2015 and we propose to facilitate a T-QRIS Learning Community with neighboring states.
- Revise our Early Learning and Development Standards to address all developmental domains and promote use in every setting.
- Promote healthy eating, nutrition and physical activity in early learning programs by dramatically expanding health consultation to programs and integrating State Department of Education and Department of Public Health programs and resources that build off our successful model for school-age children.
- Develop and implement a Workforce Knowledge and Competency Framework, complemented by a progression of credentials that expand on long-standing articulation agreements between two and four year colleges and a greatly enhanced Professional Registry that captures the entire early childhood workforce and educator-specific data on competencies and credentials.
- Enhance Connecticut's current Kindergarten Entrance Inventory to address all essential domains of school readiness and meet the highest psychometric standards, and to inform kindergarten instruction and system improvement at the state and community levels.
- Develop a federated data network to incorporate standardized early childhood data across key state agencies to facilitate the use of data for decision making and system improvement at both the state and community levels.

The Connecticut State Department of Education is proud to lead this statewide, collaborative effort to close the preparation and readiness gaps that contribute to our unacceptably high achievement gap. The process of developing our RTT-ELC State Plan has – by engaging every state agency and system that touches young children – already infused new ideas and a collaborative spirit into our efforts to create a high-quality, comprehensive system.

We know it will not be easy and realize Connecticut's stark achievement gap reflects the challenges confronting 80,000 of our children every day. The faces and fates of our youngest and most vulnerable children will drive us to succeed.

Sincerely,



Stefan Pryor  
Commissioner of Education

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# 2-1-1 Child Care



For more information: Dial 2-1-1 or 1-800-505-1000 | [www.211childcare.org](http://www.211childcare.org) | [www.ctunitedway.org](http://www.ctunitedway.org)

October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06010

Dear Governor Malloy:

Regarding Connecticut's application for Race to the Top – Early Learning Challenge Funds

This letter confirms the ongoing commitment of United Way of Connecticut's 211 Child Care to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge Initiative. This application will build on various statewide efforts to develop a robust continuum of support for children ages 0-5 to help them thrive in school and beyond.

211 Child Care is Connecticut's Statewide Child Care Resource and Referral Service. Using our comprehensive database of all licensed and licensed exempt child care facilities, we provide information, education and referrals to parents on identifying and locating quality child care. Over 90,000 parents utilize our services annually. Additionally, 211 Child Care provides training and technical assistance to Connecticut's early care professionals. We provide these services to 700+ child care center based, licensed family child care home, and kith and kin providers annually. Our services are free and offered in multiple languages to Connecticut residents. 211 Child Care is offered in conjunction with other programs administered by United Way of Connecticut that provide services to high need populations. These services include: HUSKY Infoline, Birth to Three and Help me Grow through the Child Development Infoline and Care 4 Kids Child Care Subsidy program.

211 Child Care Staff partners with community based programs to provide trainings, outreach and technical assistance site visits to early care professionals and parents. Technical assistance site visits are provided on-site in family child care homes and centers. We participate in many national, statewide and regional stakeholder groups including the Early Childhood Alliance, CT Charts a Course, School Readiness Councils, Care 4 Kids Advisory Committee, State Advisory Council Data and Early Learning Guideline Workgroups, Discovery Communities and Child Day Care Council. We represent the State of Connecticut on a National Level with the National Association of Child Care Resource and Referral Agencies (NACCRRRA).

211 Child Care actively participated in the Quality Rating and Improvement System (QRIS) planning work group in 2008 and most recently in response to this application. As the Resource & Referral agency for Connecticut, 211 Child Care's work with families to identify elements of quality early care and education service is a key component of our services. A QRIS would provide Connecticut with a tool that would greatly assist families in their selection process. The professional development and improvement offerings and incentives for early care professionals through QRIS would expand and enhance the services available to these individuals. 211 Child Care works with Kith and Kin providers to provide orientation sessions to early care as a career option and technical support to navigate the licensing system. Additional supports offered to Kith & Kin providers with QRIS would significantly increase the success of this goal.

We are also pleased that the RTT-ELC proposal will facilitate a more cohesive early learning and development system through the creation of the Office of Early Care and Education and Child Development, as well as additional Committees and enhancement of the Cabinet's existing infrastructure. These actions will:

- Support the creation of the Office of Early Childhood Development, Early Care and Education as part of the ongoing implementation of Public Act No. 11-181;
- Promote understanding of the Early Learning Standards among childcare providers (including family care providers, kith and kin) and parents;
- Promote awareness of workforce training opportunities (e.g. the Early Childhood Teacher Credential program) among early childhood educators, including family caregivers, kith and kin;
- Advise the development of new state data protocols for integrated data collection and evaluation through continued participation on the Cabinet's Data Committee;
- Facilitate connections to private and philanthropic resources as appropriate.

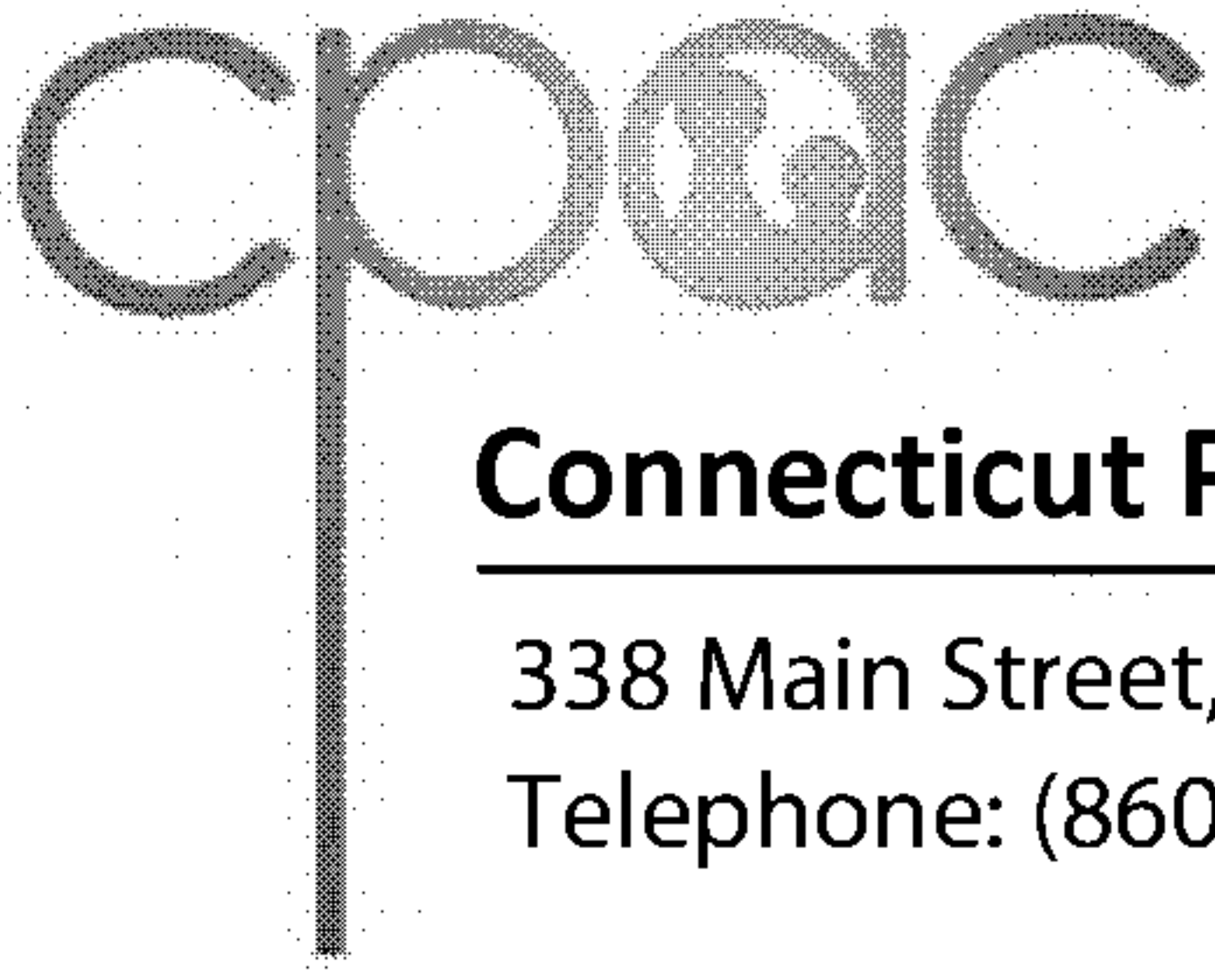
211 Child Care and the United Way of Connecticut enthusiastically support Connecticut's RTT-ELC initiatives, and we look forward to working with our partners to help our young children reach their potential.

Sincerely,



Sherri Sutera  
Senior Vice President Child Care Services  
United Way of Connecticut

CC: Richard J. Porth, President/CEO

**Connecticut Parent Advocacy Center, Inc.**

---

338 Main Street, Niantic, CT 06357

Telephone: (860) 739-3089, V/TDD or 1-800-445-CPAC ,Fax: (860) 739-7460

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the commitment of the Connecticut Parent Advocacy Center to improve the developmental, functional and early outcomes of all young children in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *“An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development”*.

The Connecticut Parent Advocacy Center (CPAC) is Connecticut's federally funded parent training and information (PTI) center. CPAC operates as a statewide nonprofit organization offering information and support to families of children with a disability, special health care needs or chronic illness, from birth through age 26. CPAC is committed to the idea that parents know their child best and can be the most effective advocates for their children.

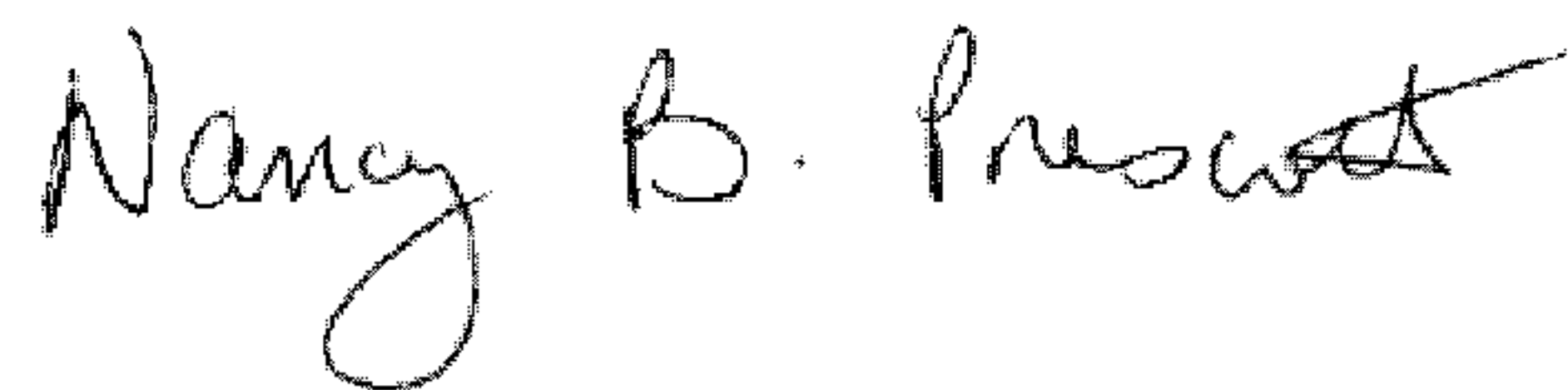
CPAC is staffed by parents of children with disabilities who have training in, and personal experience with disability issues and special education law, including the Individuals with Disabilities Act (IDEA), Part C and Part B, Section 619. In addition to the direct work and supports provided to families, CPAC staff provides in-service training and technical assistance for community based early childhood providers, public school personnel, early intervention providers and others throughout the state on issues related to the equal access, participation and benefits of inclusive programming for young children with disabilities.

CPAC staff and Board members serve on numerous statewide committees and various organizations, including those related to early childhood e.g. LULAC Head Start Education/Disability Advisory Committee, CT Comprehensive System of Personnel Development Council and Steering Committee thereby ensuring a voice at the table for young children with disabilities and those with special health care needs and their families. CPAC's active advocacy and involvement at the state, regional, and local level represents the needs of young children with disabilities and their families in accessing opportunities that will promote positive developmental outcomes and close the achievement gap at kindergarten entry for children with disabilities.

CPAC will help to ensure that Connecticut's RTT-ELC project meets the needs of all young children, ages birth to five, with disabilities and special health care needs and the needs of their parents by:

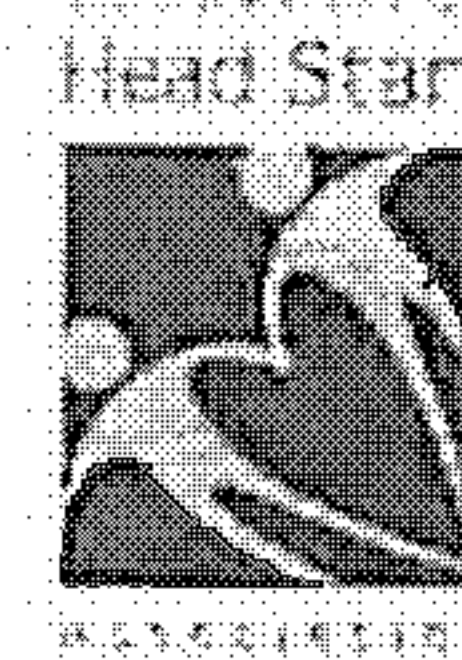
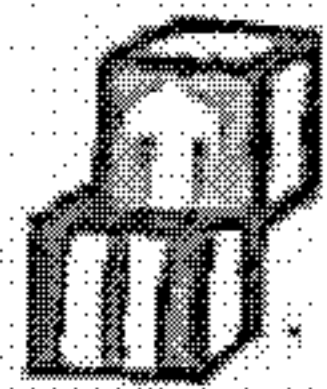
- providing readily accessible information to parents and providers via their toll-free phone number, through e-mail, and/or their website;
- having bi-lingual staff available to assist parents and provide translated materials;
- providing in-service training and technical assistance to community based early childhood programs on topics such as: family involvement; parent-professional partnerships; inclusion of children with disabilities and special health care needs, including the provision of individualized accommodations and modification; and cultural competence, among other topics;
- providing information, support and assistance to the families of young children with disabilities to help them advocate for their children to make sure their child's needs are met across the range of early childhood options and opportunities that are available; and
- promoting access to high-quality programs early learning and development programs for children with disabilities by participating in the development and implementation of policies at the state, regional, and local levels.

Yours,



Nancy B. Prescott  
Executive Director  
CT Parent Advocacy Center





# Connecticut Head Start Association

October 7, 2011

The Honorable Dannel P. Malloy  
Governor of Connecticut  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

The Connecticut Head Start Association (CHSA) enthusiastically supports Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative. As a coalition of Head Start Directors, CHSA members have been addressing the needs of high need children since 1965, and we look forward to being an active partner in this effort to improve early childhood outcomes.

One of the nation's leading investments in early childhood education, Head Start programs provide comprehensive education, health, nutrition, parent involvement, community engagement, and family support services that have been shown to clearly improve long-term educational attainment, social-emotional development, and health outcomes of high need children. CHSA's members serve over 7,000 high need children (e.g. low income, developmentally disabled, English language learners) through 26 Head Start and Early Head Start programs statewide.

CHSA has strong partnerships at the state and local levels of Connecticut's early childhood care and education system, including the State Department of Education, local school districts (including all of the 19 Priority and more than 30 Competitive Districts that have large high need youth populations), School Readiness Councils, and Discovery Communities, among others. CHSA President/Chair David Morgan serves on the state's Early Childhood Cabinet, and has been intimately involved in the development of initial crosswalks of state standards for early childhood education and the Head Start Child Development and Learning Framework.

We are pleased that Connecticut's RTT-ELC initiative will improve continuity and quality across early childhood care and education programs. Our efforts fully support the comprehensive and integrated approach defined in the RTT-ELC application. CHSA will contribute to the successful implementation of the following RTT-ELC projects: 1) the development and implementation of a tiered Quality Rating and Improvement System (QRIS); 2) the development and use of Early Learning and Development Standards; 3) improved health-related training and assessments; and 4) development of integrated data collection systems. Specifically, CHSA will:

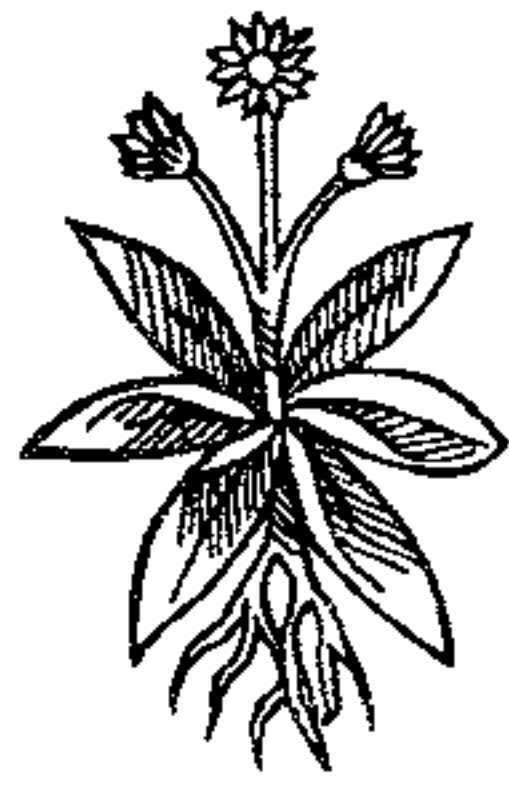
- Assist in the development of a tiered QRIS system (including participation on new Early Childhood Cabinet QRIS Task Force Committees as appropriate);
- Identify and facilitate linkages to additional resources to expand high quality early learning and development programs;
- Continue to participate in the Early Childhood Cabinet's Early Learning Standards Committee to assist in the alignment of Early Learning Standards with the Head Start Framework;
- Promote provider participation in the QRIS system (including Head Start and Early Head Start programs);
- Provide educational resources from the Head Start model for health and mental health standards;
- Increase early screening and mid-level assessments in Head Start and Early Head Start programs as appropriate;
- Incorporate new state data protocols for integrated data collection and evaluation;
- Facilitate links to private and philanthropic resources to promote long-term project success as appropriate;

We estimate the value of our in-kind contributions to the RTT-ELC project at \$28,800 over the four-year grant period.

Connecticut's RTT-ELC initiative will improve the lives of Connecticut's high needs children and support the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*". CHSA is pleased to be an active partner in these efforts and look forward to helping you realize the vision of this application.

Sincerely,

David Morgan – Chair of the Connecticut Head Start Association



ALL OUR KIN INC.

A SAFE AND LOVING PLACE WHERE PARENTS AND CHILDREN CAN LEARN

October 12, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the ongoing commitment of All our Kin, Inc. to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*".

All Our Kin trains, supports and sustains community child care providers in order to ensure children and families have the foundations necessary for future success. We invest in children's first teachers through innovative teaching and learning models that support and engage child care providers from all walks of life and at every stage of their personal and professional development: from parents and caregivers to professional educators and businesspeople. Our programs focus on the needs of 1) *parents* without child care choices; 2) *children* without safe, healthy early educational experiences; and 3) *home-based providers* without the education and supports they need to provide high-quality care to create a more equitable system of early care and education for all of Connecticut's children.

Three hallmark programs highlight our unique approach to engage family child care providers and family, friend and neighbor caregivers:

- **The Family Child Care Tool Kit Licensing Program.** All Our Kin reaches out to unlicensed family, friend and neighbor caregivers, providing materials, mentorship and support to help them meet health and safety standards, fulfill state family child care licensing requirements, and become part of a professional community of child care providers. The Tool Kits include application materials, health and safety supplies, vouchers for first aid training, and curriculum materials such as educational toys and high-quality children's books.
- **The Family Child Care Mentor Project.** Once a participant receives her family child care license, she begins work with a skilled master teacher who visits her program and offers individual coaching and support specifically for new child care providers. The mentor covers a range of basic educational topics, including an overview of how children grow and learn, how to design curriculum, choosing appropriate materials, and family engagement.
- **The Family Child Care Network.** The provider then transitions to the Family Child Care Network, which offers educational mentorship, professional development, advocacy and leadership opportunities, and a network of relationships with other family child care providers. The Family Child Care Network is a high-touch program built on best practices in early childhood consultation and teacher mentoring grounded in the Connecticut Early Learning Guidelines. It brings resources, information and support directly into providers' homes to raise the quality of care in their licensed, home-based childcare programs.

All Our Kin also plays an important role in the state's existing system of early learning and development resources. In 2006 and 2007, in partnership with the CT Department of Social Services, All Our Kin piloted the use of the state's Early Learning Guidelines for Infants and Toddlers as a tool for coaching and consultation in family child care programs, working with providers in greater New Haven. In 2010-2011, All Our Kin partnered with the Department of Social Services to expand the

WWW.ALLOURKIN.ORG P.O. BOX 8477 NEW HAVEN CONNECTICUT 06530 203-772-2294 (F) 203-772-2386

pilot, providing training in the Early Learning Guidelines, together with follow-up coaching and consultation visits, to family child care providers and family, friend and neighbor caregivers across the state. All Our Kin's co-director, Janna Wagner, has served on the Early Learning Standards Committee of the Early Childhood Education Cabinet since June 2011; this committee helped develop the standards that will serve as the foundation for RTT-ELC's intent to create a birth-5 continuum of Early Learning Standards that align with the Head Start Framework, K-3 Standards, among other projects.

In addition, the development of a three-tiered Quality Rating and Improvement System for early care and education providers, increased use of health and mental health standards, increased access to early care education career ladders, and improved data protocols will result in stronger supports for family-based caregivers, kith and kin, as well as higher quality care and education options for children ages 0-5. We are committed to advancing these projects, and commit to the following activities in support of Connecticut's RTT-ELC initiative:

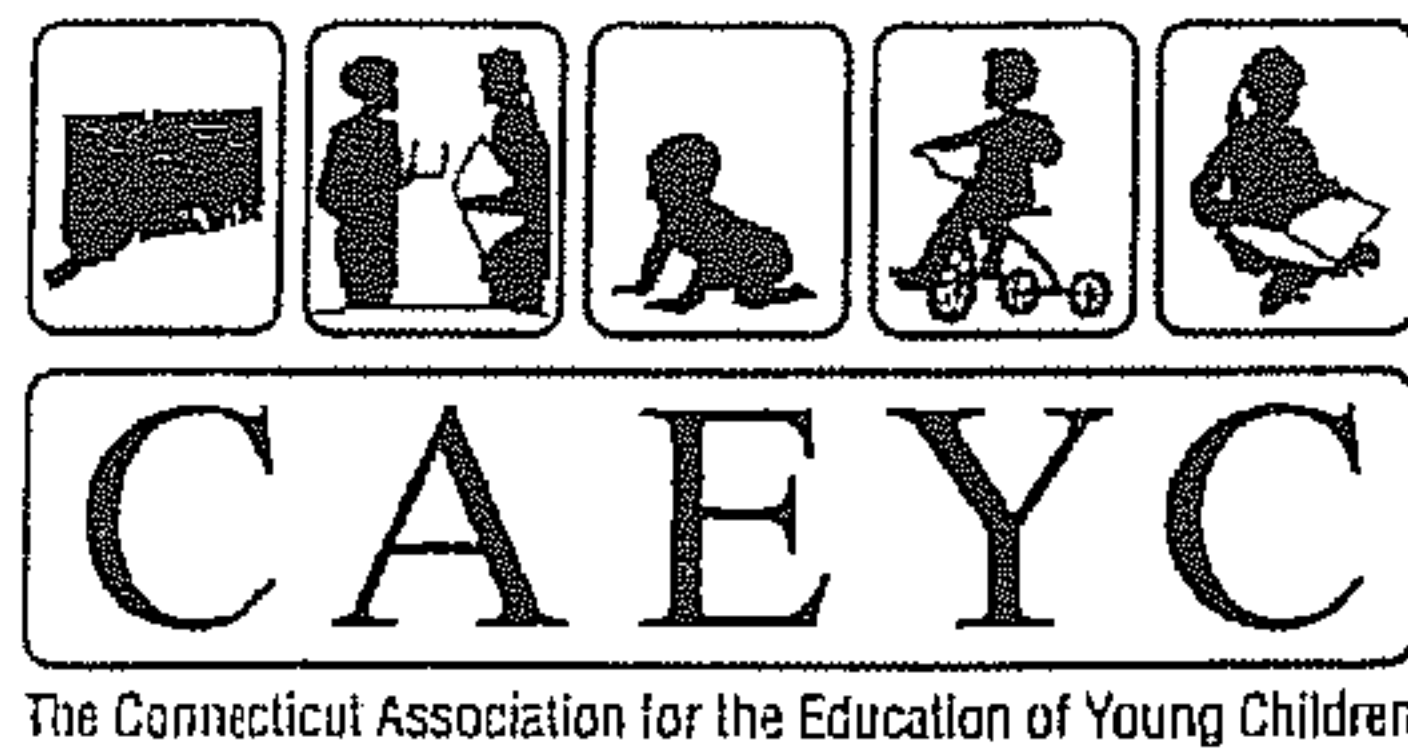
- Support the creation of the Office of Early Childhood Development, Early Care and Education as part of the ongoing implementation of Public Act No. 11-181;
- Continue to serve as a resource for local capacity building, especially family care, kith and kin, as appropriate;
- Participate in the development of a comprehensive tiered QRIS (including possible participation on the Early Childhood Cabinet's new QRIS Task Force) as appropriate;
- Advocate for maximum participation the QRIS among local and regional child care providers and educators, including family child care providers and family, friend and neighbor caregivers;
- Assist in the revision of Early Learning Standards through continued participation on the Cabinet's Early Learning Standards Committee;
- Promote understanding of the Early Learning Standards among family care providers, kith and kin, and parents;
- Promote awareness of workforce training opportunities (e.g. the Early Childhood Teacher Credential program) among family child care providers and family, friend and neighbor caregivers;
- Facilitate connections to private and philanthropic resources as appropriate.

In addition, we are willing to provide quality enhancement services in support of the application's goals, including the provision of training, coaching and consultation, and licensing support to family child care providers and family, friend, and neighbor caregivers across Connecticut.

We estimate that our in-kind contributions will total \$38,400 over the four-year grant period. Connecticut's RTT-ELC will greatly advance the coordination of early care and education systems for family caregivers, parents, and young children. We look forward to working with you to achieve these important goals.

Sincerely,

  
Jessica Sager  
Executive Director



October 12,, 2011

The Honorable Governor Daniel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top Early Learning Challenge funds**

The Connecticut Association for the Education of Young Children (CAEYC) strongly supports Connecticut's Race to the Top - Early Learning Challenge initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*".

The Connecticut affiliate of the National Association for the Education of Young Children (NAEYC), the nation's premier early childhood care and education accreditation organization. NAEYC is unparalleled in its commitment to helping the early childhood community develop and adhere to the highest possible quality of care for young children, especially high need children.

CAEYC has been an active partner of state, regional, and local efforts to improve quality care and education for children ages 0-5. We are committed to improving the quality of program for young children, offering high quality professional development opportunities to early childhood professionals; most recently training more than 600 providers on The CT Early Learning Guidelines including providers who work directly with children with special needs. In addition we are offering scholarship opportunities to family home providers, individuals who work directly with high needs families, so they may attend our annual conference and other professional development events.

Connecticut's RTT-ELC initiative aligns well with CAEYC's goals to improve the standard of care for young children. We are pleased that RTT-ELC projects will build on our existing efforts to coordinate Early Learning Standards and will build a tiered Quality Rating and Improvement System (QRIS) statewide. Coordinated data collection and workforce projects are also efforts CAEYC enthusiastically supports. We will assist in the successful implementation of these projects by:

- Supporting the creation of the Office of Early Childhood Development, Early Care and Education;
- Serve as a technical assistance resource for local and regional collaboratives to build capacity as appropriate;
- Advise in the development and implementation of a tiered QRIS system and participate in the new Early Childhood Cabinet QRIS Task Force as appropriate;
- Identify additional resources to expand high quality early learning and development programs;
- Help create a B-5 continuum of standards through participate in the Early Childhood Cabinet's Early Learning Standards Committee to as appropriate; and
- Participate in the Early Childhood Cabinet's Workforce Committee as appropriate to advise the development of the Workforce Knowledge and Competency Framework for early care educators and caregivers.

CAEYC is a leading advocate of high quality care for Connecticut's children. We look forward to partnering with you in this exciting initiative.

Very Truly Yours,

Karen Rainville  
 Executive Director



AFT Connecticut  
AFT, AFL-CIO

Healthcare  
Higher Education  
Public Employees  
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October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

On behalf of AFT Connecticut and its members, I am writing to confirm our ongoing commitment to Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) proposal. The proposed RTT-ELC project will increase the number of high-need young children enrolled in high-quality early learning and development programs, in large part by providing early education providers with the resources and technical assistance they need to better serve high-need children and their families.

Our national affiliate, AFT, has been a leading voice for the early childhood education workforce. No national union has a stronger track record than AFT in defending the rights of all educators, including those who work with infants, toddlers, and preschool students. We understand that early childhood professionals set the stage for a lifetime of learning. We recognize the critical link between the quality of early learning experiences for young children and their ability to succeed throughout their academic careers.

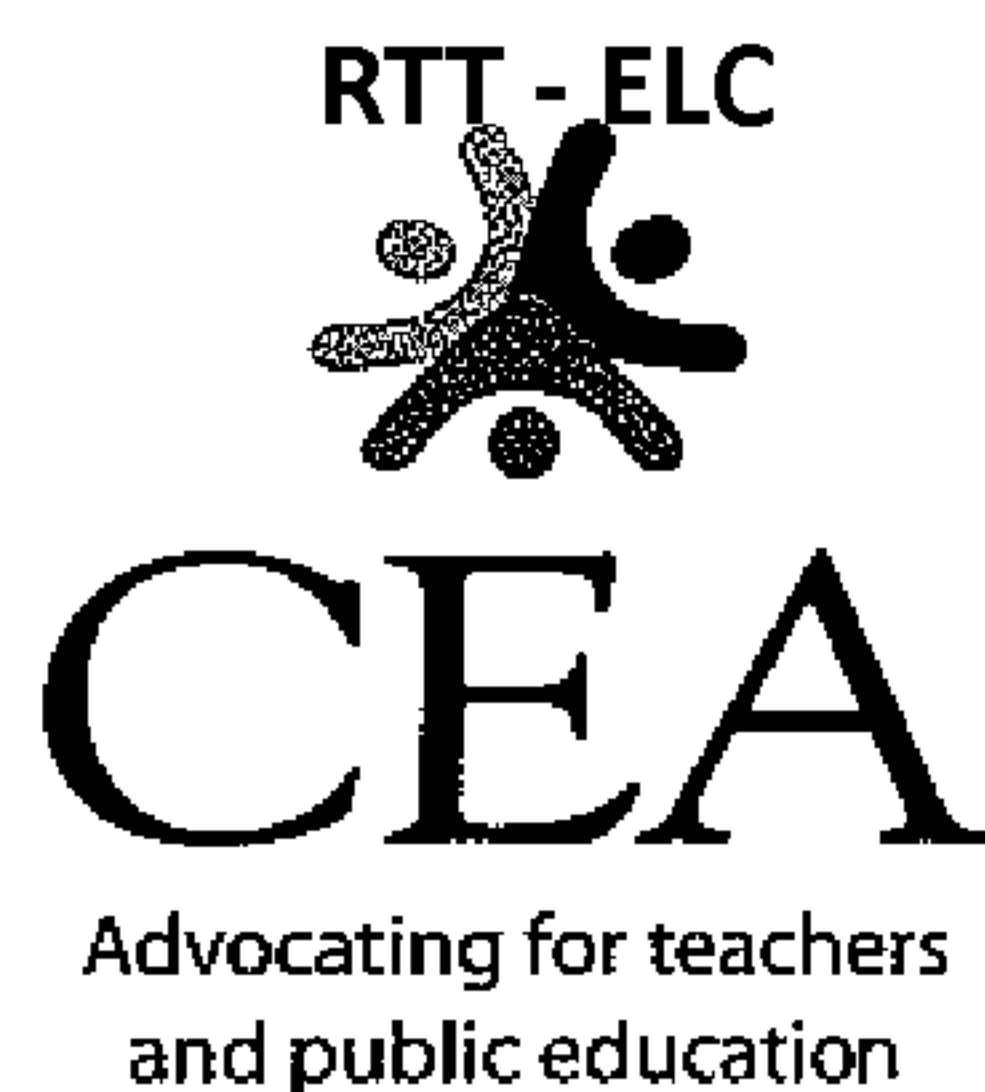
We believe that providing universal access to high-quality, affordable early childhood education is the single most effective tool we can use to close Connecticut's achievement gap and improve student outcomes overall. Yet we have failed to build the capacity needed to create this model. The Race to the Top – Early Learning Challenge would afford our state a new opportunity to focus our efforts in a collaborative and sustainable way to ensure that each child has the same access to excellent early learning opportunities.

AFT Connecticut stands ready to partner with all stakeholders in this process and looks forward to participating in policy discussions to ensure that the voices of educators are represented when decisions are made. We estimate the value of these collaborative partnerships to be significant over the duration of Connecticut's RTT-ELC project.

I encourage the U.S. Department of Education and U.S. Department of Health & Human services to support Connecticut's Race to the Top – Early Learning Challenge application.

Sincerely,

Sharon Palmer  
President



October 14, 2011

**Connecticut Education Association**

Governance  
Philip Apruzzese, President  
Sheila Cohen, Vice President  
Cheryl Prevost, Secretary  
Jeff Leake, Treasurer  
Kathy Flaherty, NEA Director  
Thomas Nicholas, NEA Director

Executive Office  
Mary Loftus Levine  
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Affiliated with the  
National Education Association

Governor Dannel Malloy  
State Capitol  
Hartford, CT 06106

Dear Governor Malloy:

The Connecticut Education Association (CEA) recognizes the critical importance of quality pre-K to the development of Connecticut's youngest children, and fully endorses and supports Connecticut's Race to the Top – Early Learning Challenge grant application.

CEA is a strong advocate of public education and the need to focus on literacy skills, high-quality instruction and programs, and the importance of having highly qualified and certified teachers for our youngest children. We look forward to our continued integral participation in the progress our state has made toward enhancing early childhood education.

CEA is a professional association with a membership of more than 40,000 educators and a staff that includes doctors of education, experienced teachers, and experts in policies that affect teaching and learning. As you know, our staff and members continually bring research and experience to bear when advocating for higher standards for early childhood educators and providers. We believe in the empowering effects educational attainment can have on all children. We continually promote equal educational opportunities as a means to creating empowering conditions. We have a long history of promoting the expansion of early childhood education as one of the most significant steps toward closing achievement gaps that exist in our communities.

CEA has long been an active participant on state committees charged with reviewing certification regulations for all educators, including early childhood educators. CEA was a supporter and driver of legislative actions to improve early childhood educator credentialing and establish a rigorous professional certification. CEA has also participated on the Early Childhood Education Cabinet and Early Childhood Education Council offering educators perspectives on ways to better connect state goals to practice.

Consistent with our history, CEA has been a strong supporter of this Race to the Top Early Childhood application. We voiced our support on your early childhood panel early in the process and were a participant in the press conference announcing Connecticut's decision to apply for this grant. Since that time, we have provided input to the grant writing team on earlier drafts of the application, primarily with respect to professional development and meeting the challenge of attracting and retaining a high-quality early educator workforce.

CEA has also been an active participant in developing and supporting innovative early childhood education programs at the local level. In many towns across the state, our members serve in partnerships between school districts and early childhood education providers. Such partnerships are mainly implemented to carry out the state's School Readiness program. This program provides increased access to high-quality early childhood education in cities with traditionally low participation rates. Our members also work to coordinate services and provide assistance to other early childhood education programs.

One example of our participation is the innovative universal preschool program implemented in Stamford under your tenure as mayor. Our members have been instrumental in a partnership in Stamford which provides direct instruction to children in early childhood programs. Our members provide professional development, ensuring a connection to state standards. We are also instrumental in aligning state early childhood standards to the school district, connecting the early childhood curriculum to the work and expectations of Stamford's kindergarten teachers. The work our members do in Stamford is replicated in many urban districts across the state.

We strongly endorse Connecticut's application. It has the potential to positively impact student growth and development and help close the achievement gaps in our state. Connecticut deserves to be awarded this grant, because our hard work and innovation has the potential to be a model for other states seeking to establish effective early childhood education programs.

CEA will be an active participant in efforts to enhance our early childhood educator pipeline, as outlined in Section D1 of the grant proposal. We will lend expertise to the process of aligning early childhood standards with the K-12 system. CEA will continue to provide insight and assistance in the creation and implementation of professional development programs that ensure alignment and advance the connection between best practices and the classroom. As a member of the state's advisory council on educator standards, we will work to connect early educator training to the early childhood standards.

Sincerely,



Phil Apruzzese  
President



Mary Loftus Levine  
Executive Director

WILLIAM CASPAR GRAUSTEIN  
MEMORIAL FUND

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

On behalf of 52 Discovery Communities across the state, this letter confirms the commitment of the Discovery network to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge initiative and the ongoing implementation of Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development".

Discovery began in 2001 as an initiative of the William Caspar Graustein Memorial Fund. The communities participating in Discovery are supported by private and public sources at both the state and local levels. Federal administration and national philanthropic organizations have noted and often point to Discovery's work in early childhood education as a prime example of effective community engagement, planning and decision making on behalf of children. The great majority of Connecticut's high need children and families live in a Discovery community.

With the support of a partnership among the Memorial Fund, Connecticut Department of Education, and The Children's Fund of Connecticut, 17 of the Discovery communities have completed and are implementing a results-based, birth-to-age-eight community blueprint. By June 2012 another 21 will have completed such a plan. The local plans and the Discovery initiative are also supported by numerous local partners, United Ways and community funders. Projected results, focus areas and common measures of the first cohort of community plans have informed system change efforts at both the local and state levels. Statewide advocacy organizations partnering closely with communities persuaded state legislators to sustain funding for local governance in the state budget and to support the passing of Public Act 11-181.

The state's RTT-ELC planning and application builds on 10 years of existing efforts by Discovery communities and the state. The application recognizes and proposes to strengthen the relationships, processes and difficult work of hundreds of parents, early childhood providers, health advocates, and many other non-profit, civic and

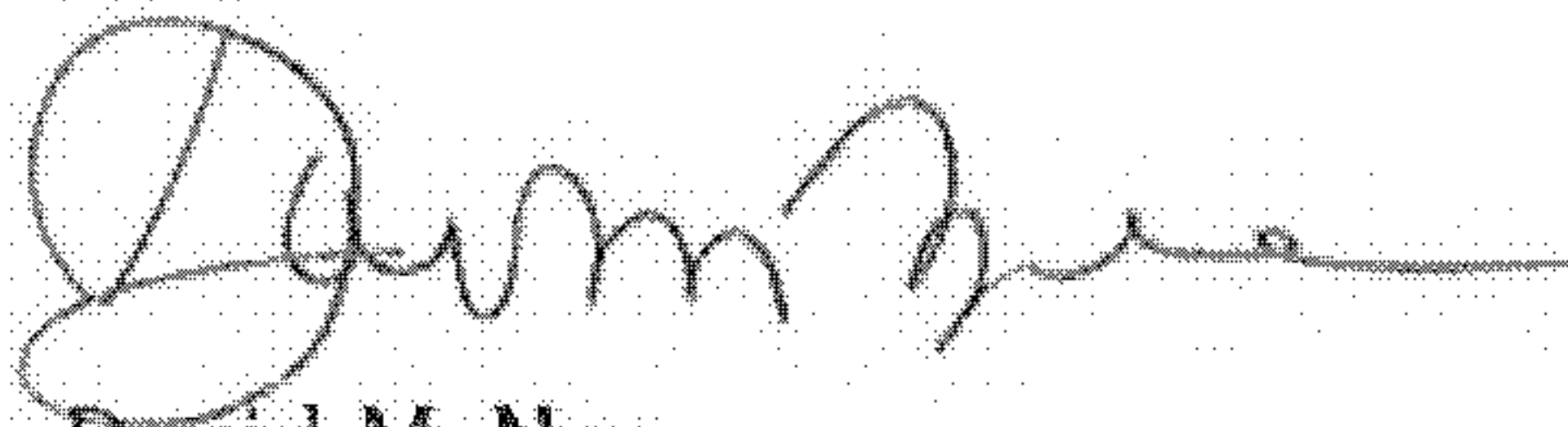
*The storyteller figure  
symbolizes the values  
of the Memorial  
Fund—educating,  
supporting and  
inspiring our  
children.*



business organizations. Connecticut is not starting from scratch. A robust and thriving network of communities is well positioned to take their efforts to scale to ensure that all children in Connecticut are ready for school by age five and successful learners by age nine.

Discovery communities are excited about this opportunity to formalize and strengthen our partnerships with the state to develop an early childhood system that promises to improve the life and education outcomes for all Connecticut's children. We look forward with great anticipation to our state's RTT-ELC application and to continued partnership with your office and the several state departments that have helped make this work happen in communities.

On behalf of the Discovery communities,



David M. Nee  
Executive Director  
William Caspar Graustein Memorial Fund

**List of Discovery Communities:**

Ansonia	Groton	Shelton
Ashford	Hamden	Southington
Bloomfield	Hartford	Stafford
Branford	Killingly, Plainfield and	Stamford
Bridgeport	Putnam	Stratford
Bristol	Manchester	Thomaston
Chaplin	Mansfield	Thompson
Colchester	Meriden	Torrington
Coventry	Middletown	Vernon
Danbury	Milford	Wallingford
Derby	Naugatuck	Waterbury
East Hartford	New Britain	West Hartford
East Haven	New Haven	Wethersfield
Enfield	New London	Winchester
Granby	Norwalk	Windham
Greenwich	Norwich	Windsor
Griswold	Plymouth	



PEDRO E. SEGARRA  
MAYOR

October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Re: Connecticut's Race to the Top Application – Early Learning Challenge Funds

Dear Governor Malloy:

This letter confirms the ongoing commitment of the Hartford Cabinet for Young Children to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*.

As a social worker previously employed in a Hartford early intervention program serving children birth to age three and their high risk families, I am well aware of the importance of early learning and development opportunities and their correlation to academic success. I applaud and wholeheartedly support you in your steadfast effort to secure this grant for our high need children and families.

As a Priority School District under the state's School Readiness Program, Hartford's Cabinet for Young Children extends beyond the legislated role of the School Readiness Council to oversee Hartford's early childhood initiative. All told, the various funding streams represent over 20 agencies who are annually preparing more than 3,000 high need children in center-based programs for academic success. In addition, the Cabinet oversees increased efforts to reach out to home-based, home visitation, and Kith & Kin providers in order to better coordinate resources and improve access to high quality services for approximately 3,000 additional children – birth through kindergarten – and their parents.

Hartford is singled out by national organizations as one of the poorest medium-sized cities in America with nearly 50% of children under the age of 18 at the federal poverty level. Fraught with economic disadvantages and social problems, over 94% of the Hartford student population is of minority status. Hartford has the highest percentage (41%) of adults at the lowest levels of adult literacy in Connecticut and 39% are without a High School Diploma. The unemployment rate (15.5%) is almost twice the State's rate and 97.6% of Hartford's school-aged children receive Free/Reduced-Price Meals (the highest rate in the State). Only 26.9% of the City's third graders are reading at or above grade level and more than 57% of K-12 students live in a non-English speaking home.

I am proud to say that an increasing number of preschool children are enrolled in our high-quality programs. However, much more needs to be done, particularly for infants, toddlers and children in home-based care. Despite the significant expansion of Hartford preschool center-based programs, a significant number of families choose Kith & Kin care in order to receive Care 4 Kids subsidies rather than enrolling their children in early learning programs. Therefore, an appalling number of high need children continue to enter kindergarten without a preschool experience and are unprepared for academic success. In order to address this issue, Hartford has launched pilot incentive programs that link licensed home providers (licensed and unregulated) to center-based programs. Although effective, funding constraints limit the number

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Fax (860) 722-6606



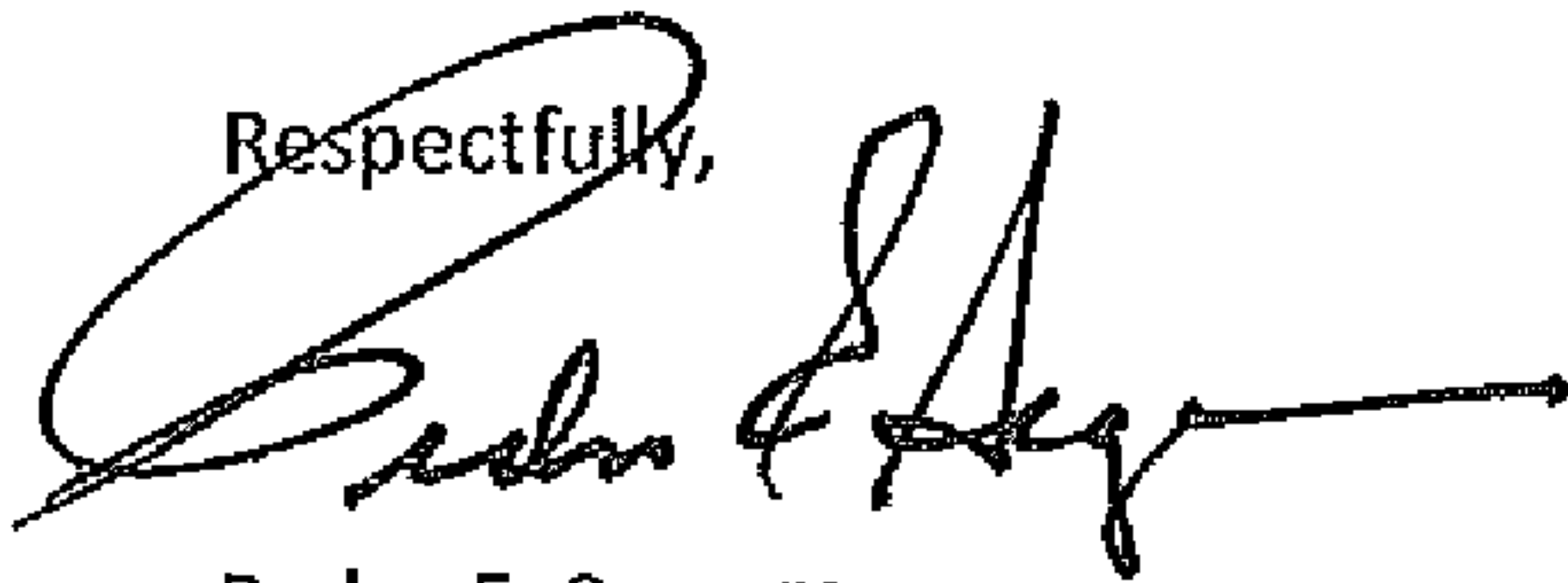
of children served. It is my hope that the State's Race to the Top initiative will strengthen these and other critical efforts at the local level to eliminate its school readiness gap.

We are pleased that the RTT-ELC focuses on our priorities for including a new Kindergarten Early Learning and Development Inventory (KELDI), comprehensive statewide early learning development system including a tiered Quality Rating and Improvement (QRIS) system and Early Learning Standards, and an enhanced data collection system to monitor outcomes in the long term. We will support the successful implementation of Connecticut's RTT-ELC project in the following ways:

- Integration of RTT-ELC systems into SRC programs as appropriate;
- Connect early learning literacy programs (0-pre-K) and early elementary literacy programs (K-3) to ensure RTT-ELC impacts are sustained after age 5;
- Facilitate local integration of RTT-ELC and Hartford's Cabinet for Young Children's initiatives for coordinated service delivery, parent engagement efforts, and data sharing;
- Participate in the tiered QRIS system as a early childhood education provider;
- Encourage maximum program and community participation in the QRIS process (including kith and kin providers) using existing quality improvement efforts underway through our School Readiness programs;
- Continue to aggressively promote understanding of the Early Learning Standards among the community and parents;
- Actively assist in the revision of the KELDI as appropriate and its implementation in Hartford;
- Incorporate new state data protocols for integrated data collection and evaluation;
- Continued facilitation of strong connections to private and philanthropic resources as appropriate.

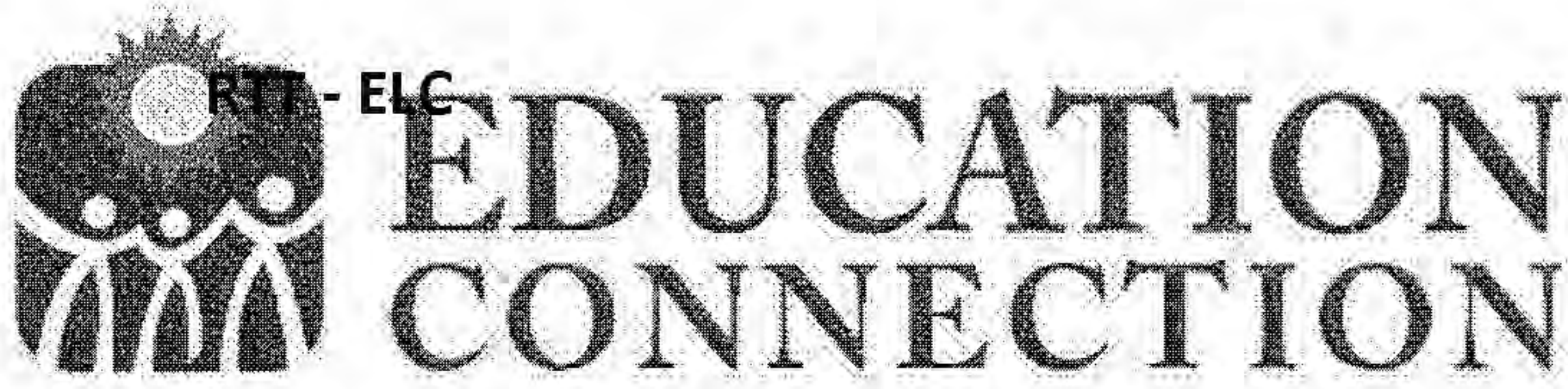
Together we can help build a better future for Connecticut's children, giving them and their families the services they need to thrive. We look forward to working with you and all appropriate partners to achieve these important goals.

Respectfully,



Pedro E. Segarra  
Mayor

Cc: State Senator John Fonfara  
State Senator Eric Coleman  
State Representative Marie Kirkley-Bey  
State Representative Minnie Gonzalez  
State Representative Douglas McCrory  
State Representative Hector Robles  
State Representative Kelvin Roldan  
State Representative Matt Ritter



A Regional Educational Service Center

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The Honorable Governor Dannel P. Malloy

October 11, 2011

State Capitol
210 Capitol Avenue
Hartford, CT 06106

Dear Governor Malloy:

Regarding Connecticut's application for Race to the Top - Early Learning Challenge funds

This letter confirms the ongoing commitment of the Torrington Local Interagency Coordinating Council to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top - Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development".

The Torrington Local ICC is committed to providing services to a multitude of families and children. We have been actively collaborating with the Torrington Superintendent's Birth through Graduation Project, a variety of community activities, providing parents of children with developmental delays direct services and community activities. We service children and families in high need groups including low income and English language learners, among others.

The Torrington Local ICC currently supports system change efforts at the State level through participation in a variety of different avenues. The Torrington LICC we hear from parents for needs in the community, these ideas are communicated to the CT Interagency Coordinating Council. These same needs and gaps in services are communicated to the director of Birth to Three at the state level. She holds a seat on the CT Early Childhood Education Cabinet, who's goal is to develop a high quality comprehensive system of Early Childhood Education among a wide array of programs which would include Early intervention. While coordination at the state level contributes to improved local collaboration, The Torrington Local ICC also contributes directly to the regional and local early childhood system by convening over 20 partner agencies that support families with young children on a monthly basis to align strategies and address areas in need of improvement.

The Torrington Local ICC has supported the development of Connecticut's RTT-ELC application by reviewing the draft proposal and offering feedback on the application through an online resource provided by the Early Childhood Alliance. The LICC dedicated a meeting that included parents and providers to discuss the application and summarize its local and regional strategies that would be beneficial to incorporate to the RTT-ELC application and future work. The LICC is pleased that the application focuses on our organization's priorities including children with developmental delays, low-income supports for families, and literacy.

The Torrington Local ICC will support the successful implementation of Connecticut's RTT-ELC project by continuing to partner with the Torrington Early Childhood Collaborative (TECC). These two groups now share a common membership with a focus on similar strategies relating to families and children. The Torrington Early Childhood Collaborative's results statement is as follows: "All of Torrington's children from Birth through eight are healthy and successful learners." The TECC's Birth through Eight Plan has helped to shape strategies for the Growth and Development Work group and has helped to recruit new members.

We estimate the value of our in-kind contributions to the RTT-ELC project at \$22,500 over the four-year grant period.

The Torrington Local ICC is pleased to support Connecticut's Race to the Top - Early Learning Challenge grant application and eagerly anticipates its positive impact on our young children and their families.

Yours Truly, (b)(6)

Janae Peluso, OTR/L
Chair, Torrington Local Interagency Coordinating Council



# Colchester Public Schools

127 Norwich Avenue, Suite 202  
Colchester, CT 06415

Karen A. Loiselle  
Superintendent of Schools

Phone (860) 537-7208  
Fax (860) 537-1252

October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

## **Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the ongoing commitment of the Colchester School Readiness Council to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*.

As a Competitive Grant Municipality under the state's School Readiness Program, Colchester's School Readiness Council implements three School Readiness programs, and has prepared over 100 of Colchester's children for educational success in the last five years. The Council is comprised of local leaders strongly invested in the success of early learning and development in our town.

The Council also contributes directly to the regional and local early childhood system via participation in the Collaborative for Colchester's Children. In 2008, the Collaborative launched a significant early childhood development planning effort to help ensure that the educational, health and familial support needs of Colchester's more than 1,100 children ages 0-5, including low income, developmentally disabled, and English language learners, are sufficiently met. Over the past two years, we have been able to establish partnerships to bring Head Start and Early Head Start into our community to support some of our neediest families. As well, we have partnered with agencies that deliver a fully subsidized Child Development Associate Training Certification program into our community to improve local teacher qualifications.

The Colchester School Readiness Council has supported the development of Connecticut's RTT-ELC application through participation in PreK-3 continuum of learning forum and participation in preliminary QRIS designing sessions, and is pleased that the application focuses on our organization's priorities including a new Kindergarten Early Learning and Development Inventory (KELDI), comprehensive statewide Early Learning Standards, and an enhanced data collection system to monitor outcomes in the long term.

The Council will support the successful implementation of Connecticut's RTT-ELC project in the following ways:

- Integrate RTT-ELC systems into SRC programs as appropriate;
- Connect early learning literacy programs (0-pre-K) and early elementary literacy programs (K-3) to ensure RTT-ELC impacts are sustained after age 5;
- Facilitate local integration of RTT-ELC and the Collaborative for Colchester's Children initiatives for coordinated service delivery, parent engagement efforts, and data sharing;
- Participate in the tiered QRIS system as a early childhood education provider;
- Encourage maximum program and community participation in the QRIS process (including kith and kin providers) using existing quality improvement efforts underway through our School Readiness programs;

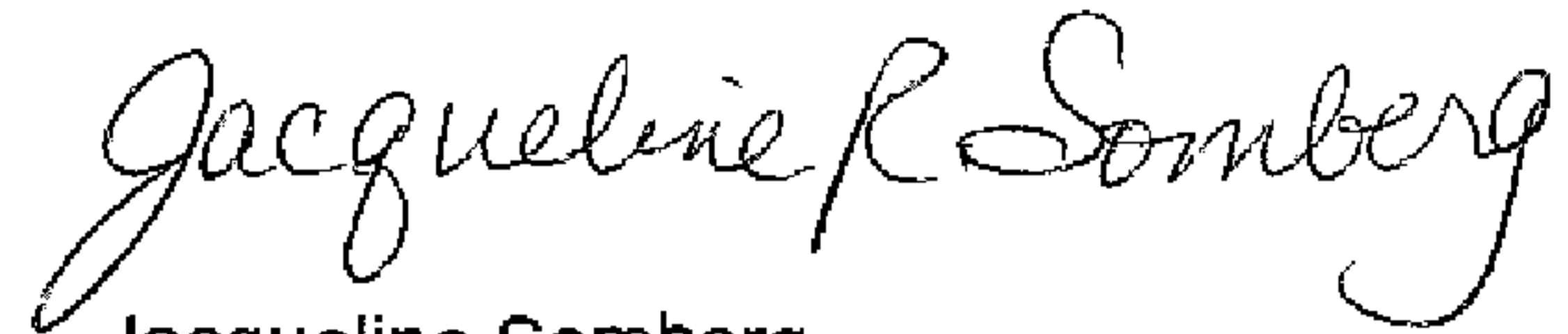
- Promote understanding of the Early Learning Standards among the community and parents;
- Assist in the revision of the KELDI as appropriate;
- Implement the refined KELDI locally;
- Incorporate new state data protocols for integrated data collection and evaluation;
- Facilitate connections to private and philanthropic resources as appropriate;
- Assist other Connecticut communities with the planning and implementation of their early childhood plans.

We estimate the value of our cash and in-kind contributions to the RTT-ELC project at \$21,500.00 over the four-year grant period.

Very Truly Yours,



Karen A. Loiselle  
Superintendent of Schools  
Colchester School Readiness Chair  
Chair



Jacqueline Somberg  
Principal  
Colchester School Readiness Co-  
Chair

RTT - ELC

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the ongoing commitment of the Connecticut Birth to Three Interagency Coordinating Council (the Council) to improving early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*.

The Council advises and assists the Connecticut Department of Developmental Services (DDS) to perform its responsibilities under Part C of the Individuals with Disabilities Education Act (IDEA), including identifying sources of fiscal support for early intervention services and programs, assigning financial responsibility to the appropriate agency, and promoting interagency agreements. The Council also assists participating agencies in the development of standards and procedures under Part C of IDEA, and works with DDS and the State Department of Education regarding the transition of children with disabilities to services provided under sections 10-76a to 10-76h, services provided under section B of IDEA. Finally, the Council makes recommendations to improve collaboration among state agencies and ensure timely and effective service delivery.

The DDS staff and one ICC member who have been directly involved with the RTT-ELC application through participation on the RTT-ELC Leadership Team and on the work groups that have guided development of specific components of the state plan have kept the Council informed about their activities. Council members are thrilled that the application focuses on providing high-quality early learning opportunities to high-need young children, including those with disabilities. Given its work across state agencies, the Council has been particularly pleased with the highly collaborative nature of the RTT-ELC planning process.

The Connecticut Birth to Three Interagency Coordinating Council will support the successful implementation of Connecticut's RTT-ELC project by building on the collaborative spirit of the RTT-ELC proposal development process to continue to strengthen connections among state systems and advisory bodies. The Council will:

- Consider enlarging and adjusting its membership to become the State Infant-Toddler Home Visiting Advisory Group. We believe the Council could accomplish this while continuing to meet its statutory membership requirements.
- Explore the development of a formal relationship to the State Advisory Council (SAC) on Special Education. We believe this would enable the SAC to increase its focus on infants and toddlers and home visiting.
- Investigate other collaborations that may serve to expand and enhance services to children.
- Continue to work on finding children, especially those who are generally underserved, who can benefit from the wide range of services for which they are eligible.

The Council stands behind Connecticut's Race to the Top – Early Learning Challenge proposal and eagerly anticipates its impact on our young children.

Yours,

(b)(6)

Mark A. Greenstein, MD  
 Professor of Pediatrics: Divisions of Developmental-Behavioral Pediatrics and Clinical Genetics  
 University of Connecticut School of Medicine  
 Chair: Connecticut Birth to Three Interagency Coordinating Council





October 12, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge Funds**

The Connecticut Alliance of Regional Educational Service Centers (RESCs) is pleased to support Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) application. The proposed project promises to strengthen state systems and support communities to work collaboratively and better meet the needs of high-need children and families through improved service coordination and quality improvements.

Through RESCs, every school district and community in Connecticut has access to high quality, cost-effective collaborative programs and initiatives. RESCs were created more than 30 years ago by legislative mandate to help districts communicate and collaborate. Some years later, a formal Alliance of Connecticut's six RESCs was established. RESCs are public education agencies whose main purpose is to "furnish programs and services" to Connecticut's public school districts. RESCs' cost efficient, cooperative efforts have saved money for Connecticut school districts and have enabled schools to expand services beyond what they could have accomplished alone.

The RESC Alliance works with the Departments of Children & Families, Corrections, Education, Mental Health & Addiction Services, Mental Retardation, Public Health, Social Services and Board of Education & Services for the Blind (BESB) and Workforce Investment Act (WIA) on statewide issues and projects such as Technology Training, Beginning Educator Support Training, and Early Reading Success.

In the critically important area of early care and education for children ages birth through five, the Early Childhood RESC Alliance assures that services and support are available to public and private programs throughout the State. It is the mission of the Early Childhood RESC Alliance to: catalyze program improvements to achieve the highest quality early education and care for all children; support teachers, child care providers, and program leaders to meet the needs of diverse children and families; contribute knowledge, expertise and leadership to meet standards of excellence while assisting individuals, programs and communities to meet their identified goals. The Early Childhood RESC Alliance provides services and supports including Preschool Curriculum, Assessment and Learning; Strategic, Data Driven System Planning; Universal Access to Preschool; Local Early Childhood (School Readiness) Councils: Community Collaboration; Continuous Quality Improvement, and Transition Into Kindergarten.

The RESC Alliance is prepared (if selected) to leverage its expertise, experience, and relationships with every community in Connecticut to support the successful implementation of the proposed Race to the Top – Early Learning challenge project. The RESCs hope to serve as regional coordinating hubs to support the delivery of training and technical assistance to local early childhood collaboratives, individual early care programs, and families.





Page 2

October 12, 2011

The RESC is specifically prepared to assist the RTT-ELC project by:

- Delivering and/or coordinating a broad range of technical assistance and capacity-building products and services to local early childhood collaboratives to enhance their ability to implement community early childhood plans. Local technical assistance and capacity building efforts will emphasize service coordination, service co-location, service integration, family engagement, and data sharing, among others.
- Providing professional development training to early childhood educators, with special emphasis on engaging family-based and kith and kin providers (who have historically been less involved in professional development compared to center-based providers).
- Disseminating information about opportunities associated with the planned Quality Rating and Improvement System (QRIS) to early childhood educators, including family-based and kith and kin educators.
- Disseminating information about new early learning and development standards to early childhood educators, parents, and families.

The Connecticut RESC Alliance is proud to endorse Connecticut's Race to the top – Early Learning Challenge application.

Sincerely,

(b)(6)

Evan Pitkoff  
 Chair  
 Connecticut Alliance of Regional Educational Service Centers

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**Congress of the United States**  
Washington, DC 20515

October 17, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius:

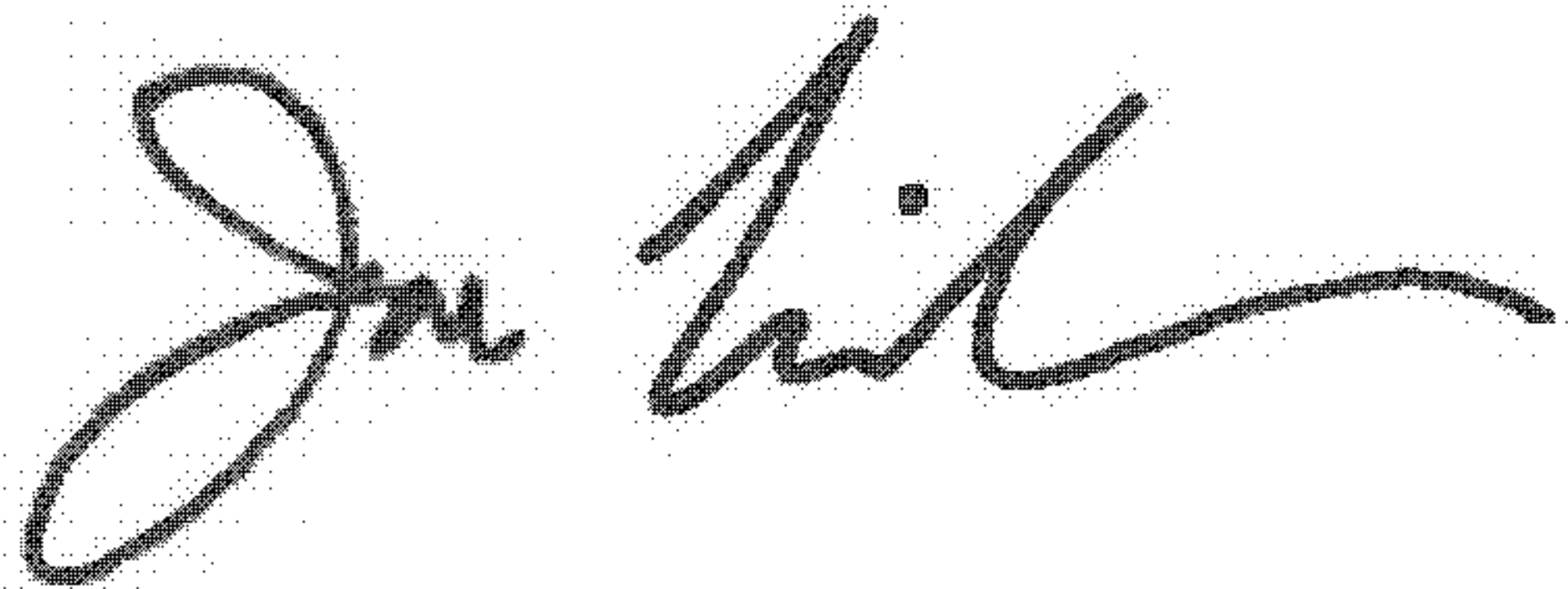
We commend to you Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) application. This application demonstrates the state's resolved commitment to the goals you both outlined when you launched this challenge on May 25, 2011. If funded, Connecticut's RTT-ELC proposal will accelerate ongoing work in the State to improve the quality of early learning education, to improve health, development and educational outcomes, to close the achievement gap for Connecticut children with high needs, and to build a competitive workforce for the 21st Century.

This Challenge builds upon decades of state investment in quality child care and early childhood education initiatives. Most recently (July 2011), the State enacted Public Act No. 11-181, "An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development." This law serves as the bedrock for the State's proposed RTT-ELC initiatives to enhance the best components of our existing state and local systems while building capacity, increasing coordination, and bridging gaps to more fully support young children and their families. This Act requires alignment, and if possible, consolidation of existing early childhood education and child care programs and services for children from birth to age eight into a coordinated, comprehensive system. The goals of this aligned system are to reduce the academic achievement gap; increase participation in early childhood education programs; increase parent engagement, family literacy, and parenting skills; increase oral language development and social competence; and decrease special education placements.

Duncan/Sebelius  
October 17, 2011  
Page 2

Connecticut's RTT-ELC application reflects the State's longstanding commitment to address early childhood education challenges. As with Public Act 11-181, it was developed collaboratively with high-level representatives from each of the Participating State Agencies, early care providers higher education institutions, local and regional community leaders, private and philanthropic partners, and other leaders in the early care and education community.

We strongly support Connecticut's application and urge you to give it your full consideration.



Sincerely,

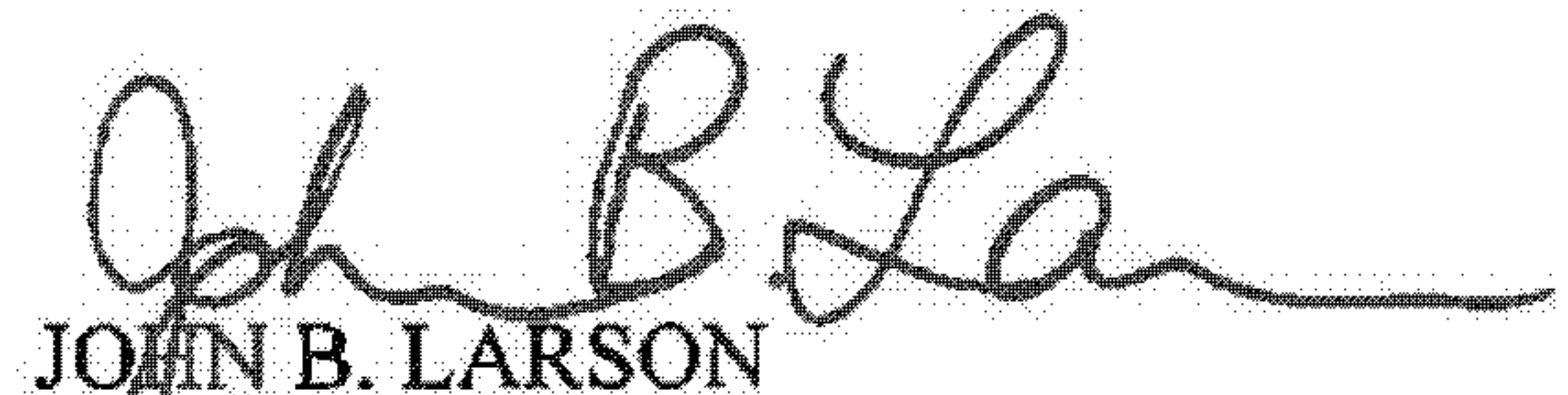
JOSEPH I. LIEBERMAN  
United States Senator



RICHARD BLUMENTHAL  
United States Senator



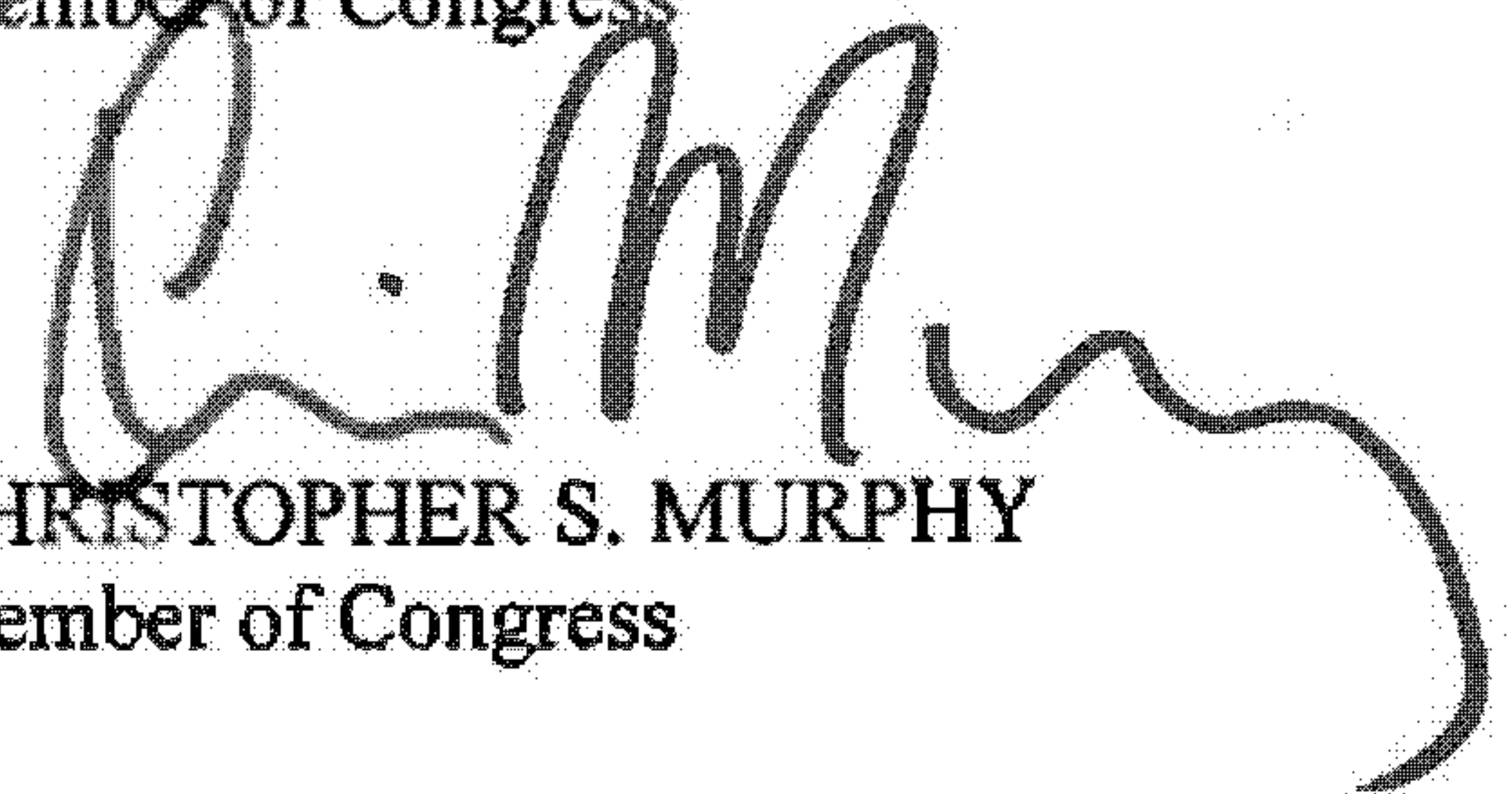
ROSA L. DeLAURO  
Member of Congress



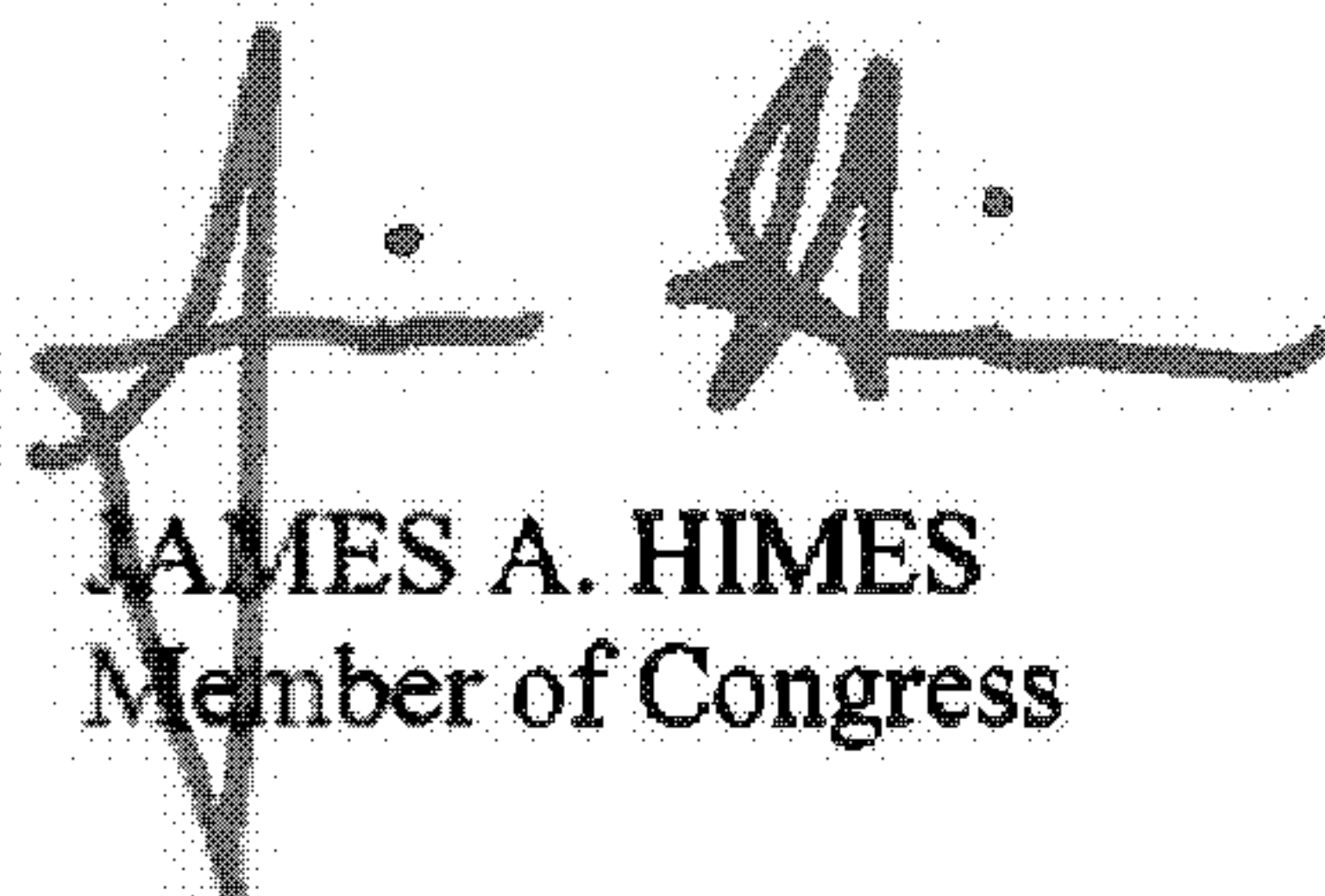
JOHN B. LARSON  
Member of Congress



JOE COURTNEY  
Member of Congress



CHRISTOPHER S. MURPHY  
Member of Congress



JAMES A. HIMES  
Member of Congress

SLEEPING GIANT DAY CARE, INC.  
11 Pine Street  
Hamden, Ct.  
(203) 776-5026

October 4, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

Regarding Connecticut's application for Race to the Top Early Learning Challenge funds

This letter confirms the ongoing commitment of Sleeping Giant Day Care, Inc. to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning challenge initiative and the ongoing implementation of Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development".

Sleeping Giant Day Care, Inc. is a state funded child care center which has been open for 31 years. Our primary goal is to give Hamden's (and nearby towns) low to moderate income working families a high quality education at an affordable cost. We follow the Department of Social Services sliding fee scale that starts at a tuition level of \$8.00/week. We have been accredited by the National Association for the Education of Young Children (NAEYC) since 2004. Our staff continues to meet all the requirements of NAEYC standards. Our current NAEYC accreditation expires in 2015. We received an Official Citation from the State of Connecticut General Assembly for 25 years of quality service in 2004. Many of our families, as well as some of our staff, are English as second language families. We provide an interpreter for non-English speaking families whenever necessary. We provide 80% of our children's nutritional needs through participation in the Child Adult Care Food Program (CACFP). We feed all the children in our program breakfast, lunch and pm snack at no cost to the families.

Sleeping Giant Day Care is involved in the system change efforts in many ways through our director. Our director is a member of the Early Childhood Education Cabinet, the CT Early Childhood Alliance, the State Funded Child Care Director's Group (currently their secretary) and the National Association for the Education of Young Children (NAEYC) all organizations whose primary goal is the overall improvement of the early childhood care system at the state level.

Locally our center's director is a member of Hamden's Partnership for Young Children and Hamden's Administrator's Group both groups' goal is to improve the early childhood education system in Hamden. A coordinated system of early care and education at the State level will help to improve the system at the local level by coordinating funding sources, governing boards and establishing expectations of quality in programming.

Sleeping Giant Day Care has participated in the Race to the Top – Early Learning Challenge by participating in the public forum on September 8, 2011. We strongly believe the need for affordable quality programs in Connecticut are a must for us to bridge the achievement gap. The funds from the RTT-ELC will enhance the State's ability to make the necessary improvements to a coordinated system of early care and education necessary for the low to

moderate income families to fully participate in the education of their young children, therefore helping to improve the achievement gap.

Sleeping Giant Day Care will support the RTT-ELC by making sure we stay at the highest level of quality care expected of us through a QRIS. We are currently accredited by NAEYC and plan to maintain this accreditation. Currently the cost of maintaining accreditation for a five year period is around \$2050.00 which includes annual report fees, application of candidacy fees, and validation visit fees. We also help our staff to maintain their credentials by paying for courses for CDA's and tuition reimbursement for staff going to school for the associate and bachelor degrees. We believe quality programming is a necessity for running a quality education program.

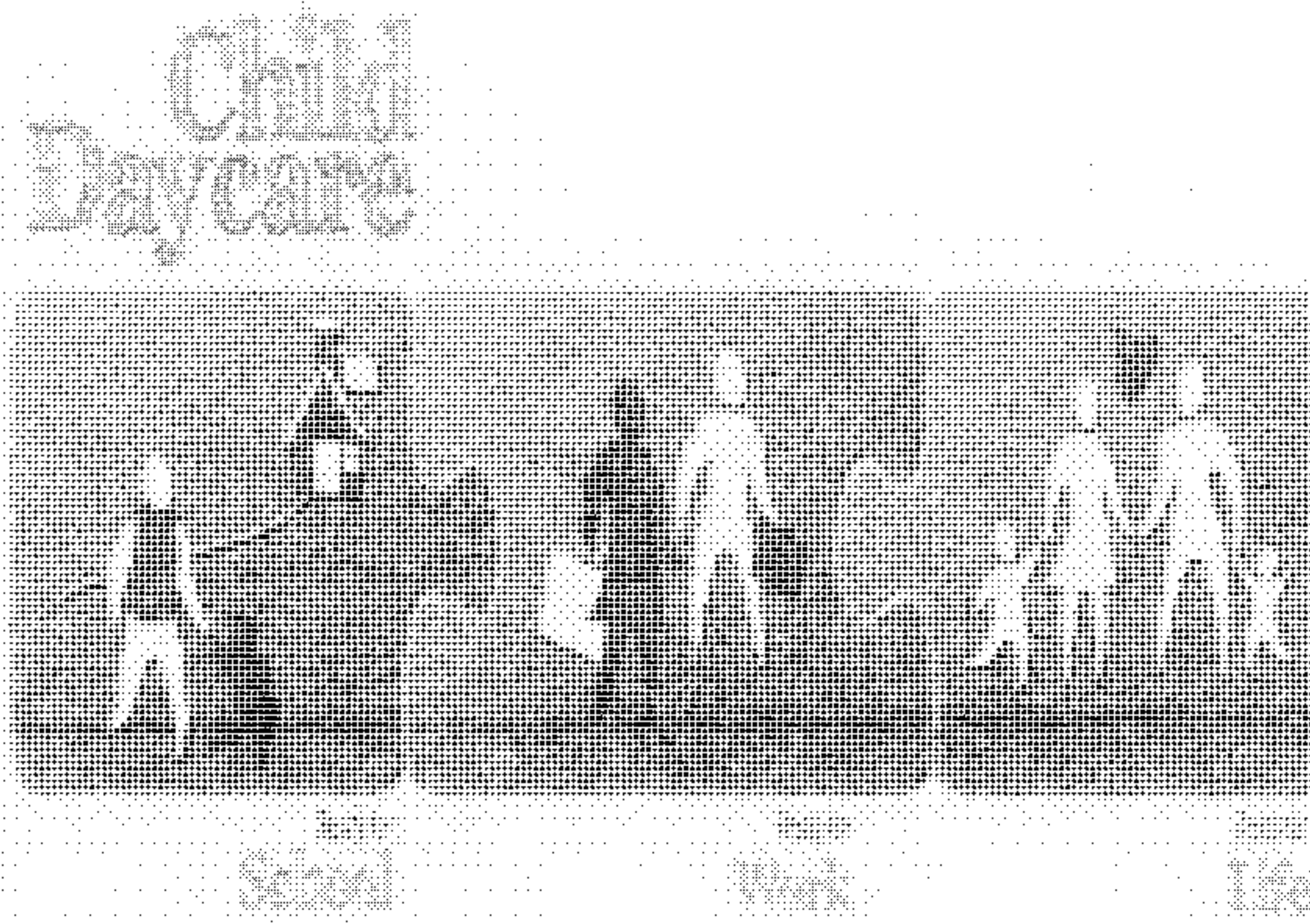
We fully support Connecticut in the Race to the Top - Early Learning Challenge.

Sincerely,



Edie Reichard - Director





**Serving:**

- Ansonia
- Bloomfield
- Branford
- Bridgeport
- Bristol
- Brooklyn
- Chaplin
- Danbury
- Derby
- East Lyme
- Enfield
- Greenwich
- Griswold
- Groton
- Guilford
- Hamden
- Hartford
- Killingly
- Manchester
- Mansfield
- Meriden
- Milford
- Naugatuck
- New Britain
- New Canaan
- New Haven
- New London
- New Milford
- Newington
- Newtown
- North Haven
- Norwalk
- Norwich
- Plainville
- Plymouth
- Southington
- Stamford
- Torrington
- Vernon
- Wallingford
- Waterbury
- Waterford
- Watertown
- West Haven
- Winchester
- Windham

October 4, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, CT 06106

Dear Governor Malloy:

Regarding Connecticut's application for Race to the Top Early Learning Challenge funds.

This letter confirms the ongoing commitment of the Connecticut State Funded Child Care Director's Forum, (the Forum), to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top - Early Learning Challenge initiative and the ongoing implementation of Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development".

The Forum represents the leadership of the State Funded Child Development Centers established pursuant to CGS 8-210. In 1968, Connecticut passed historic legislation making a long term commitment to support low and moderate income working families and children by financing a statewide network of quality child care development centers. The law provides a Grant in Aid Program to municipalities, human service agencies and or non profits to establish Child Day Care Centers to serve children of working families. Currently there are 102 Centers in Connecticut in 53 municipalities serving approximately 5,000 children each year.

For over forty years, the Forum has been dedicated to serving low income working families by providing high quality child care services including health and family support services. The Forum plays a unique role in advocating for state investment in quality child care and has championed systems reform initiatives including NAEYC accreditation, professional development, facilities development and ongoing quality improvement efforts.

In order to strengthen child care services in Connecticut, the Forum participates in public policy to expand child care services and foster quality improvement systems. The Forum believes strongly in a coordinated system to improve child care services and outcomes for children and helped develop and win passage of Public Act 11-181 to establish an early childhood system including child care, early learning, health, mental health and family support.

The Forum is an active member of the State Early Childhood Alliance and a member is appointed to serve on the Early Childhood Cabinet. The Forum also is an active member of key organizations in Connecticut that form the underpinnings of the early childhood system, including CAEYC and Connecticut Charters A Course, the State Community College professional development system for early care and education staff. All State Funded Centers are NAEYC accredited and staff participates in the CT Charters A Course professional development career ladder through scholarships and career counseling. In addition, state funded child care centers are an integral part of Connecticut's School Readiness System and serve on local and regional School Readiness Governance Councils.

The State Funded Child Care Director's Forum is involved in the system change efforts at the state level in many ways. Representatives of the Forum attend legislative hearings, public forums and assist the Department of Social Services in development of the Child Development Block Grant state plan by hosting and participating in regional informational hearings. By state statute, state funded centers have a unique relationship with municipal government and garner support for quality child care from municipal government through in kind contributions and assistance with

administrative functions. Local partnerships will be critical to the success of the formation of a coordinated system of early care and education and the Forum can facilitate local involvement.

The Director's Forum is a key stakeholder in the development of the RTT-ELC grant and participates in the system's planning efforts on all levels. Members serve on the QRIS, Workforce, and Assessment sub committees of the Cabinet and have strong participation on local and regional early childhood collaboratives. The Forum testified at a public hearing hosted by the Early Childhood Cabinet and the Governor's Office on September 8<sup>th</sup> to share its views and expectations for grant funds. We strongly believe that affordable quality child care programs in Connecticut will form the bridge to school readiness and school achievement. The funds from the RTT-ELC will enhance the State's ability to make the necessary improvements to a coordinated system of early care and education and build on and enhance the existing early care and education programs in Connecticut.

The State Funded Child Care Director's Forum supports the goals and objectives of the RTT-ELC and will continue to work diligently with state and local partners to ensure Connecticut children are served in a high functioning coordinated system. The Forum will continue to help develop all components of the system and provide our expertise and years of experience to the process. As stated, State Funded Child Care Centers are NAEYC accredited and are closely monitored for quality by the State. Recent legislation moved jurisdiction for the Centers from the Department of Social Services to the Department of Education. Forum representatives serve on a Study Group with key state agencies to foster coordination and a seamless system for children birth to 8 enrolled in state funded early care and education programs. We believe this work will help inform the larger systems' goals included in PA 11-181 and the RTT-ELC.

We fully support Connecticut in the Race to the Top - Early Learning Challenge and look forward to working with all stakeholders to ensure every child achieves his or her maximum potential.

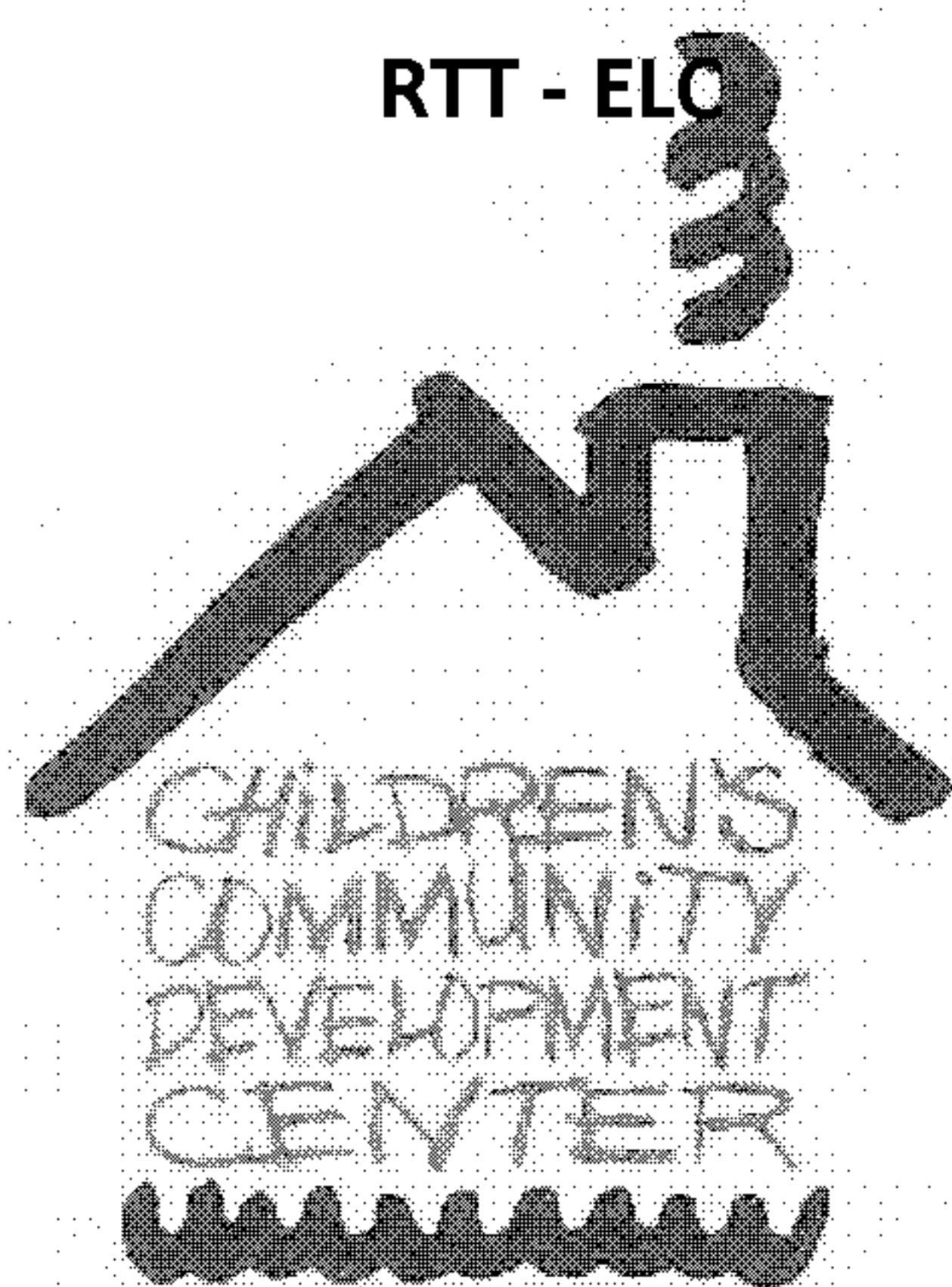
Sincerely,  
Forum Officers:

Kathy Queen (b)(6)

Mary Burnham (b)(6)

Edie Reichard

Mary Cecchinato



Where Learning Begins

October 12, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top - Early Learning Challenge funds**

The Children's Community Development Center enthusiastically supports Connecticut's Race to the Top - Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*".

Founded in 1979, the Children's Community Development Center (CCDC) is a non-profit, educational childcare center serving families with children from infancy through their preschool years. Since 1988 CCDC has been NAEYC accredited, providing enrichment and support to families and children who live or work in mid-Fairfield County, Connecticut. Today we serve 63 children in five different child and family centered programs, including families with low-to-moderate income levels and children with disabilities.

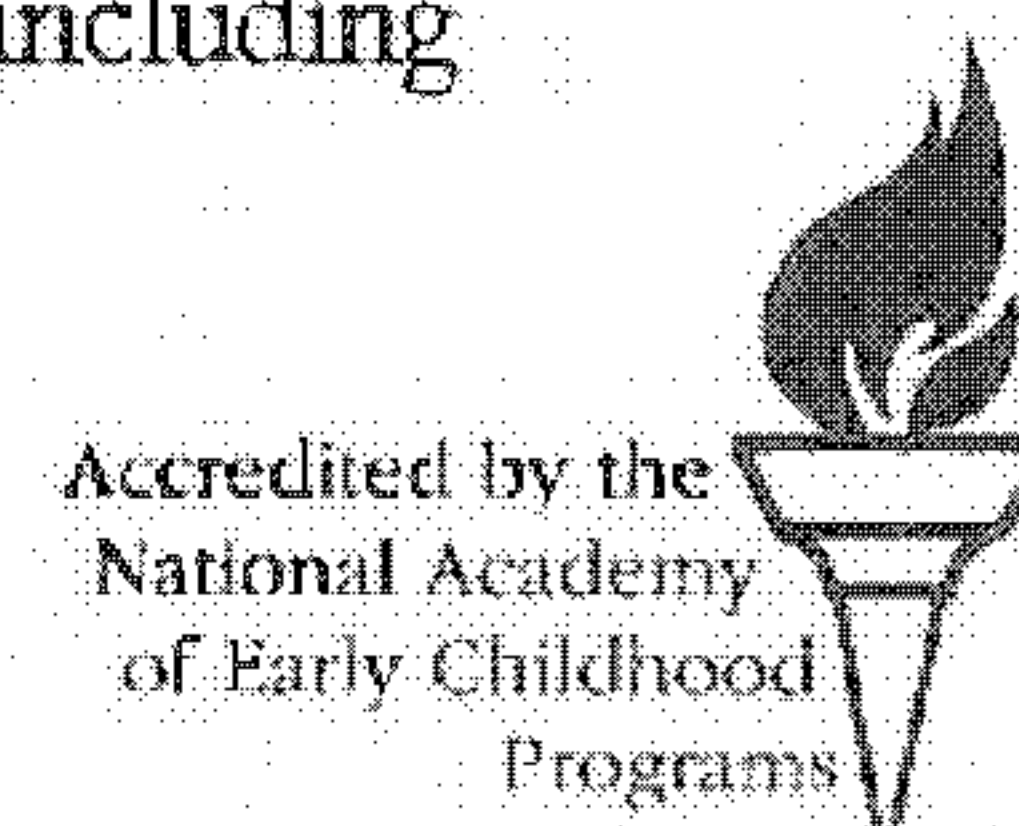
Our curriculum is play-based and developmentally appropriate. Decisions about activities presented to children emerge from the highest standards in the field of early childhood care and education and are negotiated by the expressed interests, passions and contributions of children. We recognize that the relationships that children form with teachers, peers and most-importantly their families determine the nature of their experience. We bring this expertise to the Early Childhood Education Cabinet, on which I've served since February 2010.

Statewide system improvements through Connecticut's RTT-ELC initiative will improve early childhood outcomes in all settings for all children and families in Connecticut. We are pleased to see RTT-ELC incorporate the Early Childhood Education Cabinet's existing efforts in the development of comprehensive integrated early learning and development systems that includes a three-tier Quality Rating and Improvement System (QRIS), statewide Early Learning Standards, a well-trained workforce, and the creation of an integrated data system. We will participate in the successful implementation of these projects by:

- Continuing to participate as a member of the Early Childhood Education Cabinet to advise the development and local implementation of RTT-ELC projects as appropriate;
- Integrating RTT-ELC systems into existing education and literacy programs;
- Participating in the tiered QRIS as a early childhood education provider;
- Encouraging other providers to participate in the QRIS process (including family centers, kith and kin providers);



United Way Agency

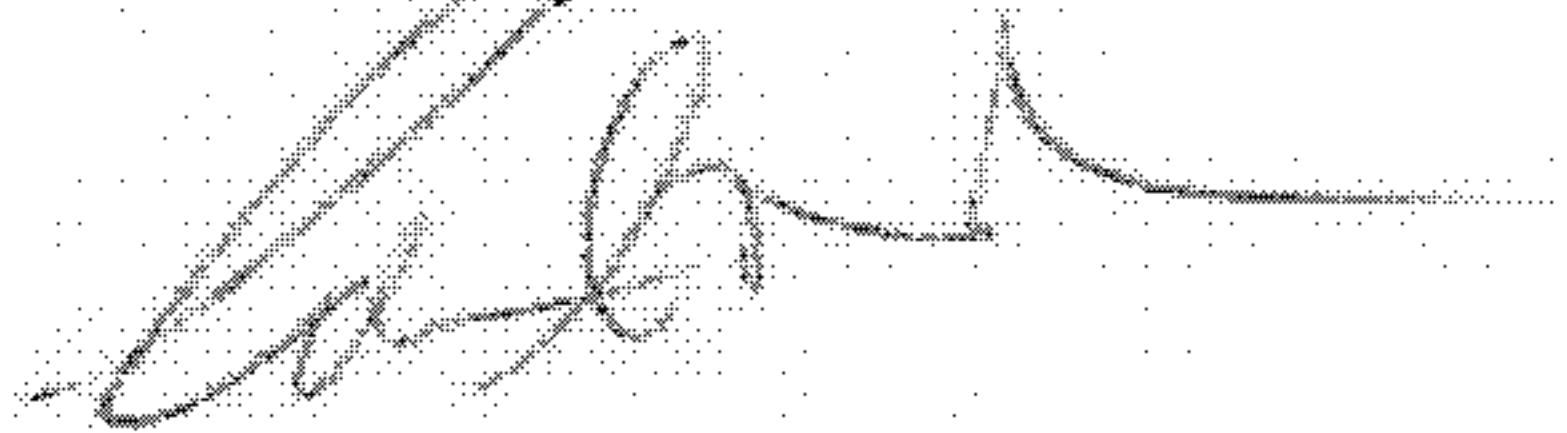


Accredited by the  
 National Academy  
 of Early Childhood  
 Programs

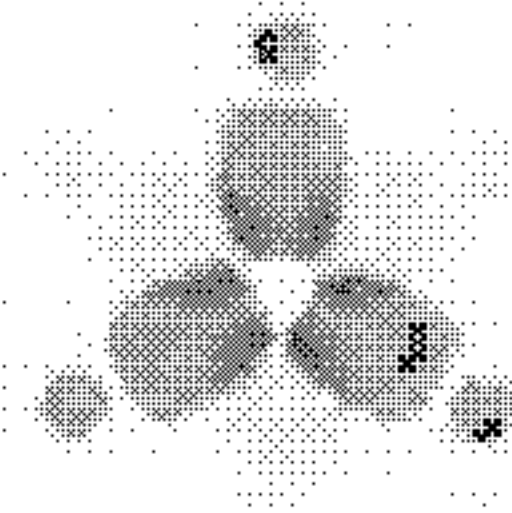
- Promote the understanding of Early Learning Standards among other providers and parents;
- Assist in efforts to expand professional development opportunities that improve the quality of experiences for children and families and that lead to relevant credentials and degrees for staff;
- Incorporate new data protocols for integrated data collection and evaluation;
- Facilitate connections to private and philanthropic resources as appropriate;
- Attend Early Childhood meetings, workshops and conferences at the regional, state and national level to stay informed about related efforts in other communities;
- Participate on Advisory Boards of Early Childhood teacher preparation programs at community colleges and universities.

Our in-kind support of these projects is an estimated \$45,000 over the four-year grant period. We look forward to working with you to improve the quality of care and education for our children.

Sincerely,



Eileen A. Ward  
Director



Connecticut  
Early Childhood  
Alliance

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

I write to confirm the commitment of the Connecticut Early Childhood Alliance to improving early childhood outcomes through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative.

The Connecticut Early Childhood Alliance (Alliance) is a statewide membership organization committed to improving developmental outcomes in the areas of learning, health, safety and economic security for children birth to age eight. More than 4,000 individuals support the Alliance across the state, and our member organizations employ over 3,000 Connecticut residents, providing care and education for nearly 25,000 children.

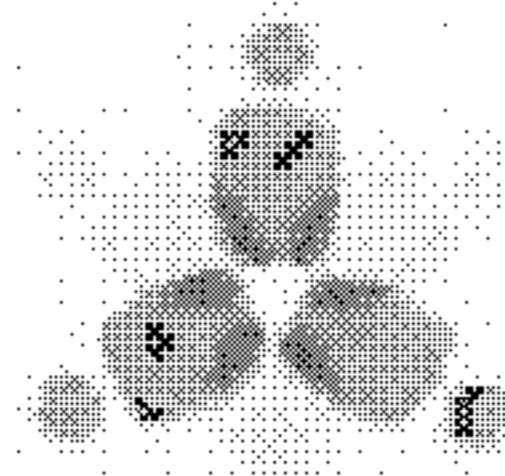
The Alliance has been integrally involved in the development and passage of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development.*" The Alliance is committed to assist with its ongoing implementation.

Connecticut's RTT-ELC initiative will take important steps to ensure that children, their families, their caregivers and educators, and the broader early learning community can more easily connect to the services and supports they need, including increasing state-level coordination of early childhood initiatives, developing a Quality Rating and Improvement System, creating a Birth-5 continuum of Early Learning Standards, increasing access to the Early Childhood Teacher Credential, and improving the Kindergarten Inventory assessment.

The Alliance has played a critical role in creating the foundation for these projects, and will actively participate in their successful implementation by:

- Supporting the creation of the Office of Early Childhood Development, Early Care and Education as part of the ongoing implementation of Public Act No. 11-181;
- Providing a communication and feedback bridge between early care and education providers (including family care providers and kith and kin) and the State about new initiatives such as QRIS and Early Learning Standards;
- Promoting awareness of workforce training opportunities (e.g. the Early Childhood Teacher Credential program) among Alliance members;

Connecticut Early Childhood Alliance, 110 Bartholomew Avenue, Suite 4030, Hartford, CT 06106  
860.819.3647, [www.earlychildhoodalliance.com](http://www.earlychildhoodalliance.com)



Connecticut  
Early Childhood  
Alliance

- Promoting the incorporation of new state data protocols among Alliance members as appropriate;
- Facilitating connections to private and philanthropic resources as appropriate;

These in-kind contributions will total an estimated \$19,280 over the four-year grant period. The Alliance's goal is that all Connecticut children will enter kindergarten healthy, eager to learn, and ready for school success. We are excited about the potential for Connecticut's RTT-ELC's initiative to improve outcomes for Connecticut's children.

Very Truly Yours,

Maggie Adair  
Executive Director

**LITTLE SUPER STARS FAMILY DAYCARE**

Where every child is a superstar!

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top - Early Learning Challenge funds**

I am a family childcare provider writing to express my enthusiastic support Connecticut's Race to the Top - Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development".

I started Little Super Stars Family Day Care in 2007, under the guidance of All Our Kin's Family Child Care Network. Today, Little Super Stars is fully accredited by the National Association for Family Child Care (NAFCC), the national leader in family childcare accreditation organizations. As a mother of two deaf children and a Spanish speaker, it is important to me to offer services to high needs children, including children with special needs and English language learners. I also teach the children I care for American Sign Language.

I continue to be an active member in the Family Childcare Network, and am extremely interested in helping other family childcare providers and parents connect to supportive resources and information that will improve access to quality, family-centered childcare options across the state.

Family childcare providers have uniquely deep connections with the parents in our community. I am pleased that the RTT-ELC initiative will provide licensed and informal childcare providers capacity building and technical assistance tools to improve the quality of our care. I also support the expanded access to the Early Childhood Teacher Credential and other early childhood education RTT-ELC will provide. I will support the successful implementation of Connecticut's RTT-ELC project by:

- Participating in the tiered QRIS system as a licensed early childhood education provider;
- Encouraging other family childcare providers to participate in the QRIS process (including kith and kin providers);
- Continue to participate in local networks like All Our Kin's Family Childcare Network to promote the understanding of Early Learning Standards among parents;
- Incorporate new data protocols as appropriate;

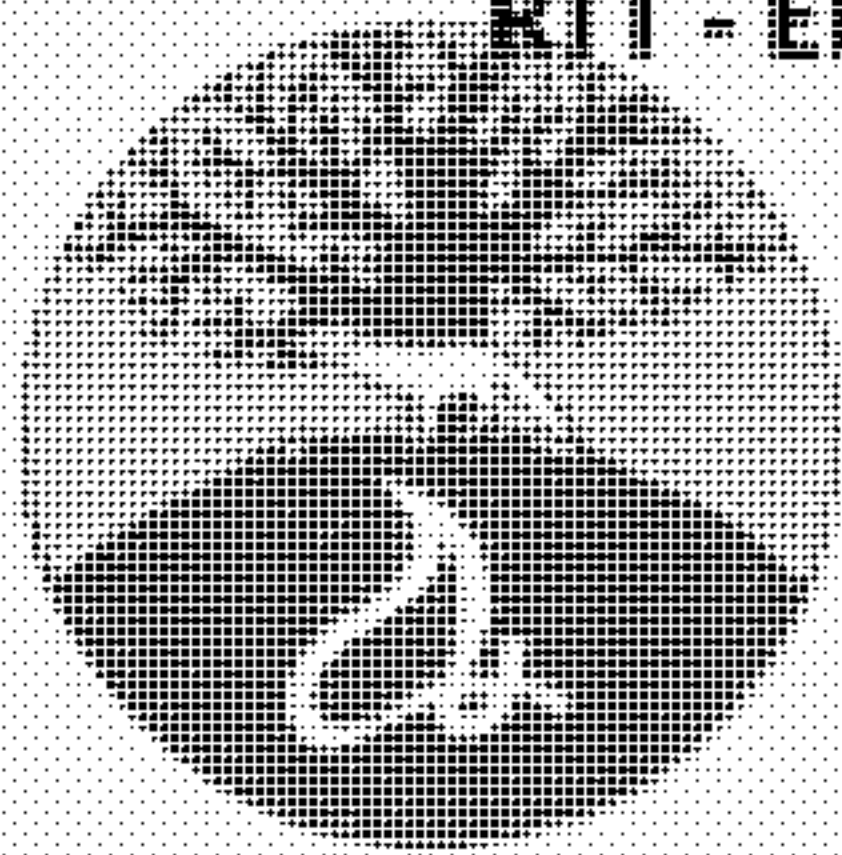
Connecticut's RTT-ELC initiative will take important steps to connecting with and improving relationships with family childcare providers like me to improve support and resources for high needs children (e.g. English language learners, children with special needs). I look forward to working with you on this important project.

Sincerely,

(b)(6)

*Nanerys Aziz*  
Owner, Little Super Stars Family Daycare

43 Roosevelt Avenue West Haven Connecticut 06516 203-479-1868



RTT - ELC

Mashantucket Pequot Tribal Nation  
**Braulto Santiago**  
*Executive Director of Education/HPD*  
2 Matt's Path  
P.O. Box 3085  
Mashantucket, CT 06338-3085

Tel: 860 396 2245  
Fax: 860 396 2246

State of Connecticut

October 6, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top - Early Learning Challenge funds**

The Mashantucket Pequot Tribal Nation Child Development Center is pleased to support Connecticut's Race to the Top - Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development".

In 1989, the Mashantucket Pequot Tribal Nation recognized a growing need for comprehensive childcare for the community's children and the Mashantucket Pequot Tribal Council approved the creation of the Child Development Center. In addition to teaching general development skills, the center teaches tribal children to know and respect their cultural history and the history of Native America. The center stresses the learning of traditional stories and crafts related to an ongoing sense of being young Mashantucket Pequots. Elders, parents, and students are often invited to give cultural classes.

The Mashantucket Pequot Tribal Nation has 134 children between the ages of 0-5. Ninety-two attend the Child Development Center. In September, our Center became NAEYC accredited.

We are excited about this opportunity to reconnect with state efforts to develop and implement a strong, high quality spectrum of support for the early childhood community, and look forward to playing an active role in RTT-ELC implementation at the provider level.

Connecticut's RTT-ELC initiative will improve early childhood outcomes through the development of a comprehensive integrated early learning and development systems that includes a tiered Quality Rating and Improvement System (QRIS), statewide Early Learning Standards, a well-trained workforce, and the creation of an integrated data system. We will participate in the successful implementation of these projects by:

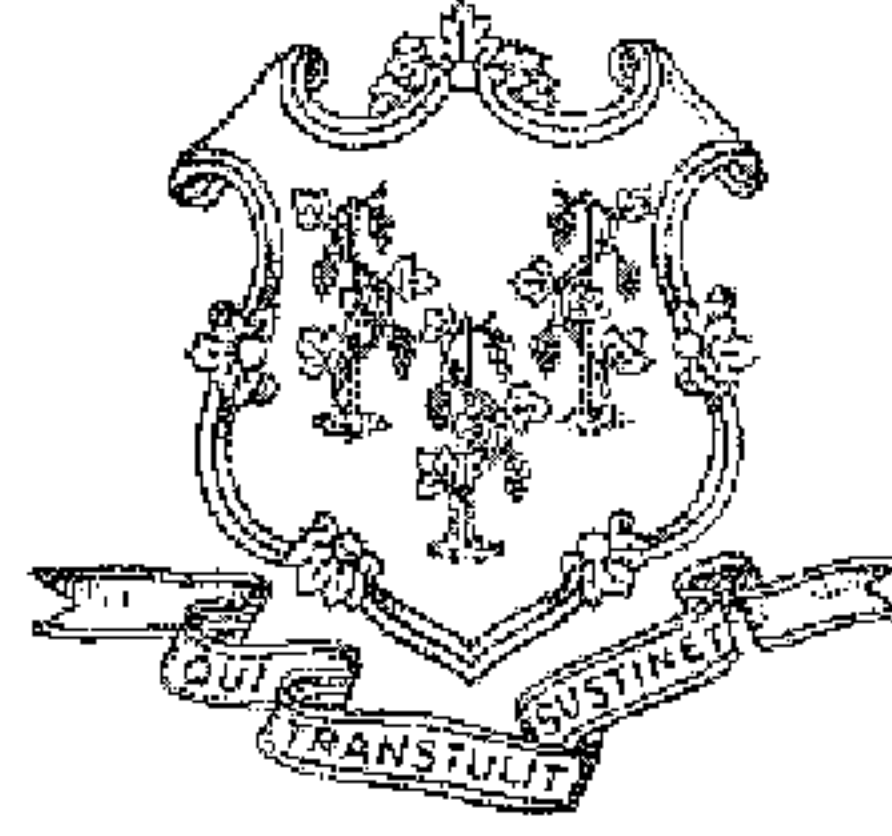
- Integrating RTT-ELC systems into existing education and literacy programs;
- Participating in the tiered QRIS system as a early childhood education provider;
- Encouraging other providers to participate in the QRIS process (including kith and kin providers);
- Promote the Early Learning Standards;
- Incorporate new data protocols for integrated data collection and evaluation;
- Facilitate connections to private and philanthropic resources as appropriate;
- Participate in committees, state meetings, etc.

The Mashantucket Pequot Tribal Nation Child Development Center in-kind support of these RTT-ELC projects is an estimated \$5000. over the four-year grant period. We are committed to providing the highest possible quality of care for our children, and look forward to working with you on this critical project.

Sincerely,

  
Braulto Santiago  
Executive Director





## State of Connecticut

GENERAL ASSEMBLY

STATE CAPITOL

HARTFORD, CONNECTICUT 06106-1591

October 12, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, CT 06106

Dear Governor Malloy:

### **Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

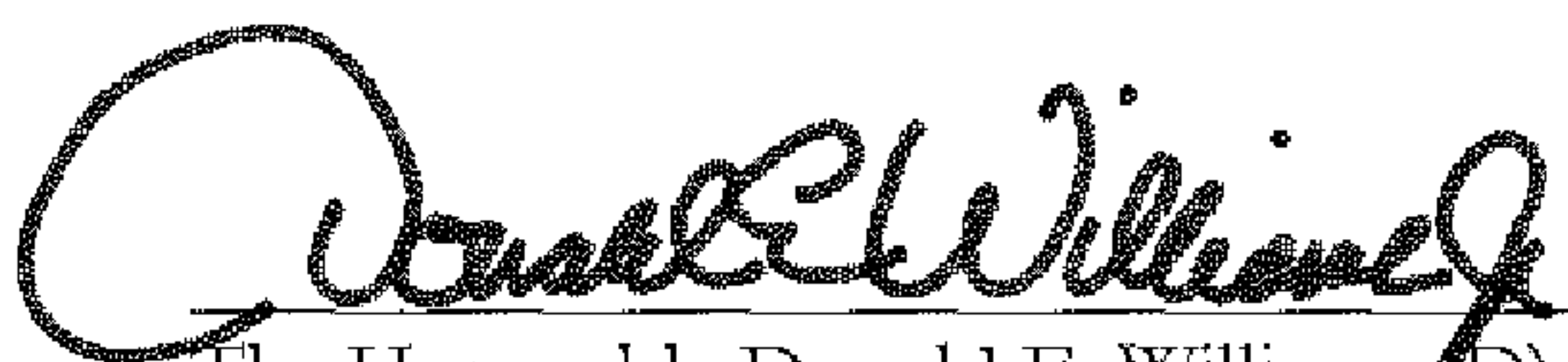
As the leadership of the Connecticut General Assembly, we are pleased to express our strong support for Connecticut's proposed Race to the Top – Early Learning Challenge (RTT-ELC) application. If funded, this initiative will improve the quality of early learning and development and close the achievement gap for Connecticut children with high needs, such as children living in poverty, English language learners, and developmentally disabled children. We are unified in our strong support of the RTT-ELC's goals to increase quality and accountability for more efficient and comprehensive services for these children and their families. The proposed RTT-ELC project will achieve its ambitious goals by accelerating existing efforts to strengthen state systems and supporting communities to work collaboratively to better meet the needs of children and families through improved service coordination, integration of early care learning and development standards, and quality improvements.

Connecticut's RTT-ELC application builds on momentum that has been developing for several years towards the integration of a coordinated, comprehensive system of care for Connecticut's young children. Through our work in the Connecticut General Assembly, we have played a central role in creating this foundation of early learning and development. The Assembly's Education, Higher Education and Employment Advancement, Human Services, and Public Health Committees, as well as the Select Committee on Children and the Early Childhood Education Cabinet have further supported our efforts.

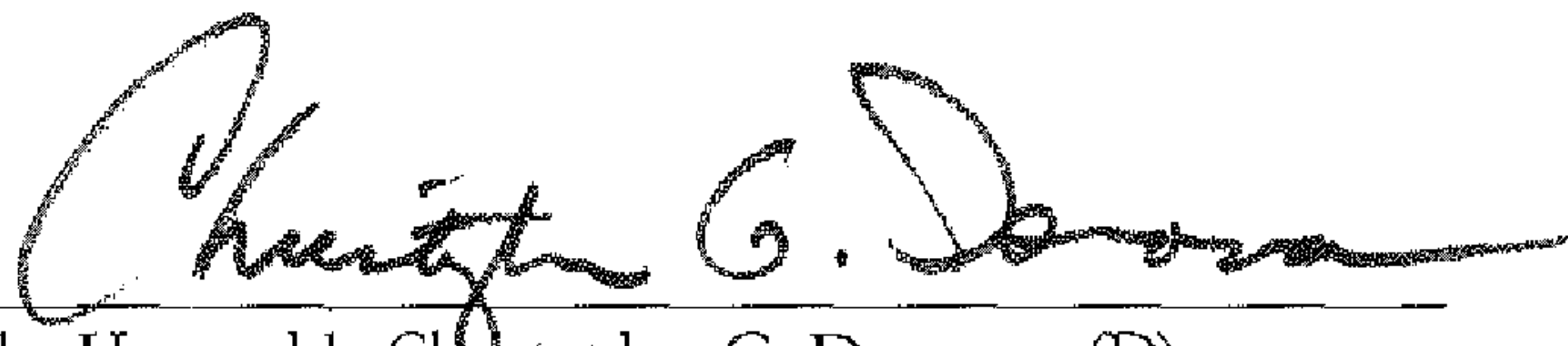
Most recently, the Connecticut General Assembly approved in July 2011 Public Act 11-181, *An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*, which mandates the continued development of a coordinated system of early care and education and child development through increased collaboration among relevant Connecticut state agencies. RTT-ELC projects will help increase inter-agency planning, delivering, and monitoring early childhood care and education programming and services. This approach will further the General Assembly's efforts to increase the efficiency of State Government while improving accountability and ultimately resulting in better outcomes for Connecticut's children and their families.

We are pleased and encouraged by the highly collaborative nature of the process used to develop Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) application. The RTT-ELC Leadership Team and seven work groups include high-level representatives from each of the Participating State Agencies committed to supporting the successful implementation of this grant initiative (as evidenced by Memorandum of Understanding signed by each Participating State Agency). Over the past several months the work groups have also reached out to dozens of early care providers (including family care providers and kith and kin), higher education institutions, local and regional community leaders, private and philanthropic partners, and other leaders in the early care and education community to include their input in the application process. As a result, the proposed RTT-ELC activities build upon and align with the work already underway within and among state agencies to support young children and their families.

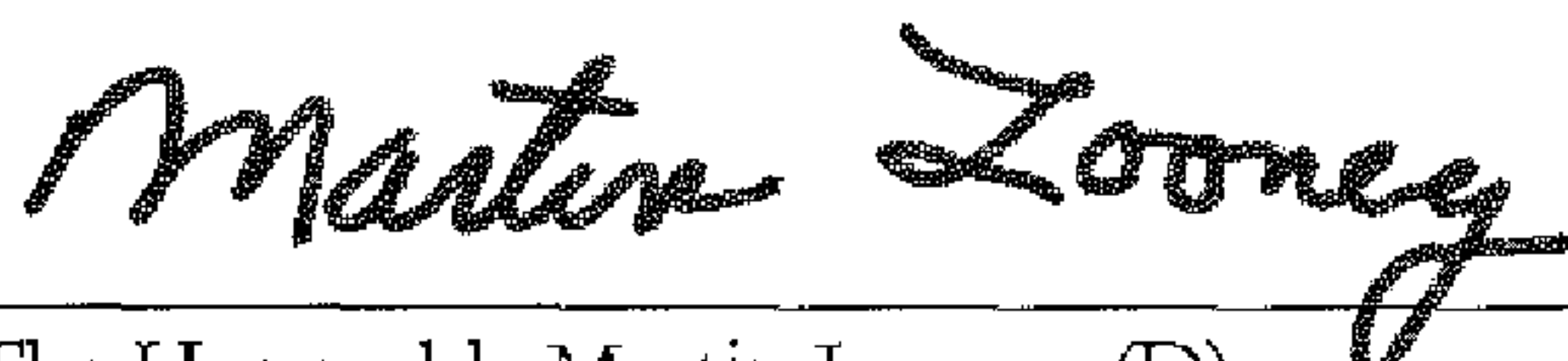
We, the undersigned leaders of the Connecticut General Assembly, fully endorse Connecticut's Race to the Top – Early Learning Challenge application and look forward to supporting its successful implementation.



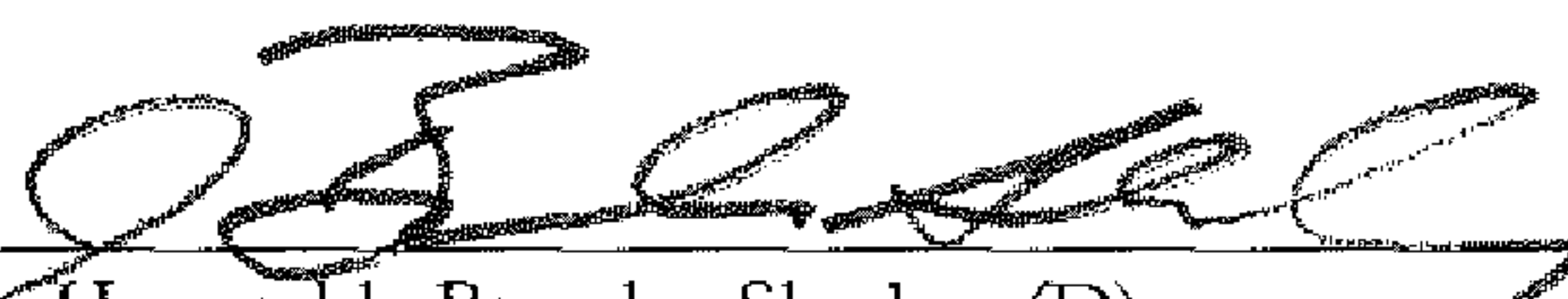
The Honorable Donald E. Williams (D)  
Connecticut State Senate – 29<sup>th</sup> District  
President Pro Tempore



The Honorable Christopher G. Donovan (D)  
Connecticut House of Representatives – 84<sup>th</sup> District  
Speaker of the House



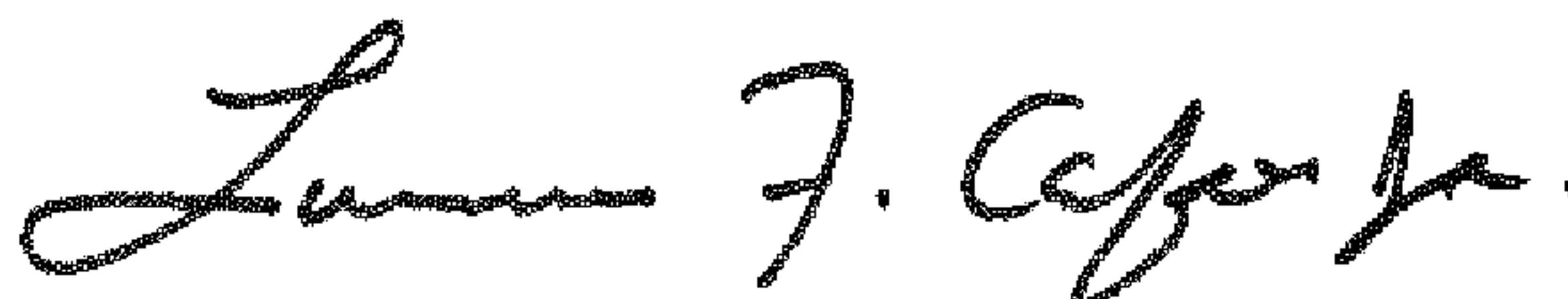
The Honorable Martin Looney (D)  
Connecticut State Senate – 11<sup>th</sup> District  
Senate Majority Leader



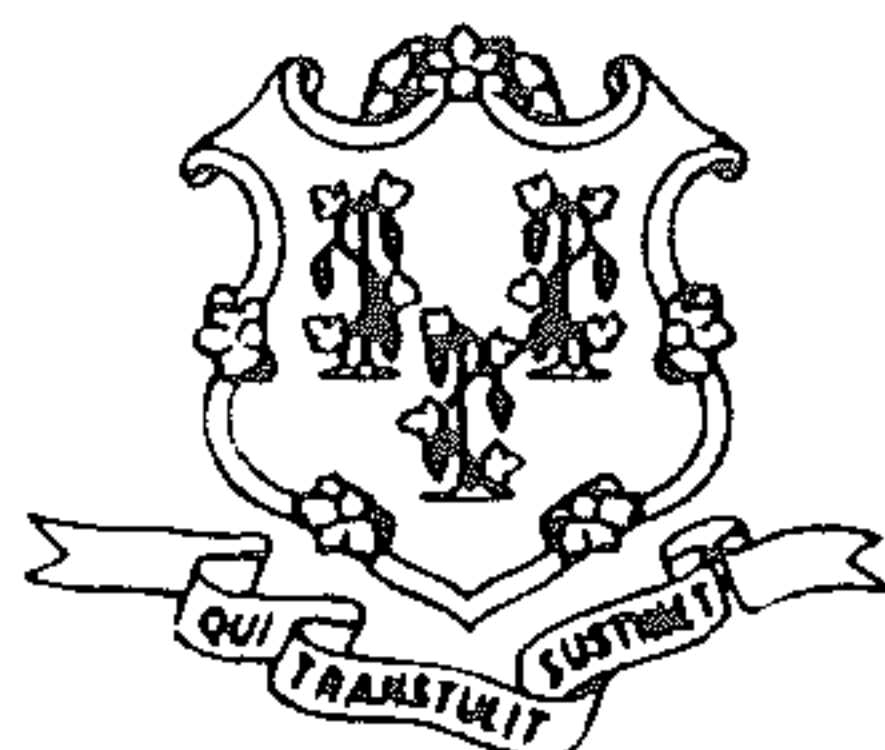
The Honorable Brendan Sharkey (D)  
Connecticut House of Representatives – 88<sup>th</sup> District  
House Majority Leader



The Honorable John McKinney (R)  
Connecticut State Senate – 28<sup>th</sup> District  
Senate Minority Leader



The Honorable Lawrence F. Cafero (R)  
Connecticut House of Representatives – 142<sup>nd</sup> District  
House Republican Leader



State of Connecticut  
**GENERAL ASSEMBLY**  
 LEGISLATIVE OFFICE BLDG.  
 HARTFORD, CONNECTICUT 06106-1591

October 12, 2011

Arne Duncan, Secretary  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202

Kathleen Sebelius, Secretary  
 U.S. Dept of Health and Human Services  
 200 Independence Avenue, SW  
 Washington, DC 20201

Dear Secretary Duncan and Secretary Sebelius,

As the Connecticut General Assembly's representatives on the Early Childhood Education Cabinet, we welcome the opportunity to express our support for Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) application. If funded, the proposed initiative will enhance the work of the Cabinet, improve the quality of early learning and development statewide, and better prepare Connecticut's children for lifelong academic and employment success.

The Cabinet's ongoing efforts to improve the quality and services of early childhood care and education in Connecticut have laid the foundation for the RTT-ELC application. Our current standing committees—Data, Workforce, Early Learning Standards, and Family Supports—align with the goals of this important initiative.

The Early Childhood Education Cabinet is expanding its membership to welcome additional important RTT-ELC partners and will play an instrumental role in the successful implementation of RTT-ELC projects. The Cabinet will create three additional committees as well: a QRIS Task Force to advise the development of a statewide three-tiered Quality Rating and Improvement System for care providers; a Health Committee to oversee the expansion of health and mental health capacity among early care providers; and a State and Community Partnerships Committee to help integrate RTT-ELC priorities and systems into existing local and regional collaboratives.

We also support the Governor's creation of the Office of Early Childhood Development, Early Care and Education to facilitate inter-agency coordination and further the implementation of Public Act 11-181, *An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development*. Connecticut's proposed initiative will strengthen and create systems critical to providing a comprehensive, high-quality network of early learning and development services for children and their families, as mandated by the Act.

We enthusiastically endorse Connecticut's RTT-ELC application and look forward to supporting its successful implementation. Thank you for your time and consideration of this crucial initiative.

Sincerely,

Andrea L. Stillman (D)

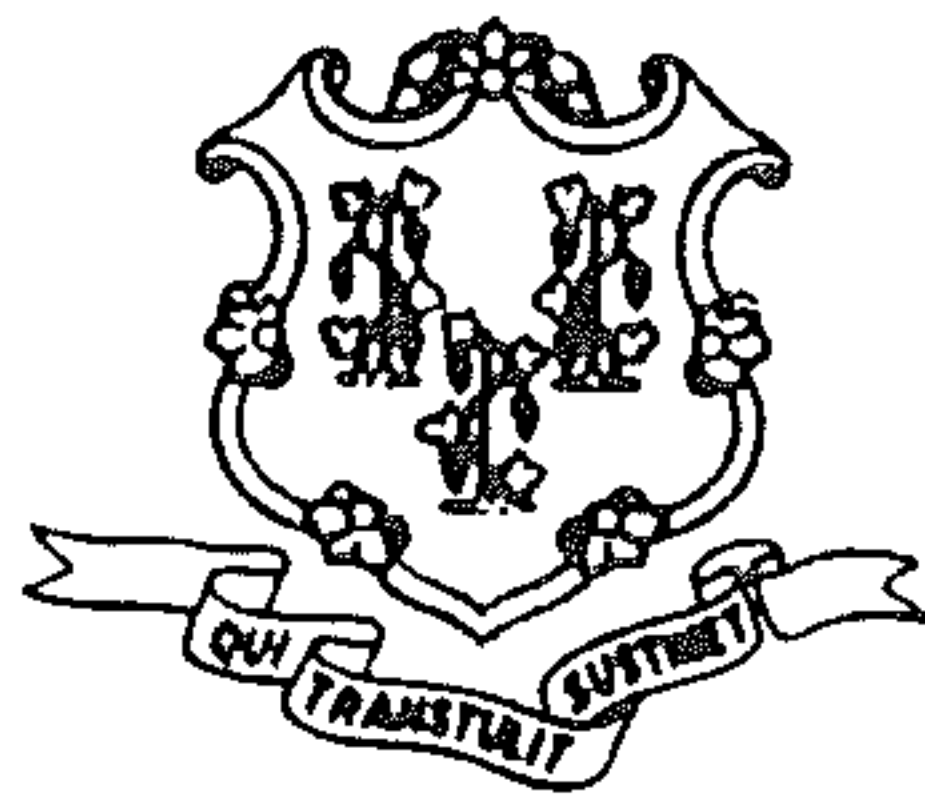
State Senator, 20<sup>th</sup> District  
**Appendix 3 - Letters of Intent**

Catherine F. Abercrombie (D)

State Representative, 37<sup>th</sup> District

# State of Connecticut

## GENERAL ASSEMBLY



EDUCATION COMMITTEE  
ROOM 3100  
LEGISLATIVE OFFICE BUILDING  
HARTFORD, CONNECTICUT 06106-1591  
(860) 240-0420

October 12, 2011

Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Kathleen Sebelius, Secretary  
U.S. Dept of Health and Human Services  
200 Independence Avenue, SW  
Washington, DC 20201

Dear Secretary Duncan and Secretary Sebelius,

We write to express the strong bipartisan support of the state General Assembly's Education Committee for Connecticut's proposed Race to the Top – Early Learning Challenge (RTT-ELC) application. If funded, Connecticut's robust RTT-ELC proposal will achieve its ambitious goals by accelerating our current efforts to strengthen state systems and support communities to better meet the needs of young children and families.

Of the 210,000 children under the age of five in Connecticut, approximately 60,000 have high needs (e.g., low income, developmental delays, and language barriers). Despite current efforts, approximately one out of four children enters Kindergarten with skills, knowledge, and behaviors that are below expectations, which places them at a disadvantage in reaching their educational potential. The Education Committee is committed to improving early childhood outcomes in Connecticut through participation in Connecticut's RTT-ELC initiative.

Through our work on the Education Committee, we have played a central role in building the foundation for early learning and development that RTT-ELC will enhance—including, most recently, the passage of Public Act No. 11-181, *An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development*. The Act requires building a coordinated system that consolidates existing early childhood education and child care programs and services for children from birth to age eight into a coordinated system that strives to reduce the academic achievement gap; increase participation in early childhood education programs; increase parent engagement, family literacy, and parenting skills; increase oral language development and social competence; and decrease special education placements.

These elements in Public Act 11-181 serve as the bedrock for the RTT-ELC initiatives that enhance the best components of our existing state and local systems while building capacity, increasing coordination, and bridging gaps to more fully support young children and their families through high-quality initiatives. These proposals include Early Learning Standards across programs; a three-tiered Quality Rating and Improvement System; dramatically enhanced, more granular Kindergarten Inventory assessments, and an early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System.

The Education Committee has greatly appreciated the highly collaborative nature of the planning process used to develop Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) application. This process has included creation of a Leadership Team, seven work groups with high-level representatives from each of the Participating State Agencies, early care providers, health and mental health providers, higher education institutions, local and regional community leaders, private and philanthropic partners, and other leaders in the early care and education community.

It is for these reasons that we, as leaders of the General Assembly's Education Committee, fully endorse Connecticut's Race to the Top – Early Learning Challenge application and look forward to supporting its successful implementation. Thank you for your consideration of this crucial initiative.

Sincerely,



Andrea Stillman (D)  
State Senator, 20<sup>th</sup> District  
Co-Chair, Education

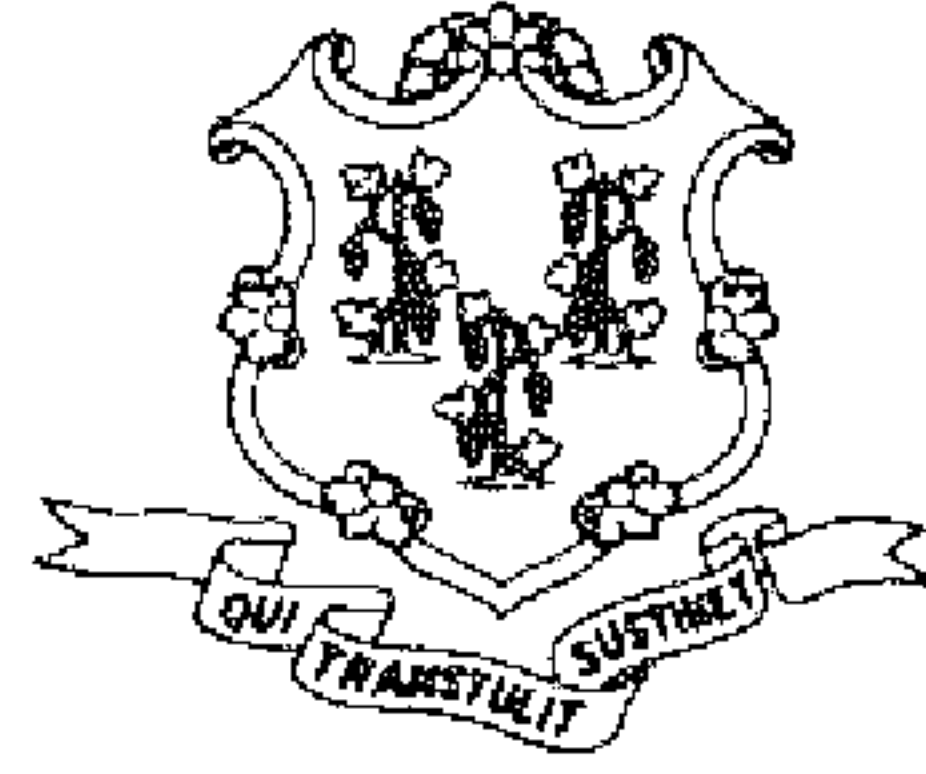


Andrew Fleischmann (D)  
State Representative, 18<sup>th</sup> District  
Co-Chair, Education



Toni Boucher (R)  
State Senator, 26<sup>th</sup> District  
Ranking Member, Education

State of Connecticut  
GENERAL ASSEMBLY



PUBLIC HEALTH COMMITTEE  
LEGISLATIVE OFFICE BUILDING, ROOM 3000  
HARTFORD, CONNECTICUT 06106-1591

October 12, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius,

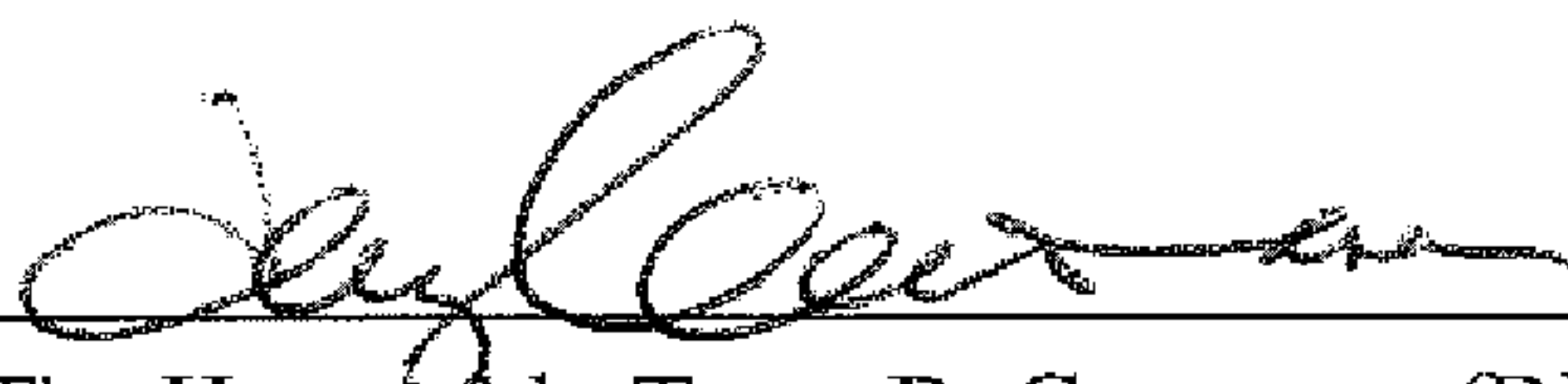
The Connecticut General Assembly's Public Health Committee is pleased to support Connecticut's proposed Race to the Top – Early Learning Challenge (RTT-ELC) application. If funded, this application will improve the quality of early learning and development, as well as physical and mental health outcomes for Connecticut's children.

The Committee has cognizance of all programs and matters relating to the Department of Public Health; the Department of Mental Health and Addiction Services and the Department of Developmental Services; the Office of Health Care Access; and all other matters relating to health. We are deeply committed to health and safety of Connecticut's children, and have been integrally involved in developing some of the key health and mental health systems and standards that Connecticut's RTT-ELC initiative will build upon and enhance.

We are pleased that the RTT-ELC will create a new Health Committee under the Early Childhood Education Cabinet to focus specifically on incorporating health and mental health standards into early care and education of Connecticut's children. Training and technical assistance to increase the capacity of local early care providers, families, and support service partners in child health and mental health standards will immediately improve outcomes for Connecticut's children, especially children exposed to significant stressors (e.g. poverty, food insecurity, domestic violence) that can threaten their development, and developmentally disabled children. RTT-ELC goals to promote healthy eating habits, nutrition, and expand physical activity will also make long-term impacts on child health and adult lifestyle choices.

Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) application reflects the highly collaborative planning process the Leadership Team, seven work groups, and the early care community partners have undergone in the past several months. The proposed RTT-ELC project will achieve its ambitious goals by accelerating existing efforts to strengthen state systems and supporting communities to work collaboratively to better meet the needs of children and families through improved service coordination, integration of early care learning and development standards, and quality improvements.

We, the undersigned leaders of the Connecticut General Assembly's Public Health Committee, fully endorse Connecticut's Race to the Top – Early Learning Challenge application and look forward to supporting its successful implementation.



The Honorable Terry B. Gerratana (D)  
Connecticut State Senate – 6<sup>th</sup> District  
Public Health Committee Co-Chair



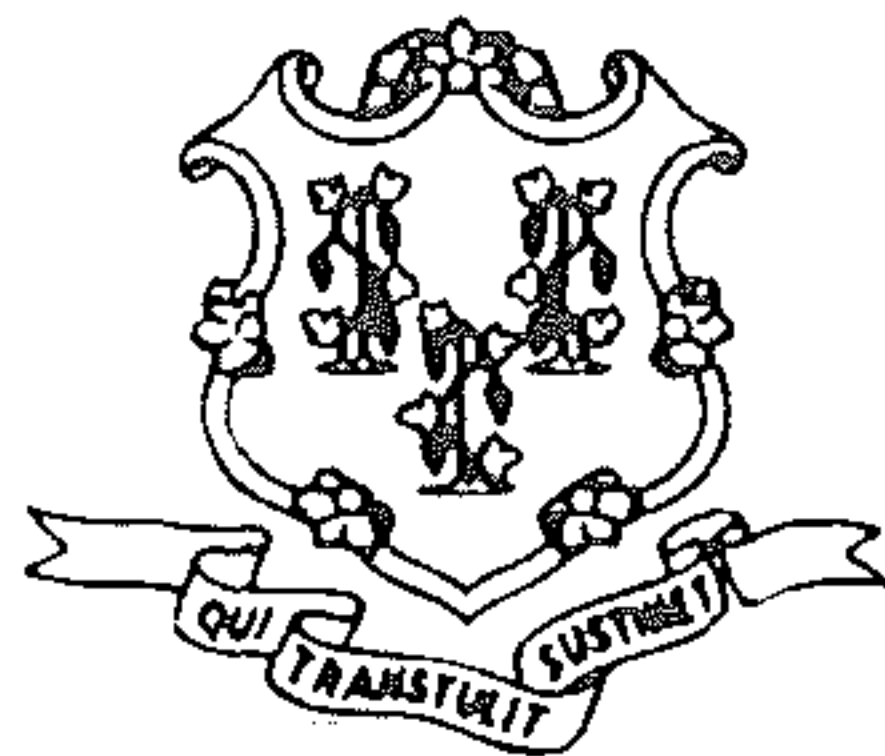
The Honorable Elizabeth B. Ritter (D)  
Connecticut House of Representatives – 38<sup>h</sup>  
District  
Public Health Committee Co-Chair



The Honorable Jason C. Welsh (R)  
Connecticut State Senate – 31<sup>st</sup> District  
Ranking Member, Public Health Committee



The Honorable Jason Perillo (R)  
Connecticut House of Representatives – 113<sup>th</sup>  
District  
Ranking Member, Public Health Committee



State of Connecticut  
GENERAL ASSEMBLY  
LEGISLATIVE OFFICE BLDG.  
HARTFORD, CONNECTICUT 06106-1591

October 12, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius,

The Connecticut General Assembly's Higher Education and Employment Advancement Committee strongly supports Connecticut's proposed Race to the Top – Early Learning Challenge (RTT-ELC) application. If funded, this application will improve the quality of early learning and development, better preparing Connecticut's children for lifelong academic and employment success.

Connecticut's RTT-ELC application accelerates momentum that has been building for several years towards the development of a coordinated, comprehensive system of care for Connecticut's young children. The Higher Education and Employment Advancement Committee has contributed to the foundation of early learning and development that RTT-ELC will enhance.

We are pleased that the RTT-ELC projects include strengthening the quality and coordination of the early care and education workforce as a central tenant of improving statewide early care systems. By increasing coordination and cooperation of higher education institutions through the RTT-ELC initiative, our early childhood workforce will be well equipped to successfully address the needs of Connecticut's children and their families. We are also pleased to see resources devoted to a comprehensive data protocol to monitor progress in achieving RTT-ELC's ambitious goals and inform policy development and program planning. Through these initiatives, high-need children will be better connected to necessary support services.

This Committee has contributed to creating the systems that will allow Connecticut's higher education institutions to enhance the quality and coordination of their early childhood curricula as proposed in the RTT-ELC application. Below are a few examples:

- Public Act 04-212, *An Act Concerning Workforce Development*, which the Committee approved in 2004, created Connecticut Charts-A-Course (CCAC), a statewide professional development, program improvement and registry system for early care educators in center-, group- and family-based settings. CCAC offers career counseling and training, advancement in career ladders to early care educators, and helps early care providers obtain accreditation for their programs. CCAC will play an integral role in advising RTT-ELC partners in the development of a comprehensive Workforce Knowledge and



Competency Framework, articulation agreements across 2- and 4-year colleges and universities, and increased implementation of the Early Childhood Teacher Credential (ECTC) program.

- In addition and most recently, the Connecticut General Assembly enacted Public Act 11-181, *An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development*. This Act sets the framework on which Connecticut's RTT-ELC Plan was established – so as to ensure many more children enter Kindergarten ready to succeed. The Act requires building a coordinated system that consolidates existing early childhood education and child care programs and services for children from birth to age eight into a coordinated system that strives to: reduce the academic achievement gap; increase participation in early childhood education programs; increase parent engagement, family literacy, and parenting skills; increase oral language development and social competence; and decrease special education placements.
- Also, the Connecticut General Assembly recently enacted Public Act 11-54, *An Act Concerning Requirements for Early Childhood Educators*, which makes several changes to strengthen the required qualifications for early childhood educators.

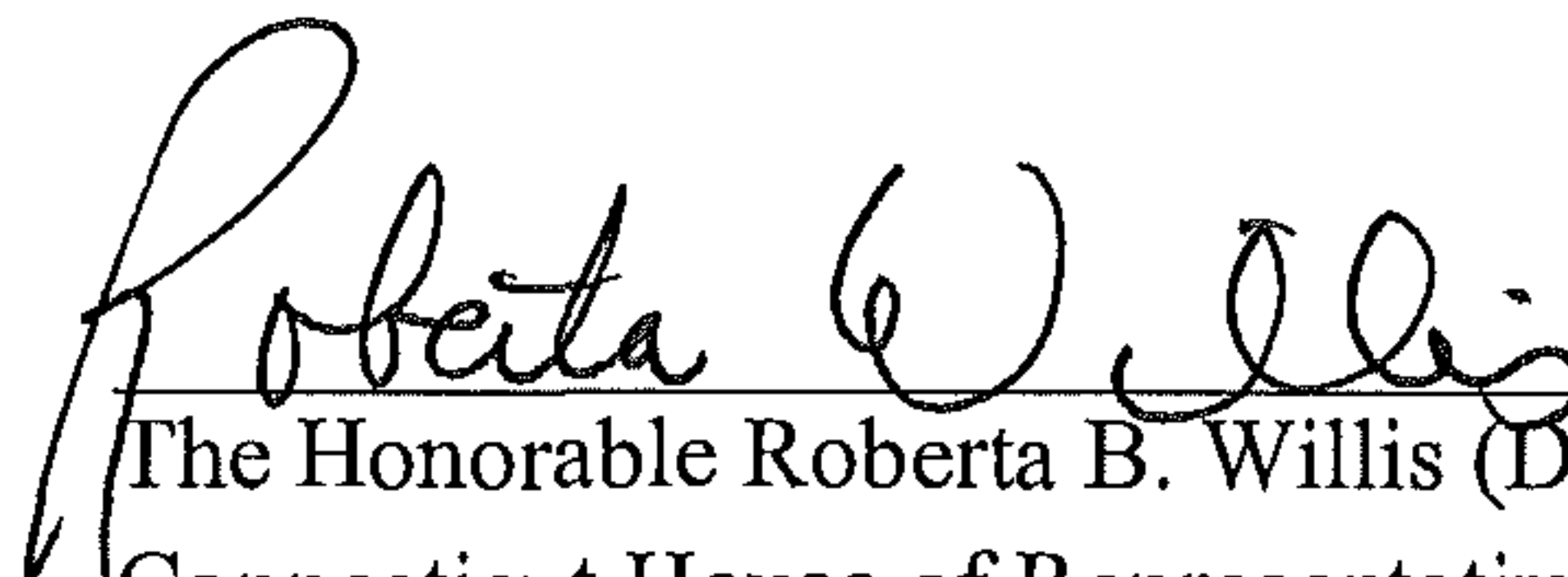
Through the highly collaborative planning process used to develop Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) application, we are confident that RTT-ELC activities will improve the quality and coordination of early care learning and development at the state, regional and local levels. As a result, Connecticut's children will be better supported in their developmental needs in their critical early years, positioning them to attain academic success and gainful employment as adults.

We, the undersigned leaders of the Connecticut General Assembly's Higher Education and Employment Advancement Committee, fully endorse Connecticut's Race to the Top – Early Learning Challenge application and look forward to supporting its successful implementation.




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The Honorable Beth Bye (D)  
Connecticut State Senate – 5<sup>th</sup> District  
Co-Chair, Higher Education and Employment  
Advancement Committee




---

The Honorable Roberta B. Willis (D)  
Connecticut House of Representatives – 64<sup>th</sup> District  
Co-Chair, Higher Education and Employment  
Advancement Committee




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The Honorable Antonietta Boucher (R)  
Connecticut State Senate – 26<sup>th</sup> District  
Ranking Member, Higher Education and  
Employment Advancement Committee

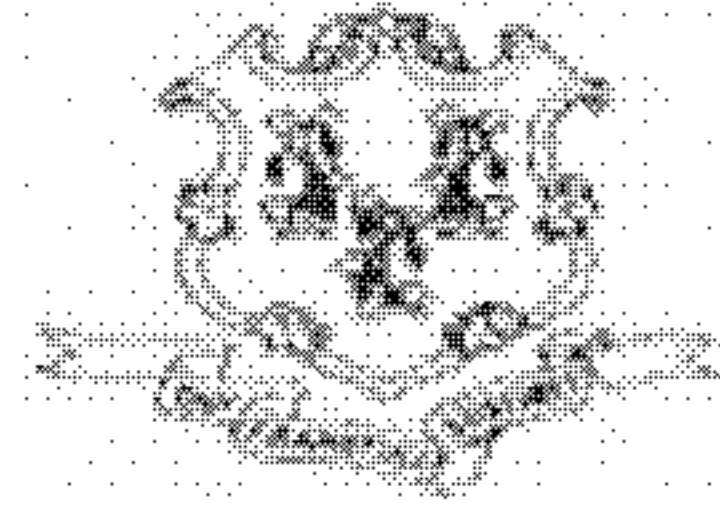
## State of Connecticut

Senator Anthony Musto  
CO-CHAIR

GENERAL ASSEMBLY

Representative Peter Tercyak  
CO-CHAIR

Senator Eric D. Coleman, *Vice-Chair*  
Senator Joe Markley, *Ranking Member*



Rep. Bruce Morris, *Vice-Chair*  
Rep. Lile R. Gibbons, *Ranking Member*

### HUMAN SERVICES COMMITTEE

October 14<sup>th</sup> 2011

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

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

Dear Secretary Duncan and Secretary Sebelius,

The Connecticut General Assembly's Human Services Committee strongly supports Connecticut's proposed Race to the Top – Early Learning Challenge (RTT-ELC) application. If funded, this application will improve the quality of early learning and development, better preparing Connecticut's children for lifelong academic and employment success.

Of the 210,000 children ages 0 to 5 in Connecticut, some 60,000 have high needs (e.g. low income, developmental delays, and language barriers, etc.). Despite our current efforts, roughly one out of four children enters Kindergarten with skills, knowledge, and behaviors below expectations – placing them at a disadvantage to reach their educational potential. The Human Services Committee is committed to helping protect these children and ensure their needs are properly met.

The Committee has cognizance of all matters relating to the Department of Social Services and the Department of Children and Families, including institutions under their jurisdiction; the Office of Child Day Care; the Office of Protection and Advocacy for Persons with Disabilities, among others. In this role, we have developed many of the policies and systems that will serve as the foundation of early childhood care and education that Connecticut's RTT-ELC application will advance.

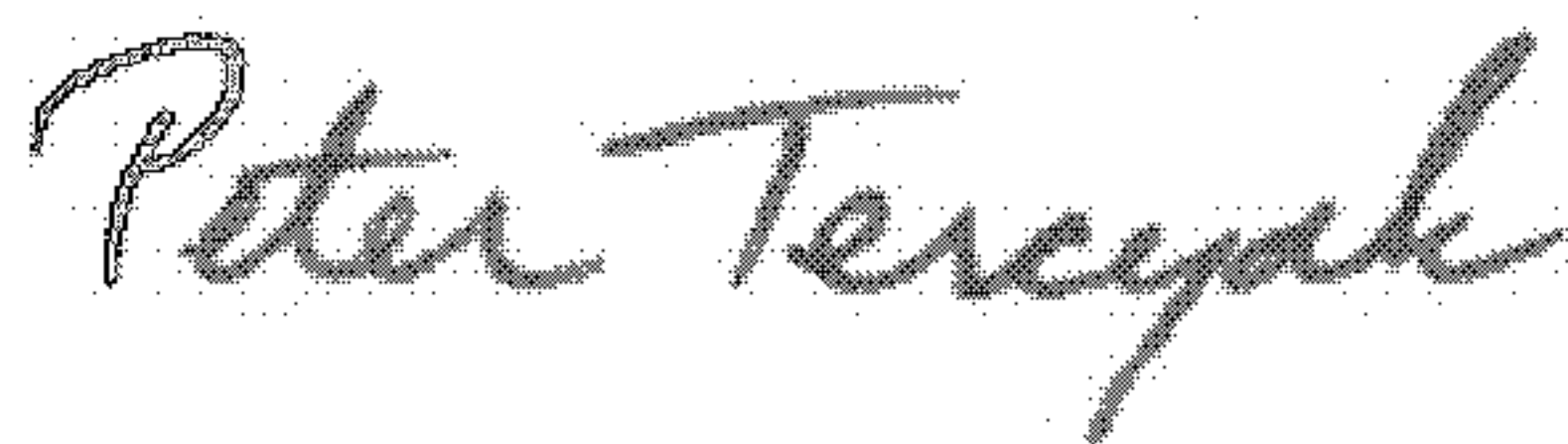
Both of the primary agencies (DSS and DCF) that relate to the efforts of our Committee will play central roles in the successful implementation of RTT-ELC projects. We are pleased that the RTT-ELC will increase inter-agency coordination at the state level through the creation of the Office of Early Care and Education and Child Development, and create clear Early Learning Standards and quality rating systems.

Connecticut's RTT-ELC proposal will achieve its ambitious goals by accelerating existing efforts to strengthen state systems and supporting communities to collaborate to better meet the needs of children and families through improved capacity building, service coordination, integration of early care learning and development standards, and quality improvements.

We, the undersigned leaders of the Connecticut General Assembly's Human Services Committee, fully endorse Connecticut's Race to the Top – Early Learning Challenge application and look forward to supporting its successful implementation.



The Honorable Anthony J. Musto (D)  
Connecticut State Senate – 22<sup>nd</sup> District  
Human Services Committee Co-Chair



The Honorable Peter A. Tercyak (D)  
Connecticut House of Representatives – 26<sup>h</sup> District  
Human Services Committee Co-Chair

October 17, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius,

As Senate Co-Chairman of the Connecticut General Assembly's Select Committee on Children, I strongly support Connecticut's proposed Race to the Top – Early Learning Challenge (RTT-ELC) application to improve the quality of early learning and development systems and supports for Connecticut children and their families.

The Select Committee on Children is committed to improving the health and safety of Connecticut's children. I am pleased that Connecticut's RTT-ELC proposal will strengthen inter-agency cooperation and stronger data sharing protocols to help us better monitor how early care services are meeting the needs of Connecticut's children. The creation of a well integrated tiered Quality Rating and Improvement System, enhanced health and mental health training for early care providers, and increased access to training and technical assistance for early care educators will all result in higher quality and more accessible early childhood care and education services for children and their families. These goals directly coincide with the interests of the Select Committee on Children.

The highly collaborative planning process for Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) application has resulted in ambitious goals that will be achieved by accelerating existing efforts to strengthen state systems through improved service coordination, integration of early care learning and development standards, and quality improvements to better meet the needs of children and families.

I, the undersigned Senate Co-Chair of the Connecticut General Assembly's Select Committee on Children, fully endorse Connecticut's Race to the Top – Early Learning Challenge application and look forward to supporting its successful implementation.



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The Honorable Terry B. Gerratana (D)  
Connecticut State Senate – 6<sup>th</sup> District  
Co-Chair, Select Committee on Children



**State of Connecticut**  
**HOUSE OF REPRESENTATIVES**  
 STATE CAPITOL  
 HARTFORD, CONNECTICUT 06106-1591

**REPRESENTATIVE JOHN W. THOMPSON**  
 THIRTEENTH ASSEMBLY DISTRICT

LEGISLATIVE OFFICE BUILDING  
 ROOM 4031  
 HARTFORD, CT 06106-1591  
 HOME: 860-643-8981  
 CAPITOL: 860-240-8585  
 TOLL FREE: 1-800-842-8267  
 FAX: 860-240-0206  
 E-MAIL: Jack.Thompson@cga.ct.gov

**MEMBER**  
 APPROPRIATIONS COMMITTEE  
 HUMAN SERVICES COMMITTEE  
 SELECT COMMITTEE ON CHILDREN

October 12, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

I write to strongly express my support for Connecticut's proposed Race to the Top – Early Learning Challenge (RTT-ELC) application to improve the quality of early learning and development.

As a long-time member of the Select Committee on Children, Appropriations Committee, and Human Services Committees, I have a long history of leadership on children's issues, including the health care of children. For example, I played a central role in the development and implementation of the HUSKY insurance for low-income children and their families and the establishment of the Child Poverty and Prevention Council; I served as the first chair of the Select Committee on Children, and I chaired the task force that created what today is known as the Nurturing Families program (a provider of early intervention services to at-risk families to prevent child abuse and neglect).

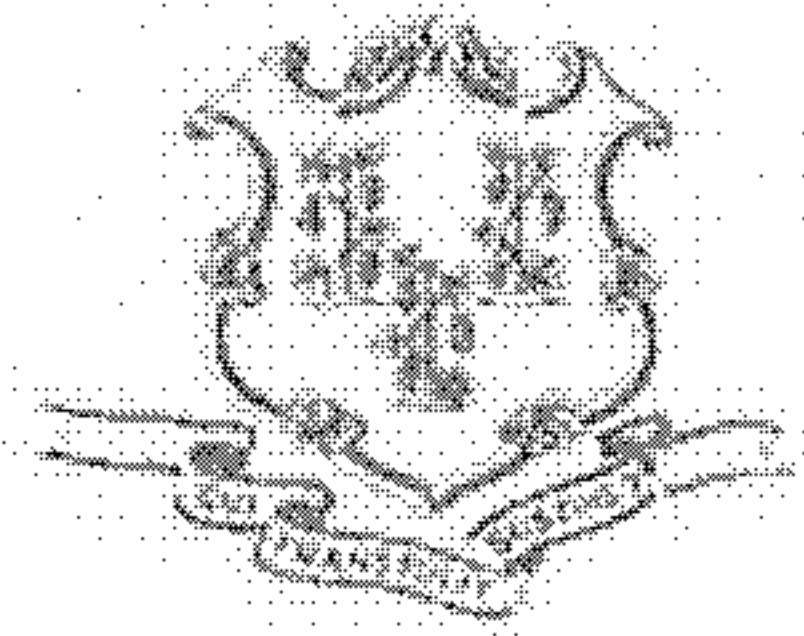
I have received numerous awards for my work on behalf of children and families, and as a longtime advocate for children and families; I am pleased that Connecticut's RTT-ELC initiative will facilitate the connection of family caregivers, including licensed home day care and kith and kin providers, to a comprehensive system of early care and education. It will improve continuing education opportunities for early care caregivers and educators, and improve stronger data sharing protocols to help us improve educational outcomes. These projects will integrate our existing early learning and development infrastructure to improve our reach of the approximately 60,000 high needs children whose needs are not currently being met.

I also support the creation of the Office of Early Care and Education and Child Development to facilitate inter-agency coordination and further the implementation of Public Act No. 11-181, "*An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development*," which mandates the creation of a coordinated system of early care and education and child development through increased collaboration among relevant Connecticut state agencies. Together, these efforts will create a strong continuum of birth-5 services, standards, and supports to promote healthy development and academic success.

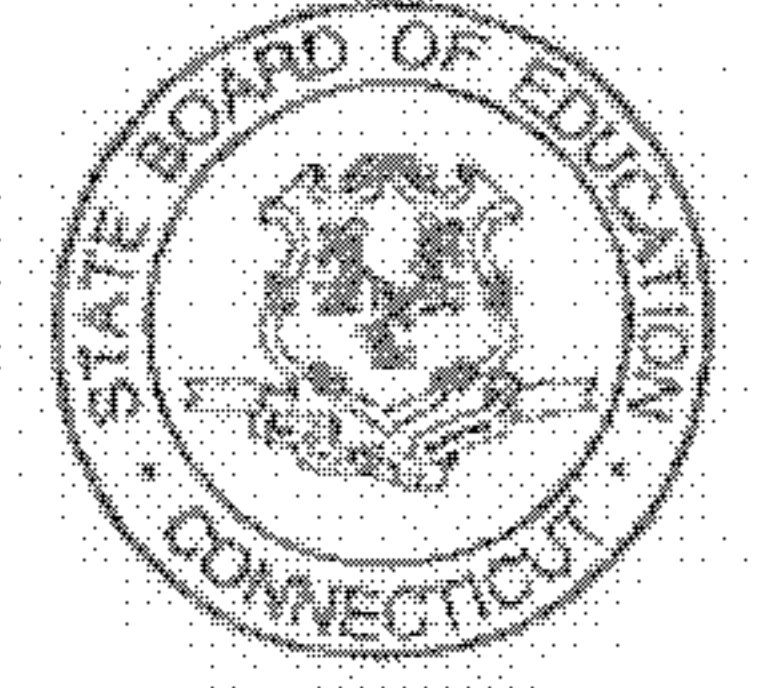
I have dedicated my career to helping create systems that ensure every child has access to quality education, healthcare and social support services they need to thrive. I applaud Connecticut's RTT-ELC ambitious goals and I look forward to supporting its successful implementation.

Yours truly,

  
 Representative Jack Thompson



STATE OF CONNECTICUT  
STATE BOARD OF EDUCATION



October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

This letter confirms the ongoing commitment of the Connecticut State Board of Education to improve early childhood education and close the achievement gap in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative.

The State Board of Education is responsible for general supervision and control of the educational interests of the state, including preschool, elementary and secondary education, special education, vocational education and adult education. The State Board of Education's Five-year Comprehensive Plan for Education sets forth its priorities for Connecticut's students. A significant portion of the plan addresses the importance of high-quality early learning and the power that it holds in terms of allowing all children to fulfill their potential and in closing the achievement gaps. These priorities and the action steps designed to support them are articulated in two of the Board's three priorities: high-quality preschool education for all students and high academic achievement of all students in reading, writing, mathematics and science.

The RTT-ELC initiative aligns with the mission of the State Board of Education and the work of the State Department of Education. It exemplifies a coordinated and collaborative approach to addressing the needs of our youngest citizens, including their educational, social and health needs. The application supports our efforts to address the uneven preparation of young children and the resulting achievement gap. It also speaks to the need for a well-trained, highly qualified early childhood workforce and consistent standards across our state in public and private settings that care for and educate children.

This application exemplifies the Board's priorities by focusing on children with high needs and promoting high-quality preschool education for all children. The Board commits to the following actions in support of the RTT-ELC initiative:

- provide guidance and leadership to the State Department of Education as it implements RTT-ELC in partnership with other state agencies and partners;
- integrate Board of Education activities and efforts with Connecticut's RTT-ELC plan to promote successful implementation;
- incorporate into its legislative and budget proposals language that supports the tenets of the application and serves to promote access to and participation in high-quality early childhood programs; and
- review data on a regular basis to inform the Board in setting policy around early learning, monitoring progress of initiatives and ensuring accountability.

The State Board of Education is proud to support Connecticut's application as a critical component of our collective responsibility and efforts to close the achievement gap.

Sincerely,



Allan B. Taylor, Chairperson  
Connecticut State Board of Education

G: Race to the Top – Letter of Support



Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road, Wethersfield, CT 06109-1242 - (860) 571-7446 - Fax (860) 571-7452 - Email [admin@cabe.org](mailto:admin@cabe.org)

October 10, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Connecticut Association of Boards of Education (CABE) is pleased to endorse Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) application, which will improve the quality of early learning and development and increase the academic achievement of children with high needs. The proposed RTT-ELC project will also accelerate implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*.

CABE serves local and regional boards of education in Connecticut and is dedicated to improving the quality of education throughout the state and the nation. CABE's membership includes nearly 150 school districts representing 90% of the state's public school population. CABE is a leading advocate for public education at the state capitol and in Washington, DC, and offers many types of support services to local boards of education including the Board Member Academy, a continuing education program for local board of education members.

CABE recognizes the connection between young children's early education experiences and their ultimate success in school. We applaud RTT-ELC's emphasis on supporting state efforts to increase high-need children enrolled in high-quality learning and development programs, and to increase coordination of early childhood services at the state, regional, and local levels. This is certain to increase the number of high-need children who arrive at kindergarten ready to learn, and will ultimately reduce Connecticut's educational achievement gap. CABE has long had a policy in support of early care and education.

CABE will assist the Governor's new Office of Early Care and Education and Child Development to implement the proposed RTT-ELC project by disseminating information through various means, which will include the CABE Journal, which goes to CABE member boards of education and superintendents of schools; speaking about these issues at various workshops; providing sample policies for boards of education to consider and adopt, support any efforts in the P-20 Council on early education, including strengthening public education's methods of ensuring smoother transitions between early education and k-12; and serving in other appropriate forums (I personally served on the Early Childhood Policy and Research Council and on the subcommittee working on ensuring quality in preschools).

CABE looks forward to working with you on this exciting and important initiative to improve the quality of education in Connecticut.

Sincerely yours,

Robert Rader  
Executive Director, Connecticut Association of Boards of Education



David G. Title, Ed.D.  
Superintendent of Schools



Phone (203) 255-8372  
Fax (203) 255-8245

*The Education Center*

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Re: Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Fairfield Public Schools enthusiastically commits to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development.*"

The Fairfield Public Schools is deeply concerned about improving the skills and knowledge of high needs children, including developmentally disabled children. Our community has been an integral part of the fabric of the state's early childhood systems, and I currently serve as the Chair of the Early Childhood Education Cabinet, whose infrastructure provides the foundation for RTT-ELC projects.

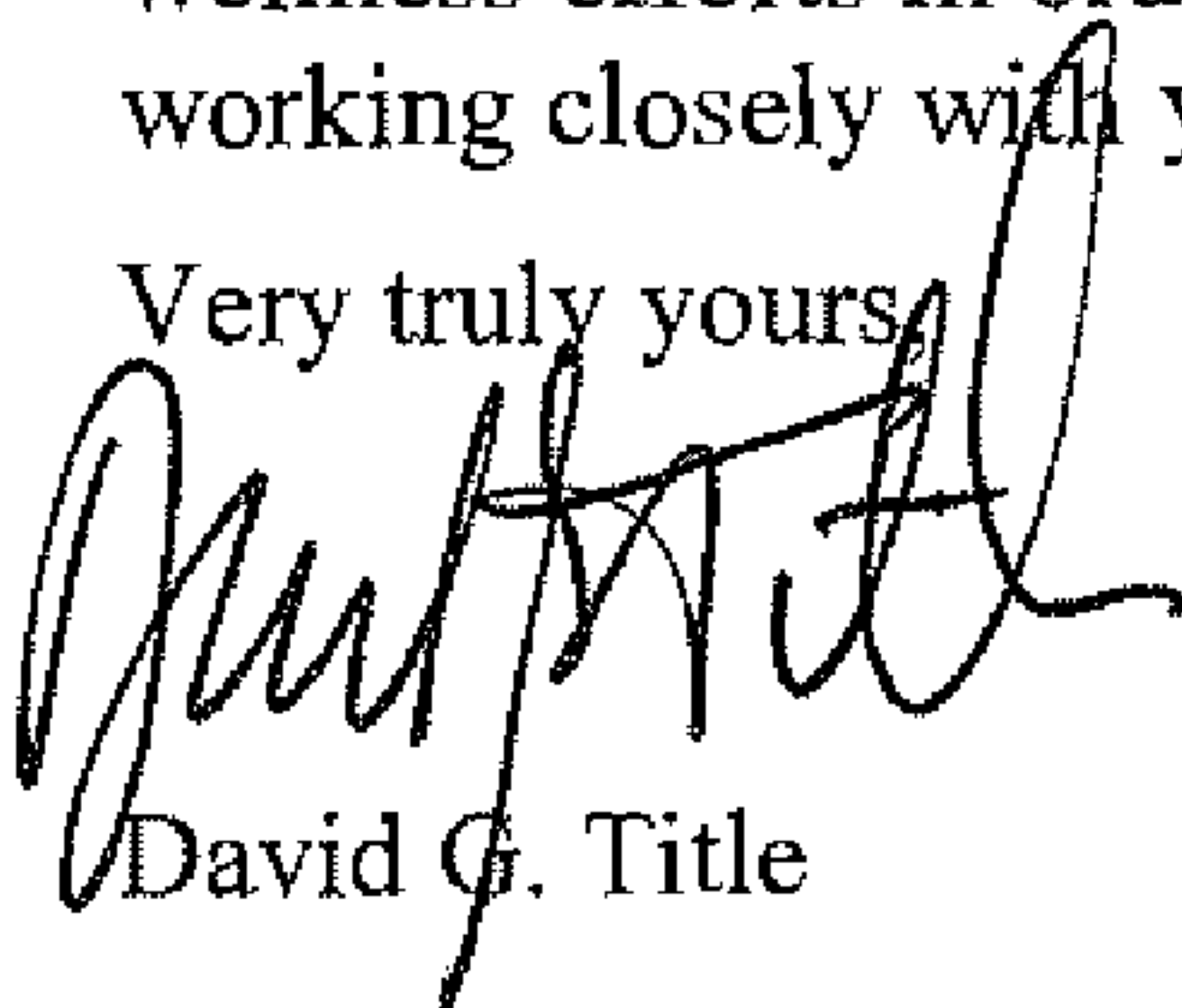
I am pleased that the Cabinet will play a central role in the implementation of Connecticut's RTT-ELC initiative, especially in the development of a comprehensive statewide early childhood system that includes a tiered QRIS system, provides technical assistance to increase local capacity, develops and aligns statewide Early Learning Standards, strengthens connections to early elementary education, and improves data collection. Beyond my role in the Cabinet, I am committed to supporting the successful implementation of RTT-ELC projects through the Fairfield Public Schools by:

- Integrating RTT-ELC systems into district programs, including our literacy programs;
- Connecting early learning literacy programs (0-pre-K) and early elementary literacy programs (K-3) to ensure RTT-ELC impacts are sustained after age 5;
- Facilitating local collaborative efforts to integrate RTT-ELC systems of service delivery, parent engagement, and data sharing;
- Participating in the tiered QRIS system as an early childhood education provider;
- Encouraging maximum program and community participation in the QRIS process (including kith and kin providers) using existing quality improvement efforts already underway;
- Promoting understanding of the Early Learning Standards among providers and families;
- Assisting in the revision of the Kindergarten Inventory assessment tools as appropriate;

- Implementing the refined Kindergarten Inventory;
- Incorporating new state data protocols for integrated data collection and evaluation; and
- Facilitating connections to private and philanthropic resources as appropriate.

These in-kind contributions total an estimated \$50,000 over the four-year grant period. Through RTT-ELC, we can support and better connect school-based activities to community and state wellness efforts in order to expand the impact on families and children. I look forward to working closely with you in this important effort.

Very truly yours,



David G. Title



P.O. Box 9310, Stamford, CT 06904

Offices at 888 Washington Blvd. Phone (203) 977-4105

[www.stamfordpublicschools.org](http://www.stamfordpublicschools.org)

Winifred Hamilton, Ph.D., Interim Superintendent of Schools

October 14, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Stamford Public Schools are excited to participate in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*.

The Stamford Public Schools serves approximately 66 children in our pre-k special education-like peer program. In addition, through a partnership with the Childcare Learning Centers, six Stamford Public Schools teachers work in the School Readiness Program. This program serves 544 children. Stamford is a Priority School District. We are a district "In Need of Improvement" Year 8. Minority students account for 62.2% of Stamford's enrollment, 50% of students are eligible for free/reduced priced meals. Stamford's students are 0.1% native American, 21.3% Black, 7.9% Asian, 32.9% Hispanic, and 37.8% white according to the 2010 Stamford Public School October counts.

Stamford has a demonstrated long standing commitment to ensuring that all four year olds have access to state funded preK programs. Our School Readiness Council works diligently to address the issues of school readiness and the needs of children and their families. Stamford's Early Childhood Blueprint outlines the Council's plan for improving the quality and accessibility of early childhood programs in our community. Yet more needs to be done to properly address the needs of low-income and other at-risk youth. For example, Stamford has the state's highest rate of uninsured children (9.9%), leaving them vulnerable to poor health outcomes, among others.

Connecticut's RTT-ELC will provide a comprehensive statewide early childhood system that includes a tiered QRIS system, provides technical assistance to increase local capacity, develops and aligns statewide Early Learning Standards, strengthens connections to early elementary education, and improves data collection to holistically address the needs of children. This system will result in better transitions into early elementary grades and comprehensive supports for local communities to better address the needs of vulnerable youth. In support of these RTT-ELC projects, the Stamford Public Schools will:

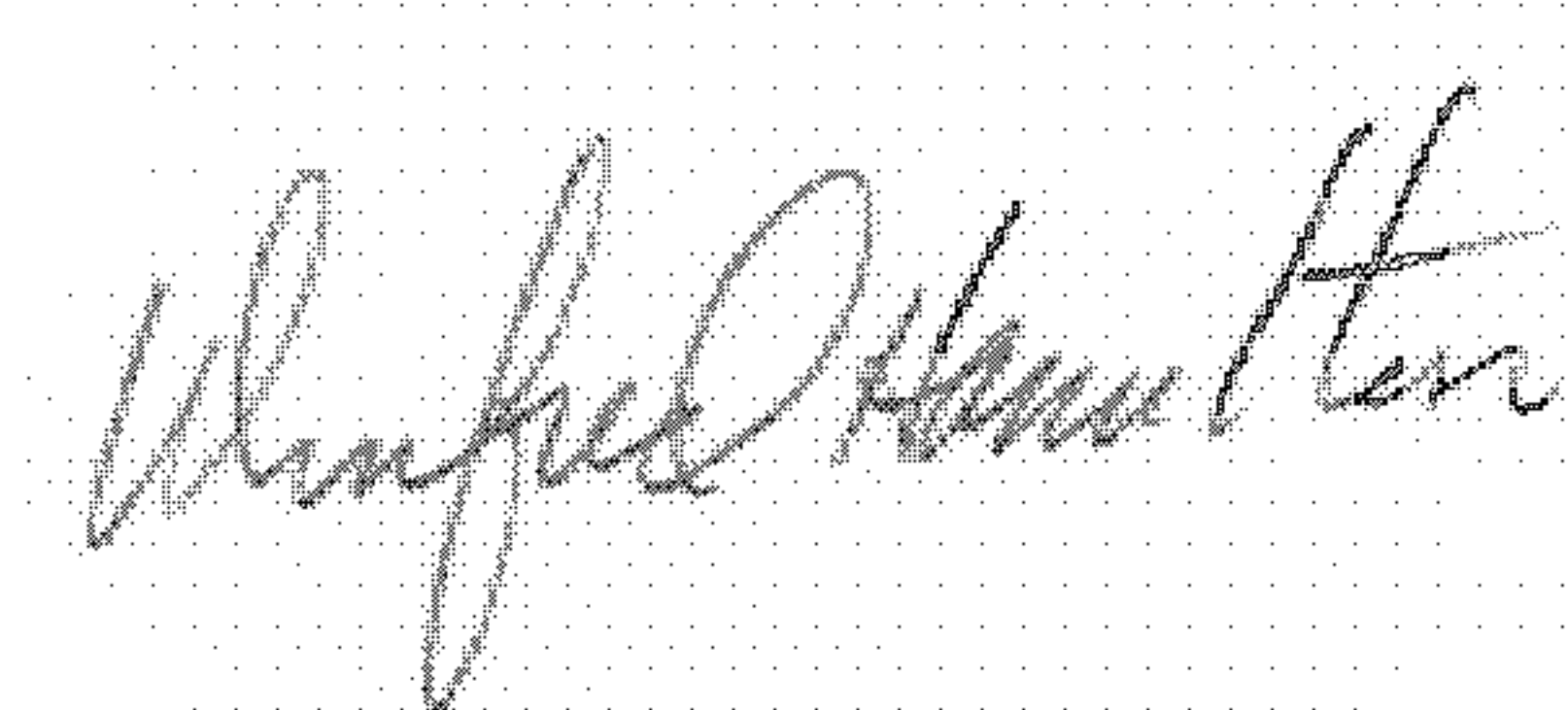
Re: CT's Application for Race to the Top – Early Learning Challenge Funds  
Stamford Public Schools  
October 14, 2011  
Page 2 of 2

- Integrate RTT-ELC systems into district programs, including School Based Health Centers and literacy programs;
- Connect early learning literacy programs (0-pre-K) and early elementary literacy programs (K-3) to ensure RTT-ELC impacts are sustained after age 5;
- Coordinate the efforts of the Early Childhood Task Force to better integrate service delivery, parent engagement efforts, and data sharing;
- Participate in the tiered QRIS system as a early childhood education provider;
- Encourage maximum program and community participation in the QRIS process (including kith and kin providers) using existing quality improvement efforts underway through our School Readiness programs;
- Promote understanding of the Early Learning Standards;
- Assist in the revision of the Kindergarten Inventory assessment tools as appropriate;
- Implement the refined Kindergarten Inventory;
- Incorporate new state data protocols for integrated data collection and evaluation;
- Facilitate connections to private and philanthropic resources as appropriate.

The in-kind contribution from the Stamford Public Schools is roughly estimated to be 8 hours per month for four years.

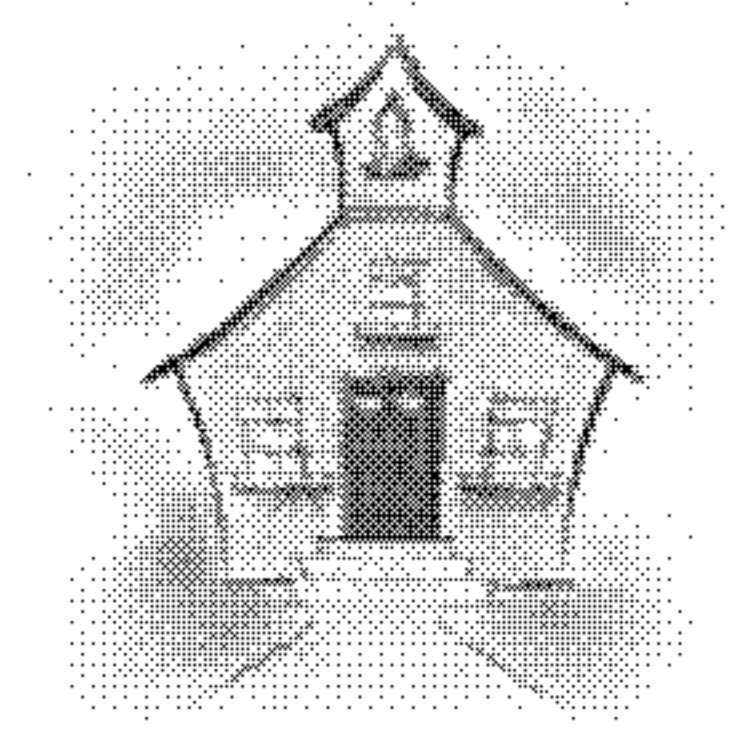
The mission of the Stamford Public Schools is to prepare each and every student for higher education and success in the 21st century. RTT-ELC will help us achieve this through better integration of school-based, community and state wellness efforts. I look forward to working closely with all the partners in this important initiative.

Very truly yours,

A handwritten signature in cursive script, appearing to read "Winifred Hamilton". The signature is written in black ink on a light-colored background.

Winifred Hamilton, Ph.D.  
Interim Superintendent

# New Haven Public Schools



Reginald Mayo, Ph. D  
Superintendent

October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

I enthusiastically write to express the commitment of the New Haven Public Schools to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*".

With 9,150 children under the age of 5 in the city, early learning and development is a critical area of focus for the New Haven Public Schools. In 2007, Mayor John DeStefano and I convened a New Haven Early Childhood Task Force comprised of early childhood leaders, including members of our School Readiness Council, to create the New Haven Early Childhood Plan, which states "to achieve the results we want, we envision an integrated, comprehensive system that engages and supports families in their efforts to raise and teach their children."

We have taken some important steps forward to achieve this vision. For example, we significantly increased the number of children served in preschool programs (73% in 2009 up from 64% in 2004), and have devoted substantial resources to improving program facilities and quality. The Public Schools assumed responsibility for operation of the City's Infant-Toddler early care programs funded through the Connecticut Department of Social Services Child Development program and moved them into improved facilities.

Yet young children and their families in New Haven still face tremendous challenges: the child poverty rate rose significantly between 2009 and 2010, from 31.2% to 43.7%; the number of eligible children looking for quality infant, toddler and preschool program slots are unable to access them – due to both lack of supply and costs.



Dr. Tina Mannarino, Ph. D  
Supervisor of Early  
Childhood Education

Gateway Center  
54 Meadow Street 5<sup>th</sup> floor  
New Haven, CT 06519

Phone: (203) 946-5353  
Fax: (203) 946-7401

I believe that RTT-ELC will help New Haven realize its vision by developing a comprehensive statewide early childhood system that includes a tiered QRIS system, provides technical assistance to increase local capacity, develops and aligns statewide Early Learning Standards, strengthens connections to early elementary education, and improves data collection. A State Department of Education Priority School District, the New Haven Public Schools fully support RTT-ELC projects in the following ways:

- Integrate RTT-ELC systems into district programs, including School Based Health Centers and literacy programs;
- Connect early learning programs (0-pre-K) and early elementary programs (K-3) to ensure RTT-ELC impacts are sustained after age 5;
- Coordinate the efforts of the Early Childhood Task Force to better integrate service delivery, parent engagement efforts, and data sharing;
- Participate in the tiered QRIS system as a early childhood education provider;
- Encourage maximum program and community participation in the QRIS process (including kith and kin providers) using existing quality improvement efforts underway through our School Readiness programs;
- Promote understanding of the Early Learning Standards;
- Share our gains in aligning our pre-k curriculum with the Common Core Standards;
- Assist in the revision of the Kindergarten Inventory assessment tools as appropriate;
- Implement the refined Kindergarten Inventory;
- Incorporate new state data protocols for integrated data collection and evaluation;
- Facilitate connections to private and philanthropic resources as appropriate; and
- Provide modeling and support to other collaboratives and extending our work to other towns in our region to meet identified needs.

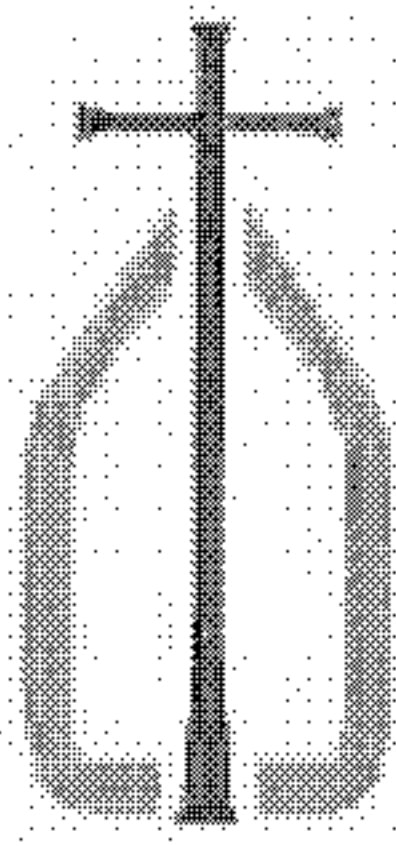
These cash and in-kind contributions total an estimated \$85,000 over the four-year grant period.

Through RTT-ELC, we can support and better connect school-based activities to community and state wellness efforts in order to expand the impact on families and children. I look forward to working closely with all the partners in this important initiative.

Very truly yours,



Reginald R. Mayo, Ph.D.  
Superintendent of New Haven Public Schools



RTT - ELC

# Catholic Charities

Archdiocese of Hartford

State of Connecticut  
ADMINISTRATIVE OFFICE  
839-841 Asylum Avenue  
Hartford, Connecticut 06105-2801  
(860) 493-1841  
Fax (860) 548-9343  
www.ccaoh.org

THE MOST REVEREND HENRY J. MANSELL, D.D.

President

JOHN RUBEN FLORES

Chairperson, Board of Trustees

LOIS M. NESCI

Chief Executive Officer

October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

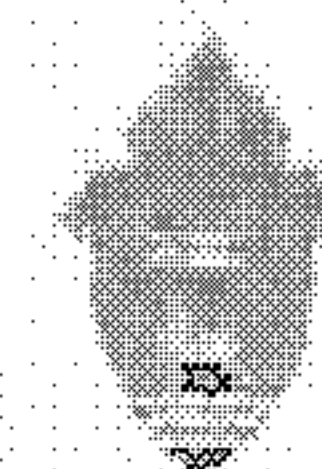
**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

Catholic Charities enthusiastically supports Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*".

Catholic Charities is a nonprofit agency serving people of all faiths in Hartford, Litchfield, and New Haven Counties since 1920. We focus on children as our future, families as the backbone of our society, and the elderly as our link to our roots. Since 1991 we have been a leading provider of nationally accredited early childhood care and education services in the state, serve more than 300 children ages 3-5 annually in ten locations in Hartford, New Haven, Meriden and Waterbury.

Since 1996, we have been a School Readiness provider through the State Department of Education. Our model strongly encourages parent participation. We have also developed strong local partnerships in the communities we serve and collaborate with local schools to promote seamless transitions into kindergarten.

Catholic Charities early childhood staff are extremely well qualified and have extensive experience in early childhood and working with children with a variety of special needs, including speech and language delays, ADHD, autism, and special medication needs. We regularly serve high need children (e.g. low-income, children with special needs, English language learners), and their families with health and nutrition services, mental health consultations, educational and social activities, family involvement and support, early and family literacy programming, supportive housing services, and much more. Through our six Family Centers, we offer a culturally competent and comprehensive approach to the development and enhancement of the family, focusing on activities that reinforce parent-child bonding. The Family Centers also enable use to connect directly with family childcare providers.

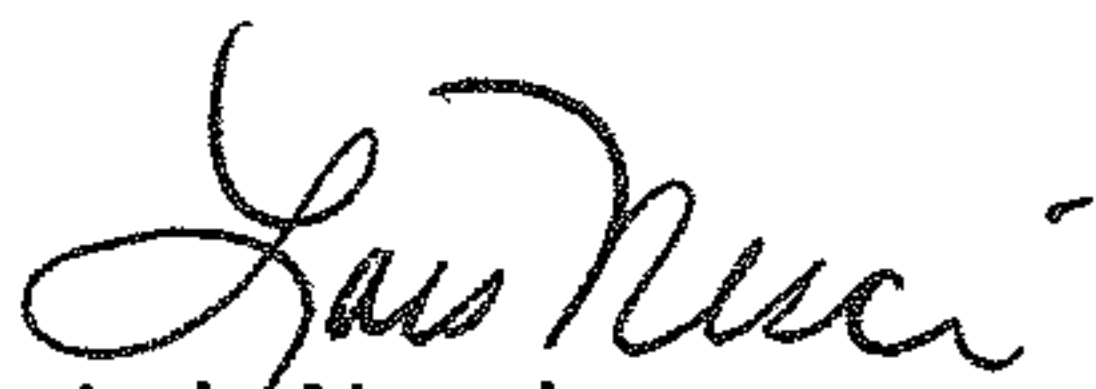


Our goal is to promote the highest standards of excellence in early childcare education and strengthening the family through educational and support services. Connecticut's RTT-ELC initiative will help us realize this goal through the development of a comprehensive integrated early learning and development systems that includes a tiered Quality Rating and Improvement System (QRIS), statewide Early Learning Standards, a well-trained workforce, and the creation of an integrated data system. We will participate in the successful implementation of these projects as follows:

- Integrate RTT-ELC systems into existing education and literacy programs;
- Participate in the tiered QRIS system as a early childhood education provider;
- Encourage maximum program and community participation in the QRIS process (including kith and kin providers) using existing quality improvement efforts underway through our School Readiness programs;
- Promote the Early Learning Standards and participation the QRIS system, including family care providers, kith and kin.
- Incorporate new state data protocols for integrated data collection and evaluation;
- Facilitate connections to private and philanthropic resources as appropriate.

Catholic Charities' commitment to RTT-ECL projects total an estimated \$58,000 per year or \$232,000 in-kind over the four-year grant period. We look forward to working with you on this critical project.

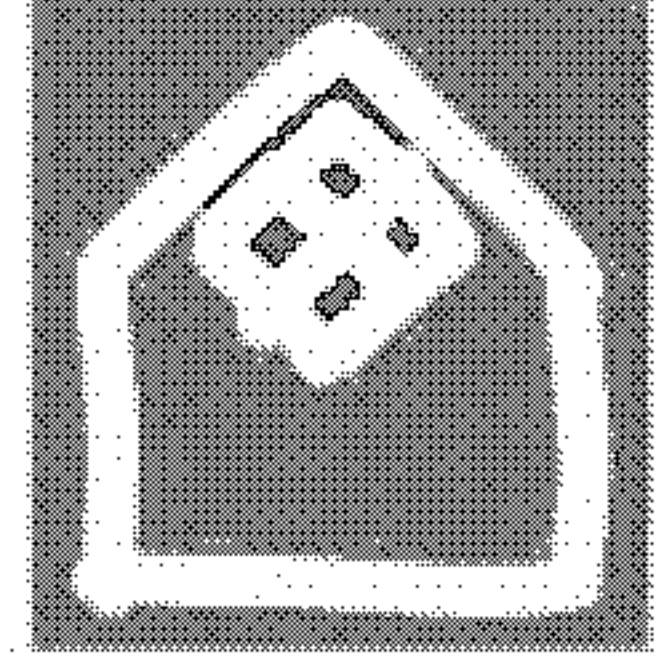
Sincerely,



Lois Nesci

Chief Executive Officer





## Women's League Child Development Center

October 7, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, Connecticut 06106

Dear Governor Malloy:

### **Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Women's League Child Development Center enthusiastically supports Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*.

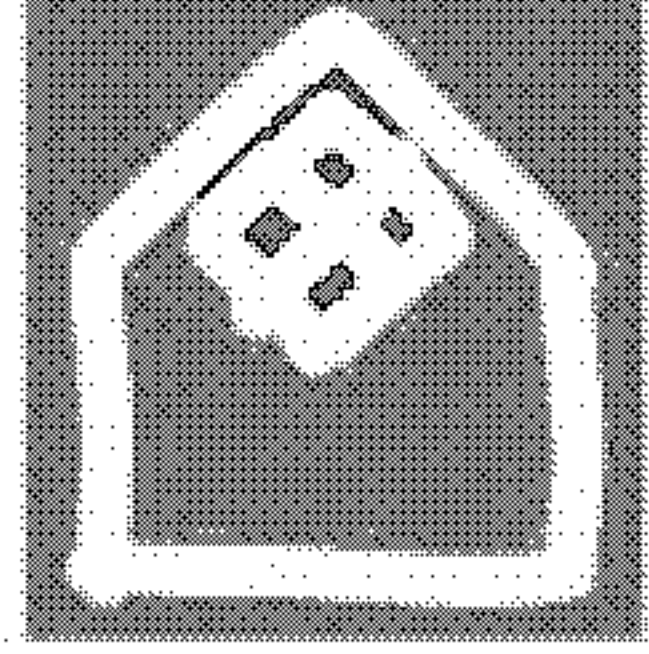
Founded in 1917, the Women's League was formed with an approach to early childhood education that was well ahead of its time. Today we offer more than 250 Hartford area children with high quality care and educational services, including family engagement and health/nutritional support.

In 1991, we became the first inner city early childhood education program to be accredited by the National Association for the Education of Young Children (NAEYC). We continue to maintain our status as a role model in the field by fulfilling and surpassing the highest standards. As a selected Hartford School Readiness provider, Women's League is approved by the Connecticut State Department of Education and licensed by the Department of Public Health. Our center was chosen as a participant in the Hartford Foundation for Public Giving Brighter Futures Initiative Child Care Enhancement Project. We actively participate on the Early Childhood Cabinet's Workforce Committee, and played an instrumental role in developing the Early Childhood Teaching Credential (ECTC) and associated competencies.

Many of the children we serve are at-risk, coming from low-income areas, are English language learners, and/or have special needs. Although our staff is exceptionally trained to care for these children, early care system improvements through Connecticut's RTT-ELC initiative will improve early childhood outcomes. We are pleased to see RTT-ELC incorporate the Cabinet's existing efforts in the development of a comprehensive integrated early learning and development systems that includes a tiered Quality Rating and Improvement System (QRIS), statewide Early Learning Standards, a well-trained workforce, and the creation of an integrated data system. We will participate in the successful implementation of these projects by:

- Integrating RTT-ELC systems into existing education and literacy programs;
- Encouraging provider and community participation in the QRIS process using existing quality improvement efforts underway through our School Readiness programs;
- Participating in the tiered QRIS system as a early childhood education provider;
- Encouraging other providers to participate in the QRIS process (including kith and kin providers);
- Promoting the understanding of Early Learning Standards among parents;

*Where all children love to learn and learn to love...while having fun.*



Women's League  
Child Development Center

- Continuing to participate on the Early Childhood Cabinet Workforce Committee to develop an integrated framework for early care educators;
- Incorporating new data protocols for integrated data collection and evaluation;
- Facilitating connections to private and philanthropic resources as appropriate;
- Identifying ways to sustain the resulting gains

Our in-kind support of these projects is an estimated \$11,520 over the four-year grant period. We look forward to working with you to improve the quality of care for our youth.

Sincerely,

*Iris Hope Rich*

Iris Hope Rich  
Executive Director

**John R. Rathgeber**  
President and Chief Executive Officer

October 11, 2011

The Honorable Dannel P. Malloy  
Governor  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

**Regarding Connecticut's application for Race to the Top - Early Learning Challenge funds**

Dear Governor Malloy:

I am writing to express the Connecticut Business Industry Association's (CBIA) strong support for Connecticut's Race to the Top - Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*". CBIA firmly believes these efforts will better prepare Connecticut's children for the high wage, high skills jobs of tomorrow.

CBIA is the Connecticut's largest business trade association with about 10,000 members that represent every business sector and region within our state. CBIA believe that Connecticut's economic competitiveness is dependent on highly skilled workforce, one that can drive innovation and productivity gains. Graduating high school students who are ready for college or advanced technical education and closing the state's large achievement gap are priorities that we share with your administration. A coordinated system of quality early childhood care and education is critical to achieving these goals.

As you know, CBIA has been actively involved in both the policy debate on public education reform and in a number of district or school based initiatives. We have also been integrally involved in early childhood care and education planning through my service as the immediate past Chair of the Early Childhood Education Cabinet. During my tenure as Chair, we realigned the Cabinet's efforts and its Committees (Data, Workforce, Early Learning Standards, and Family Supports) to reflect your commitment to building a truly integrated system. These improvements laid the foundation for Connecticut's RTT-ELC application.

CBIA is pleased to see that RTT-ELC will improve access and integration of early care educator workforce training and promote the expansion of the Early Childhood Teacher Credential. Inter-agency coordination through the Office of Early Care and Education and Child Development, along with the expansion of the Cabinet's membership and committees, including 1) a QRIS Task Force to advise the development of a three tiered Quality Rating and Improvement System; 2) a Health Committee to oversee the expansion of health and mental health capacity among early care providers; 3) and a State and Local Partnerships Committee to help integrate RTT-ELC priorities and systems into existing regional and local collaborations, will result in higher quality, better coordinated care, especially for high needs children.

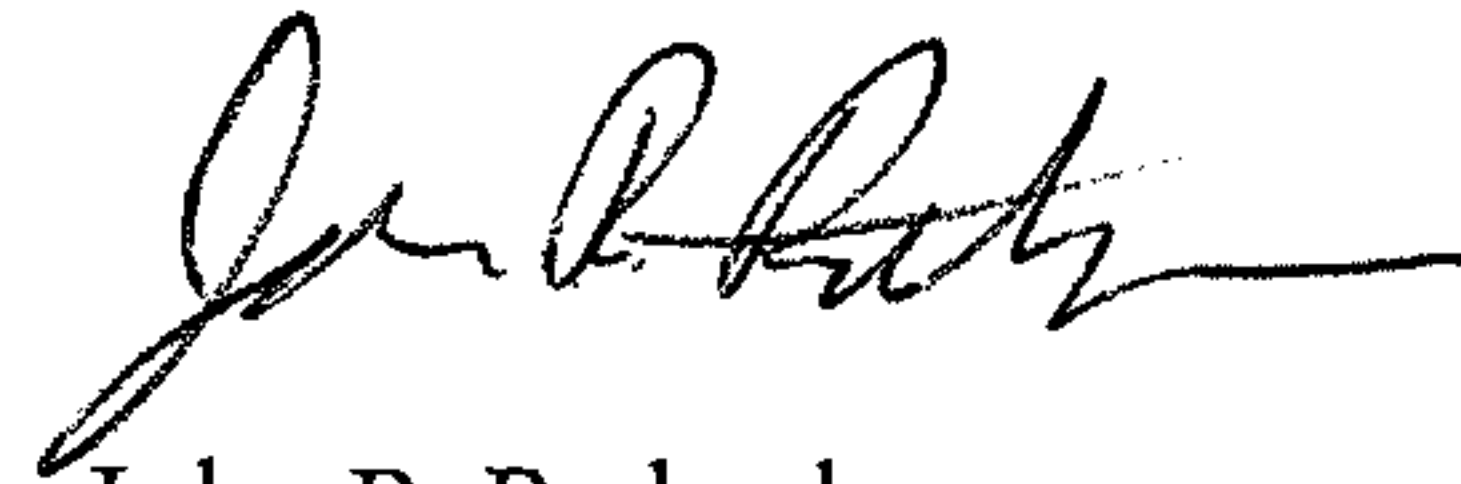
CBIA's education initiatives fully support the comprehensive and integrated approach defined in the RTT-ELC application, and we will contribute to the successful implementation of RTT-ELC's projects by:

- Supporting the creation of the Office of Early Care and Education and Child Development;
- Identifying and facilitating linkages to additional resources to expand high quality early learning and development programs;

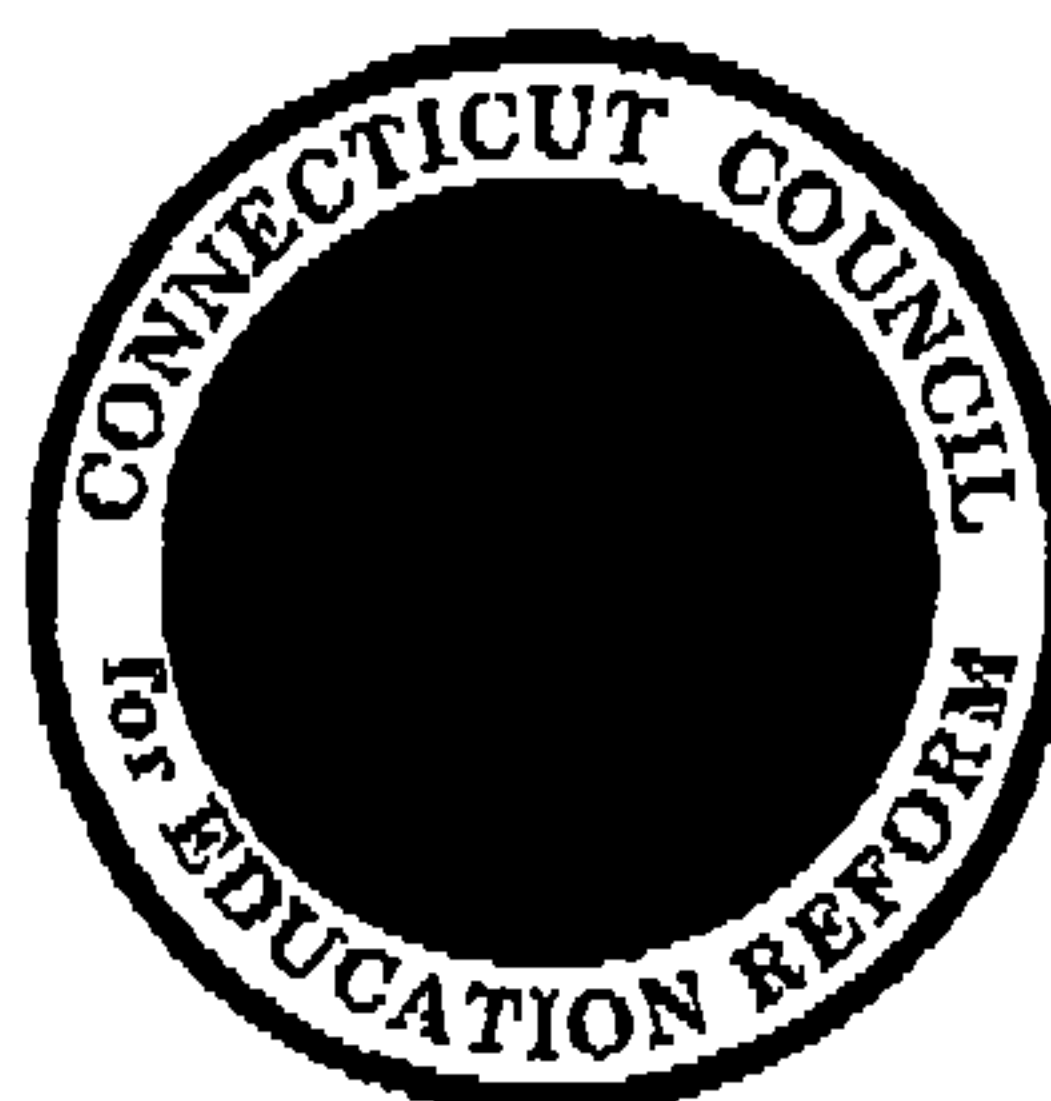
- Facilitating practicum experiences required for the Early Childhood Teacher Credential as appropriate;
- Educating our members about the RTT-ELC initiative and its importance in developing a stronger workforce;
- Reaching out to the state's media and general public about the importance of these initiatives;
- Continuing our participation on the Cabinet and its Workforce Committee as appropriate;
- Facilitating links to private and philanthropic resources to promote long-term project success as appropriate;

We look forward to continuing our partnership with your administration to implement this important initiative.

Sincerely,



John R. Rathgeber



October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Connecticut Council for Education Reform (CCER) is pleased to support Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*". Together, these efforts will make significant strides in improving early childhood outcomes by accelerating the existing momentum to reform early care and education systems and supports.

Connecticut has the largest achievement gap in the nation between low-income and non low-income students. CCER is a statewide nonprofit organization that advocates for comprehensive reform efforts to close the achievement gap while raising academic outcomes for *all* students in Connecticut. We also work for the implementation of the recommendations of the CT Commission on Educational Achievement (one of which was to consolidate early childhood services). Over the next decade our two major goals are:

**Goal 1:** Connecticut will largely eliminate the achievement gap between low-income and non-low-income students on the 4th and 8th grade Connecticut Mastery Tests and on high school graduation rates.

**Goal 2:** Connecticut will have one of the smallest achievement gaps in the nation and will be amongst the highest-achieving states overall, ensuring all students have a world-class education.

As part of our mission, we support innovative initiatives to build momentum and capacity for education reform efforts. Connecticut's RTT-ELC initiative will help very young children and their families access the high quality supports, care and education necessary for a strong foundation for future academic success. We are especially pleased to see that RTT-ELC projects include 1) revising Connecticut's Early Learning Standards to create a B-5 continuum aligned with the Head Start Framework and Connecticut's K-3 standards; 2) efforts to refine the Connecticut's Kindergarten Inventory assessment tool to improve quality and include revised Early Learning

Standards; 3) development of a comprehensive data system that enhances inter-agency and provider data-sharing to better monitor progress on improving early learning outcomes; and 4) a conscious effort to link and sustain RTT-ELC projects to program efforts in Early Elementary Grades to sustain improved outcomes for high needs children in the long term.

These reforms, and the others captured in the RTT-ELC application, are essential steps to creating a supporting environment for children ages 0-5 to grow and be ready to achieve academic success. CCER will support the successful implementation of these projects by:

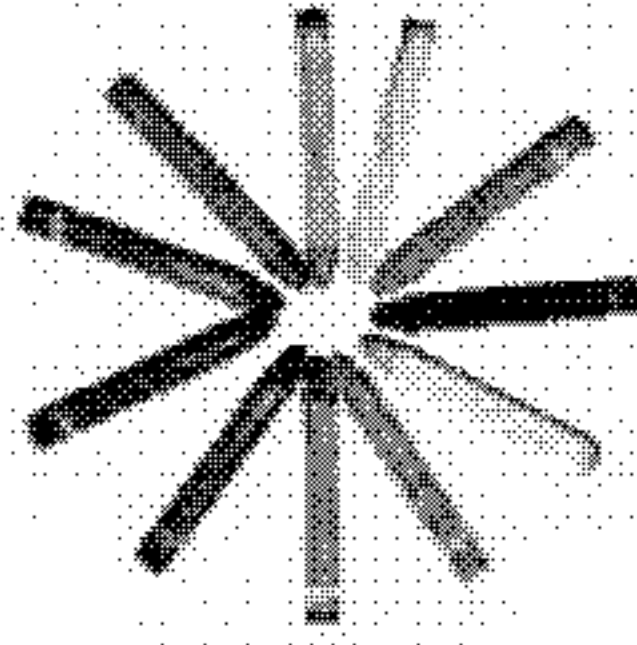
- Supporting the creation of the Office of Early Care and Education and Child Development to improve coordination of state agency programs and facilitate better inter-agency cooperation, including data sharing protocols;
- Serving as a resource for regional and local capacity building in implementing new standards and assessments as appropriate;
- Facilitate connections to private and philanthropic resources as appropriate;

We are excited to see this progress in our state's education system, and look forward to working with you to ensure long-term success on these critical projects.

Sincerely,



Shana Kennedy-Salchow  
Interim Executive Director

**Sheff Movement****Quality Integrated Education for All Children**

12 October 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top - Early Learning Challenge funds**

I am writing to express my enthusiastic support for Connecticut's Race to the Top - Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development*".

As you know, my son Milo and I are the named plaintiff family in the landmark civil rights lawsuit (*Sheff vs. O'Neill*) concerning disparities in educational opportunity for all children. A critical part of that lawsuit was about government's response to the long-term effects on children living under the weight of poverty concentration and racial isolation.


My many years of activism include defending the rights of persons who live in public housing, those infected or affected by HIV/AIDS, families marginalized by economic challenges, and advocating against the proliferation of waste facilities in Hartford. I have worked tirelessly to address the high incidence of asthma, lead poisoning, and obesity that adversely affects the quality of life for Hartford's children. In support of this growing family dynamic, I founded the City of Hartford Grandparents Raising Grandchildren Program - an initiative that resulted in the construction of housing units to support these unique families.

I recently retired from public service on the Hartford City Council. Chief among my many accomplishments in this role was the creation of the citywide literary effort "Keep Them Reading" campaign.

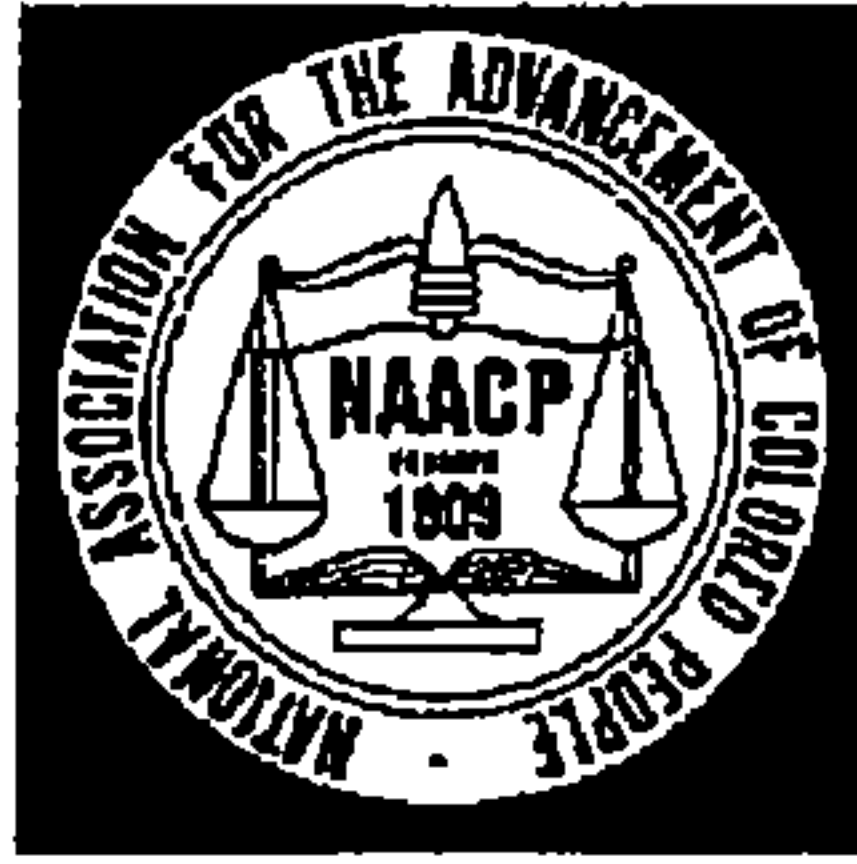
As a former licensed nurse and advocate for young children, I am pleased that the RTT-ELC initiative will focus on children not currently being supported by existing early care systems. It will integrate early learning educational standards and increase technical assistance and resources for formal and informal (kith and kin) family childcare providers. I also support expanding access to the Early Childhood Teacher Credential and to health/mental health standards, and the creation of the Office of Early Care and Education and Child Development to increase coordination among state agencies.

I have dedicated my life to championing the needs of at-risk youth, and applaud RTT-ELC's effort to improve support for them and their caregivers. I look forward to working with you on this important initiative, most especially with regard to initiatives that address early beginnings and open choice programs in our state.

Sincerely,

  
 Elizabeth Horton Sheff,  
 Co-founder, Sheff Movement

## Connecticut State Conference of NAACP Branches



October 13, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

### Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds

Officers:

PRESIDENT  
**Scot X. Esdaile**

1ST VICE PRESIDENT  
**Joan H. Gibson**

2ND VICE PRESIDENT  
**Ronald P. Davis**

3RD VICE PRESIDENT  
**Roland Cockfield**

TREASURER  
**Rosa Browne**

ASSISTANT TREASURER  
**Jacqueline D. Owens**

SECRETARY  
**Shiela S. Hayes**

ASSISTANT SECRETARY  
**Faith Jackson**

The mission of the NAACP is "to ensure the political, educational, social, and economic equality for all persons and to eliminate race-based discrimination." A principal objective of the NAACP is "To ensure the political, educational, social, and economic equality of all citizens." The NAACP National Education Program strives to ensure that all students have access to an equal and high-quality public education by eliminating education-related racial and ethnic disparities in our public schools.

National progress tests given to 4<sup>th</sup> and 8<sup>th</sup> graders in Connecticut, however, show that low-income students perform at dramatically lower levels than non-low-income students—sometimes up to three grade levels behind. In fact, 2009 National Assessment of Educational Progress (NAEP) results demonstrated that Connecticut has the largest academic achievement gap of any state. Our low-income students and students of color achieve at significantly lower levels than their wealthy and white peers, which hurts our children, our communities, and our state.

Because of this dire situation, the Connecticut State Conference of the National Association for the Advancement of Colored People (NAACP) strongly supports Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) proposal, which will put more high-need children on a path to educational achievement and success in life. We have reviewed an overview of Connecticut's RTT-ELC application, and we are optimistic that its strategies will benefit Connecticut's high-need children, including many children of color.

The Connecticut NAACP intends to support the RTT-ELC project by:

- Advocating for State policies that will build upon the reforms proposed as part of the RTT-ELC effort;
- Raising awareness of early learning opportunities among the parents of young children in Connecticut's communities of color; and
- Educating family-based and kith & kin care providers about opportunities to enhance the quality of the care they provide for young children through training and technical assistance.

Provide technical education awareness to parents and young children in Connecticut's communities of color.

Provide financial literacy to parents and young children in Connecticut's communities of color.

Connecticut's achievement gap does an injustice to our communities of color. The proposed Race to the Top – Early Learning Challenge project will play an important role in shrinking the achievement gap by helping our youngest and most vulnerable children. The Connecticut NAACP fully endorses this application and eagerly awaits news of its success.

Sincerely,

  
Scot X. Esdaile, President

CT State Conference of NAACP Branches

2074 Park St, Hartford, CT 06106, Office: (860) 523-9962  
Email: [ctnaacp2@sbcglobal.net](mailto:ctnaacp2@sbcglobal.net)





STATE OF BLACK CT ALLIANCE

October 14, 2011

The Honorable Governor Dannel P. Malloy  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The State of Black CT (SBCT) Alliance convenes a statewide network of stakeholders committed to creating a high quality of life for Connecticut's Black and vulnerable populations through fiscal and best practice accountability, education and advocacy. The SBCT Alliance provides intensive and interactive, hands-on technical assistance and training in parent engagement within diverse communities. Our core partners include the Education Equality Project, a leading civil rights movement to eliminate the racial and ethnic achievement gap in public education by working to create an effective school for every child.

Unfortunately, 2009 National Assessment of Educational Progress (NAEP) results demonstrated that Connecticut has the largest academic achievement gap of any state, as low-income and students of color perform at dramatically lower levels than their non-low-income and white peers.


As a direct result of the urgent need to close the achievement gap by putting more high-need children in high-quality early learning and development programs; the SBCT Alliance offers its support for the enclosed Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) application.

The SBCT Alliance intends to support the RTT-ELC project by:

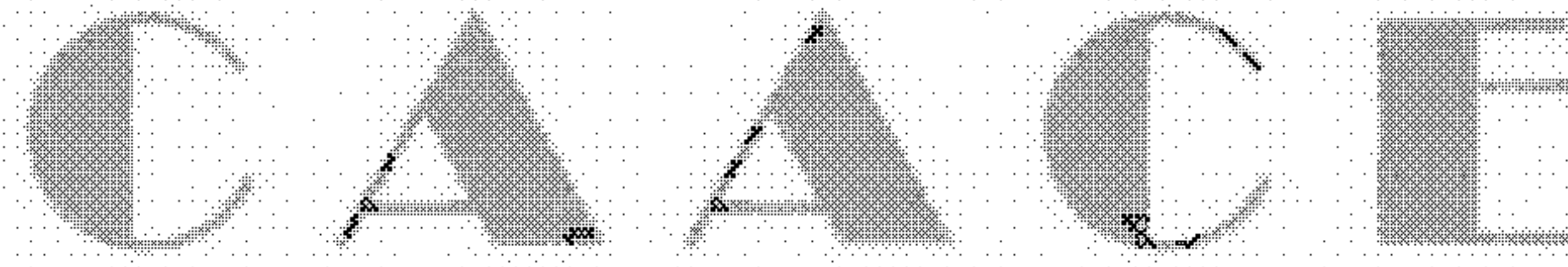
- Raising awareness of early learning opportunities among the parents of young children in Connecticut's communities of color and vulnerable populations;
- Providing training and technical assistance to family-based and kith & kin care providers regarding opportunities to improve the quality of the care they offer to young children.
- Providing parents and families with knowledge and supports regarding the importance of appropriate child and academic development which include the reshaping of home and community environments thus fostering the necessary social, emotional, physical and nurturing support that each child needs in order to prepare them for academic achievement and life success.

In closing, all citizens benefit by responsible investments, in an accountable, streamlined Pre K – 12 educational system, thus propelling Connecticut on a trajectory towards economic security.

Best Regards,



Gwendolyn Samuel, Founder  
State of Black CT Alliance



The CONNECTICUT ASSOCIATION for ADULT and CONTINUING EDUCATION

October 13, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the Connecticut Association for Adult and Continuing Education's (CAACE) support for Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development."*

CAACE members are committed to providing quality adult education services that are accessible to all Connecticut adults and lead to mastery of the essential proficiencies needed to function as productive citizens in work, family and community environments. Connecticut's adult education programs are governed by Connecticut General Statutes, which require local school districts to offer education programs in the areas of elementary and secondary school completion, English for adults with limited English proficiency, and preparation for United States citizenship.


Adult education programs can contribute to the success of the RTT-ELC initiative and the implementation of P.A. 11-181 in some of the following ways:

- Research has demonstrated that a mother's education level is one of the greatest predictors of children's school success. Adult education programs will contribute to children's health and success in school by educating their parents to: improve their literacy abilities and/or attain a high school diploma; be better prepared to enter employment or postsecondary education; and be better equipped to move out of poverty and provide a healthier and safer future for their children.
- Programs will promote the training, credentialing, and career opportunities in early education to adult education students.

- In order to increase access to high-quality early care programs, parents enrolled in family literacy projects will be advised about information available through the Quality Rating and Improvement System.

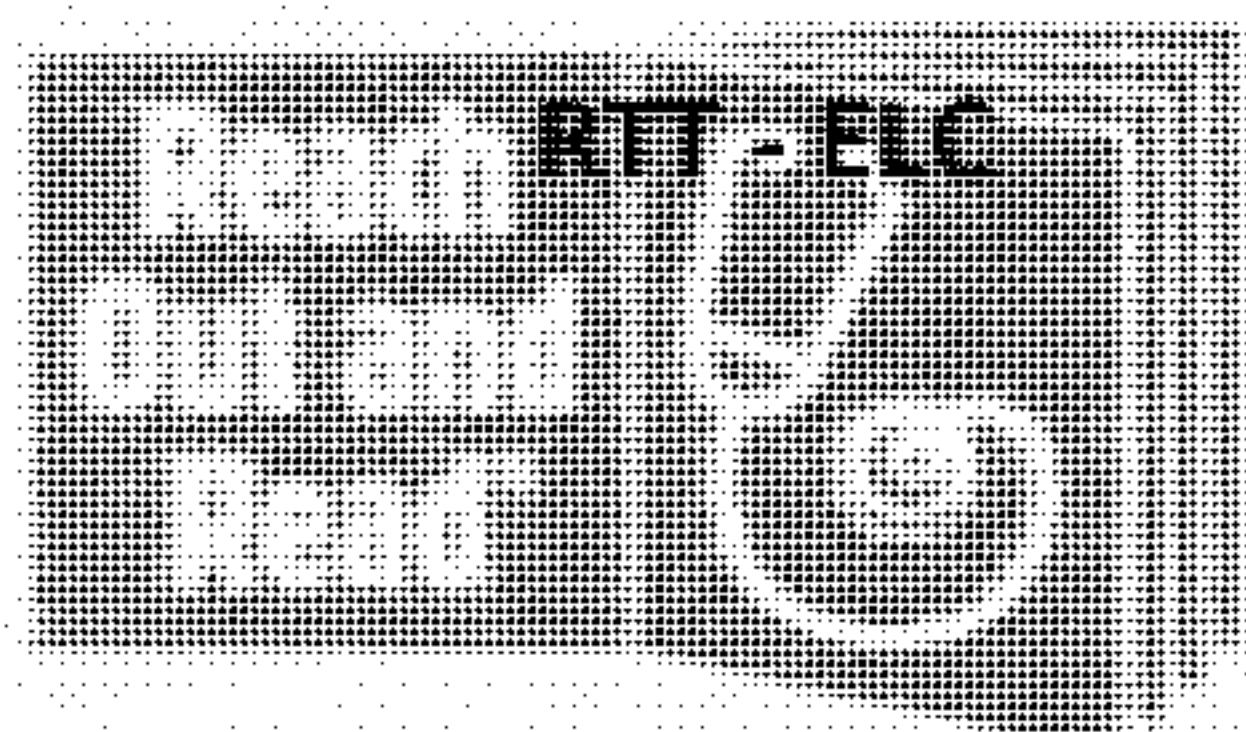
We fully support this effort and look forward to working with you on this important initiative.

Sincerely,



Richard Tariff, President  
Connecticut Association for Adult and Continuing  
Education

CAACE  
P.O. Box 123, North Haven, CT 06473  
Phone/fax 203-631-0211  
caace@caace.org  
www.caace.org



reachoutandread.org

October 7, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

Connecticut Reach Out and Read eagerly supports the state's Race to the Top – Early Learning Challenge (RTT-ELC) initiative to improve early childhood outcomes for the state's high needs children.

Children who start out with reading difficulties are more likely to ultimately fail in school. Without intervention, they will grow into adults with low literacy skills and poor economic potential. Children living in poverty are especially at risk, since they hear as many as 30 million fewer words than their more affluent peers before the age of 3, and 61% of them do not have children's books at home.

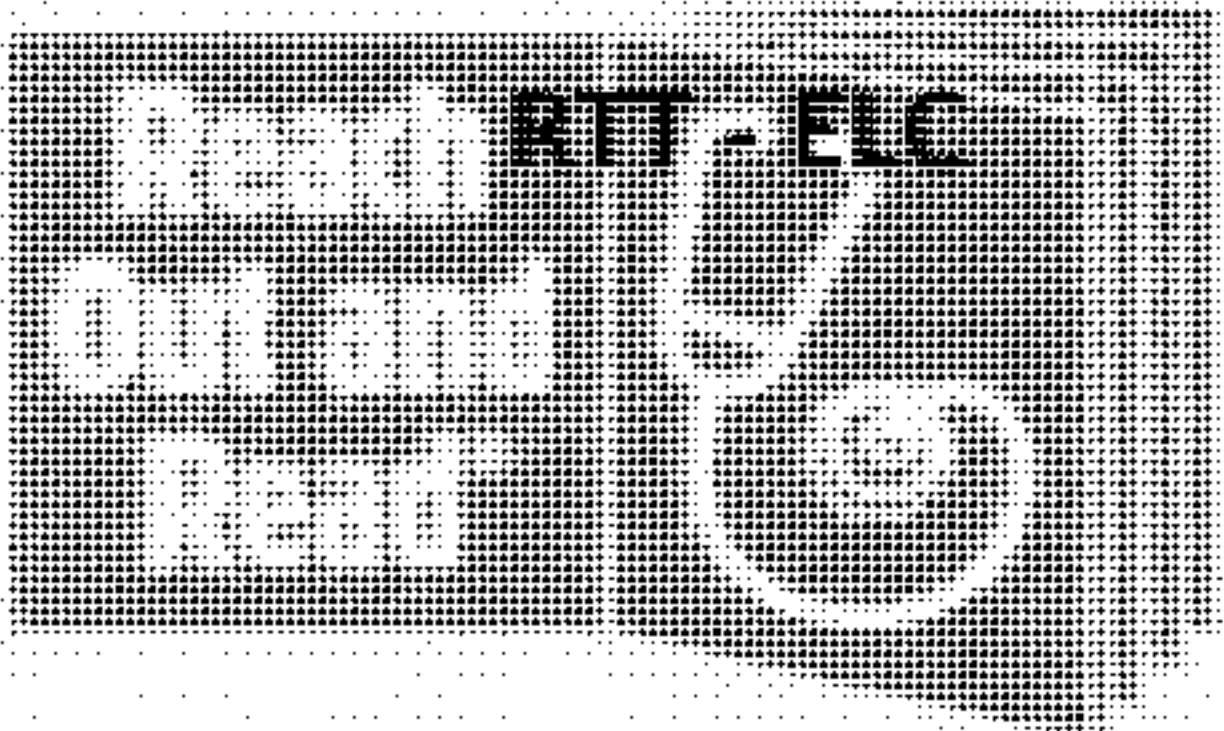
Reach Out and Read uses an evidence-based approach to combat these threats by partnering with pediatricians to give new books to children ages 6mo – 5 years and advice to parents about the importance of reading aloud during their pediatric primary care exams. Through our presence in hospitals, clinics, and health centers, we reach those "at-risk", hard to reach children who do not have access to early education programs and therefore most need our services. The 47,248 Connecticut families served by Reach Out and Read read together more often, and their children enter kindergarten better prepared to succeed, with larger vocabularies, stronger language skills, and a six-month developmental edge over their peers. Last year, 44 pediatric healthcare providers distributed 57,818 books through our three-step model:

1. In the exam room, providers speak with parents about the importance of reading aloud to their young children every day, and offer age-appropriate tips and encouragement.
2. The child receives a new, culturally- and developmentally-appropriate book to take home and keep.
3. Parents incorporate the advice and encouragement they receive in pediatric visits and make reading aloud a daily, enjoyable experience between parent and child. Reach Out and Read families read up to 350 hours with our children prior to kindergarten.

This RTT-ELC initiative will improve educational outcomes for Connecticut's children through the development of a coordinated, statewide early learning and development system that includes comprehensive Early Learning Standards and data systems. Reach Out and Read will work diligently to ensure the successful implementation of these projects by:

- Providing support and integration into RTT-ELC capacity building efforts for literacy programs;
- Advise and assist in connecting early learning literacy programs (0-pre-k) and early elementary literacy programs (K-3) to ensure RTT-ELC impacts are sustained after age 5;
- Disseminate information to parents about Early Learning Standards and the QRIS system;
- Incorporate new state data protocols for integrated data collection and evaluation;
- Facilitate connections to private and philanthropic resources as appropriate;
- Enhancing the quality of current Connecticut Reach Out and Read Programs by providing 100% of the books needed to sustain each Program annually which, in turn, will enhance the outcomes for the children, better preparing them for kindergarten;
- Expanding our Programs in Connecticut to reach additional children living in poverty. According to Annie E. Casey's KID'S COUNT 2000 data, there are nearly 200,000 children in Connecticut living with income <200% FPL.

These cash and in-kind contributions total an estimated \$15,500 over the four-year grant period.



reachoutandread.org

Through RTT-ELC and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*, Connecticut children will better realize their full potential as healthy, productive citizens. We look forward to partnering with you to realize these outcomes.

Sincerely,

Christine Garber  
Reach Out and Read  
Connecticut Program Director



October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the ongoing commitment of Child FIRST to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*.

Child FIRST (Child and Family Interagency Resource, Support, and Training) is an evidenced based early childhood intervention, embedded in a system of care, that works to decrease the incidence of serious emotional disturbance, developmental and learning problems, and abuse and neglect among the most vulnerable young children and families in Connecticut. It has been designated by HRSA and ACF as one of the nine national, "evidence-based home visiting models" of the federal Maternal, Infant and Early Childhood Home Visiting Program. Extensive research has documented that the first three years of life are the time of the most rapid brain development, critically shaped by a child's environment. The greater the number of risks, the greater the incidence of significant learning disorders and serious emotional disturbance. **Our goal is to identify and address problems early among high risk young children (birth through age five), so as to maximize children's social-emotional health, language development and learning capacity so that they are ready for school.**

Child FIRST sites develop broad collaborations including local service providers, parents, and community stakeholders - both to identify children needing services and to connect Child FIRST families with community services. Child FIRST CT works closely with state providers who serve these children and their families, especially Department of Children and Families (DCF), Birth to Three early intervention system, home visitation programs for high risk families, and adult substance abuse and mental health providers. Our intensive home-based services include: comprehensive assessment of the strengths and needs of the child and family; development of a comprehensive, well integrated, family-driven plan; care coordination to access services; and intensive home-based and community mental health treatment. Parental involvement is fundamental to the Child FIRST model, and is included at every level.

Child FIRST is dedicated to reaching as many high needs children as possible with our intensive home-based services. The generous support of philanthropic, private and public funders allows us to provide these services at no cost to families. As a result we work with many families who are recent immigrants and without insurance. Our staff is multicultural and multilingual, reflective of each of the communities where Child FIRST works.

Connecticut's RTT-ELC initiative will better coordinate state and local early childhood systems and provide more complete supports for high needs children. We strongly support these goals, and commit to assisting in the successful implementation of RTT-ELC projects by:

- Supporting the creation of the Office of Early Childhood Development, Early Care and Education as part of the ongoing implementation of Public Act No. 11-181;
- Providing Child FIRST services to high risk young children and their families and coordinating the delivery of those services with other partners involved with the implementation RTT-ELC;
- Providing technical assistance and capacity building tools to implement RTT-ELC systems at the regional and local level as appropriate;
- Promoting awareness of RTT-ELC resources and systems among the families we serve;
- Advising the improvement and coordination of training for early care and education providers in health and mental health standards (e.g. through participation on the Early Childhood Cabinet's new Health Committee as appropriate);
- Identifying effective investments to improve the early screening and mid-level assessment process;
- Incorporating new state data protocols for integrated data collection and evaluation; and
- Facilitating connections to private and philanthropic resources as appropriate.

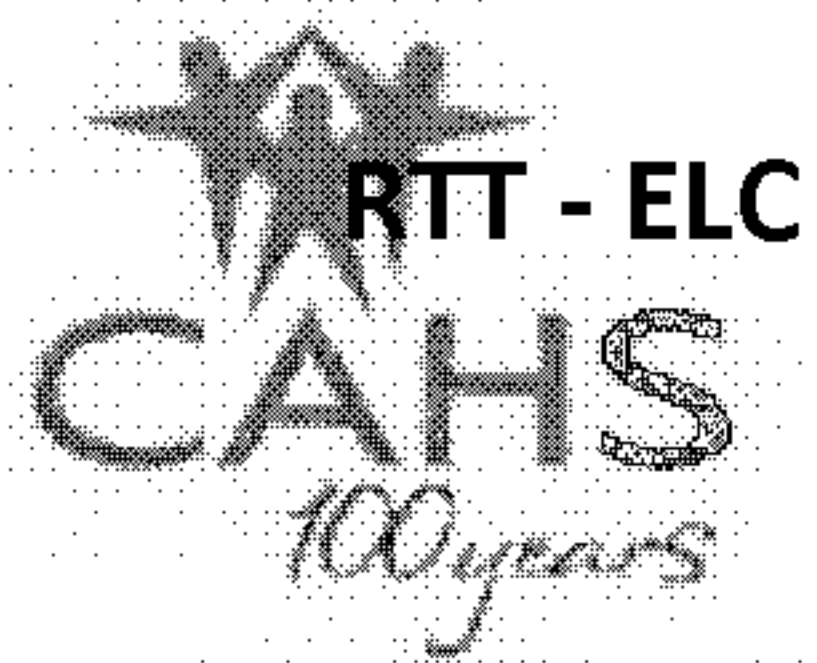
We estimate that these in-kind contributions total \$50,000 over the four-year grant period.

Child FIRST shares the Connecticut RTT-ELC's goals of identifying those children most likely to fail and providing comprehensive services that will promote their success and close the achievement gap. We look forward to working with you on this important initiative.

Sincerely,



Darcy Lowell, M.D.  
Executive Director, Child FIRST CT  
Associate Clinical Professor  
Pediatrics and Child Study Center  
Yale University School of Medicine



Connecticut Association for Human Services  
110 Bartholomew Avenue · Suite 4030  
Hartford, Connecticut 06106  
www.cahs.org

Luis Caban, President  
James P. Horan, Executive Director  
860.951.2212  
860.951.6511 fax

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

**RE: Connecticut's application for Race to the Top – Early Learning Challenge funds**

Dear Governor Malloy:

This letter confirms the ongoing commitment of the Connecticut Association for Human Services to improve early childhood outcomes through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*.

Founded in 1910, the Connecticut Association for Human Services (CAHS) promotes family economic security strategies that empower low-income working families to achieve financial independence. We are a key contributor to developing and improving the state's early childhood care and education systems. For example:

- CAHS is the state's premier convener of early childcare and education providers through our Provider's Caucus, a forum for providers to develop a well-informed voice and become equipped to participate in early care and education policy dialogue.
- CAHS plays a leading role in the state's early childhood data infrastructure, and serves as staff for the Annie E. Casey Foundation's KIDS COUNT project in Connecticut, a public education campaign that provides reliable, comprehensive, timely data and analysis on how well Connecticut's children are doing at the state and local levels.
- CAHS is a leading member of the Connecticut Early Childhood Alliance and a partner in the "I Care About Kids and I Vote" campaign.
- CAHS administers the Early Care and Education listserv, disseminating essential early learning and development information to more than 800 caregivers, educators, parents, policy makers, and support services providers statewide.
- Sheryl Horowitz, CAHS's Director of Community Research, is the Co-Chair of the Early Childhood Education Cabinet's Data Systems Committee, helping to build the foundation for many proposed RTT-ELC projects.

Connecticut's RTT-ELC projects increase and enhance connections to local providers of early care and education services and supports. CAHS is committed to RTT-ELC's success, and will support this effort in the following ways:

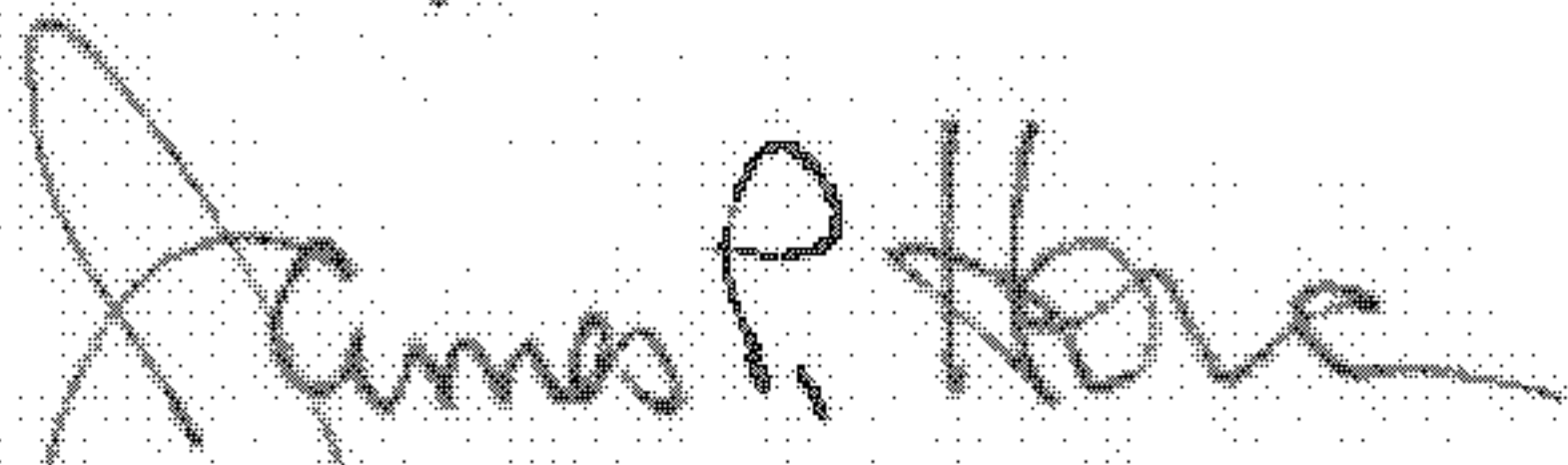
- Support the creation of the Office of Early Childhood Development, Care and Education as part of the ongoing implementation of Public Act No. 11-181;
- Advocate for maximum participation in the Quality Rating and Information System (QRIS) among child care providers and educators (including family caregivers, kith and kin) as appropriate;



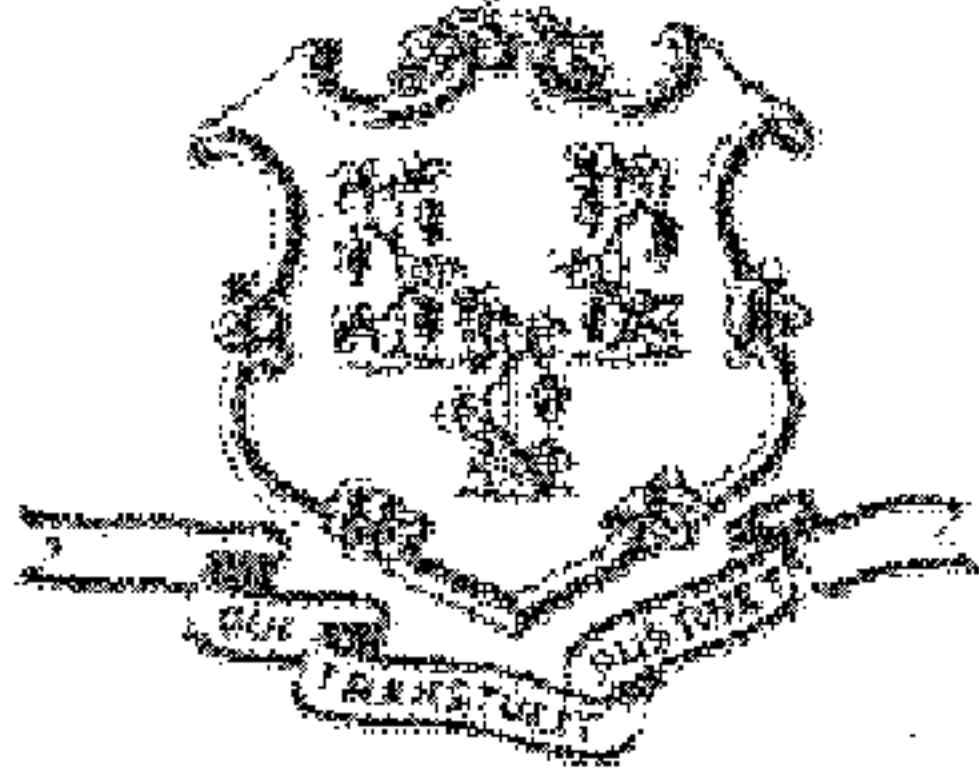
- Promote understanding of the Early Learning Standards among early care and education providers (including family care providers, kith and kin), parents, and local communities;
- Promote awareness of workforce training opportunities (e.g. the Early Childhood Teacher Credential program) among early care educators as appropriate;
- Advise and assist in the development of new data protocols to facilitate integration across systems and data sharing through continued leadership on the Cabinet's Data Systems Committee;
- Promote the incorporation of new state data protocols among early care and education providers as appropriate; and
- Facilitate connections to private and philanthropic resources as appropriate.

Our in-kind contributions will total an estimated \$150,000 over the four-year grant period. The key to a strong society is the education and care of our children. We look forward to working with you to achieve these important outcomes.

Sincerely,



James P. Horan  
Executive Director



**STATE OF CONNECTICUT**  
**OFFICE OF POLICY AND MANAGEMENT**  
**OFFICE OF THE SECRETARY**

October 6, 2011

Arne Duncan  
Office of the Secretary  
U.S. Department of Education  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Kathleen Sebelius  
Office of the Secretary  
U.S. Department of Health & Human Services  
200 Independence Avenue, S.W.  
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the support of the Connecticut Nonprofit Liaison to Governor Dannel Malloy for Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) proposal. The proposed RTT-ELC project will increase the number of high-need young children enrolled in high-quality early learning and development programs, in large part by providing early education providers with the resources and technical assistance they need to better serve high-need children and their families.

The partnership of state agencies and private providers has always been, and continues to be, integral for the delivery of services to many of Connecticut's citizens who require assistance in their lives. In recognition of this important relationship, the Nonprofit Liaison to the Governor is appointed to interact and communicate directly with the nonprofit providers and to advise the Governor with regard to policy reforms and other measures that will benefit this partnership. The Nonprofit Liaison to the Governor coordinates efforts to implement these policy reforms.

As the Connecticut Nonprofit Liaison to Governor Dannel Malloy, I will support the successful implementation of Connecticut's RTT-ELC project by working cooperatively with our nonprofit partner organizations that promote the healthy development of our young children and advising the Governor about opportunities for the State to assist these organizations through policy reforms and other measures.

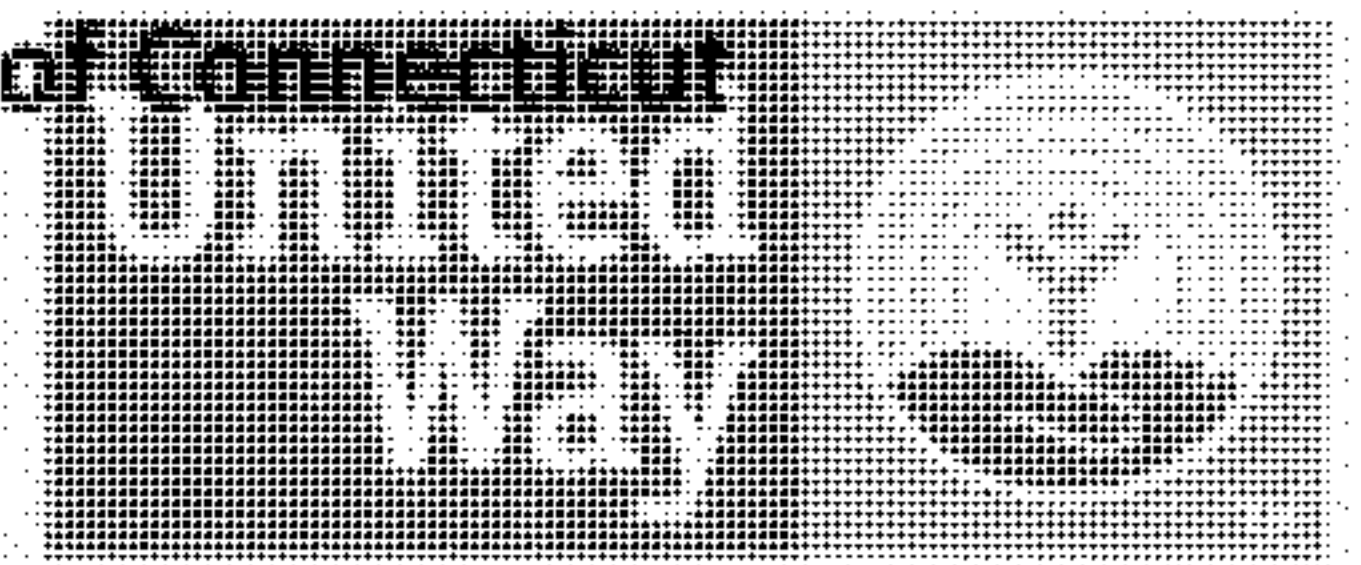
I encourage the U.S. Department of Education and U.S. Department of Health & Human services to strongly consider Connecticut's Race to the Top – Early Learning Challenge application. This application, if funded, will provide much-needed resources and support to the local and regional nonprofit organizations that work diligently to serve our young children and ultimately benefit our children and our state.

Sincerely,

A handwritten signature in cursive script that reads "Deb Heinrich".

Deb Heinrich  
Connecticut Nonprofit Liaison to Governor Dannel Malloy

Phone: (860) 418-6500 Fax: (860) 418-6487  
450 Capitol Avenue-MS# 55SEC Hartford, Connecticut 06106-1379



October 11, 2011

Serving Chester, Clinton,  
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Westbrook.

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

Middlesex United Way, Inc. is pleased to support Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative. As a leader in promoting vibrant, supportive communities, we look forward to being an active partner in this important effort to support better outcomes for young children.

Middlesex United Way recognizes the critical role early childhood development plays in a child's long-term academic, economic, and social success. Through our School Readiness initiative we have implemented and support 11 Early Childhood Councils (ECC) that serve all 15 towns in Middlesex County. Our ECC provide local and countywide networking opportunities for the early childhood community, and provides other supports designed to ensure that our children are socially and emotionally ready to enter kindergarten. Our ECC initiative provides workshops and technical assistance to caregivers and parents of preschoolers that focused on curriculum development, assessment, and other evidence-based strategies that ensure a quality preschool experience for our children. During the past year these services, which benefit all children involved in preschool programs throughout Middlesex County, were provided to 19,085 caregivers and parents.

We recently provided funding, volunteers and other supports for the installation of 9 Born Learning Trails throughout Middlesex County for our annual Day of Caring. Born Learning Trails are an early learning tool featuring a series of signs on posts with fun, physical activities for parents and caregivers to do with their children. They are installed in a public setting for everyone in the community to enjoy. We know that children are constantly learning, right from birth. Their early years are the foundation for growth and development, and what they learn during those years depends on the experiences they have each and every day. That is why the Born Learning Trails were perfect for Middlesex United Way's goal to increase children's readiness to learn by school entry. We are an active partner with the William C. Graustein Memorial Fund in the Discovery Community initiative. We also provide funding and/or other supports for local early childhood programs and initiatives such as the YMCA's Kids Korner Program (before and after-school), Opportunity Knocks, Even Start, Early Head Start and Middletown's School Readiness Council.

Connecticut's RTT-ELC initiative will help us achieve our goals of supporting our community, connecting families to the services they need, and preparing children for academic success. We are pleased that RTT-ELC will improve the coordination and quality of early childhood care and education

programs while focusing on the needs of high needs children. Our education initiatives fully support the comprehensive and integrated approach defined in the RTT-ELC application, and we will contribute to the successful implementation of RTT-ELC's projects by:

- Supporting the creation of the Office of Early Care and Education and Child Development;
- Serving as a resource to build capacity and integrate RTT-ELC systems (e.g. tiered QRIS, Early Learning Standards, improved Kindergarten Inventory) at the regional and local levels as appropriate;
- Connecting early learning literacy programs (0-pre-K) and early elementary literacy programs (K-3) to ensure RTT-ELC impacts are sustained after age 5;
- Identifying and facilitating linkages to additional resources to expand high quality early learning and development programs;
- Promoting understanding of the Early Learning Standards, especially among parents, kith and kin;
- Encouraging provider participation in the QRIS system (including family care programs and kith and kin);
- Facilitating links to private and philanthropic resources to promote long-term project success as appropriate.

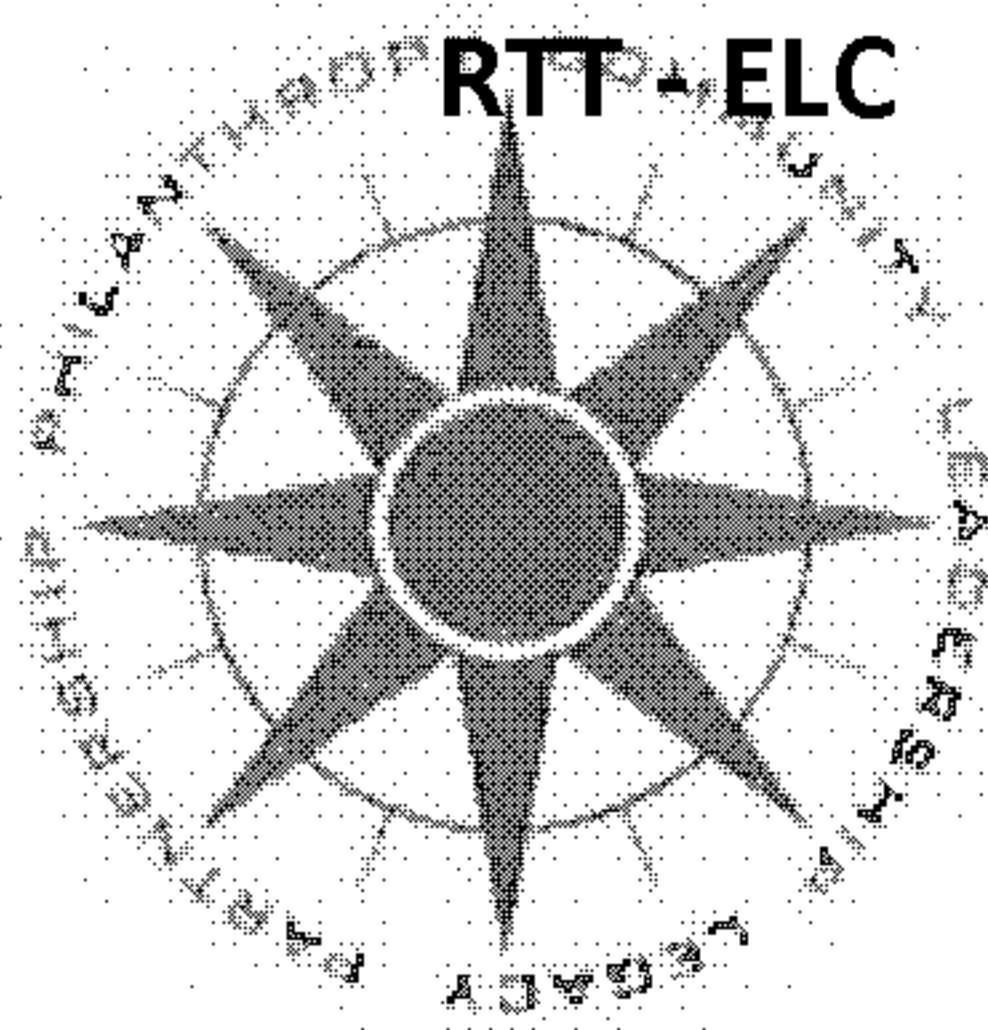
The estimated total value of our in-kind contributions in support of RTT-ELC is \$20,741.76 over the four-year grant period.

Connecticut's RTT-ELC initiative will improve the lives of Connecticut's high needs children and support the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*. Middlesex United Way is pleased to be an active partner in these efforts and look forward to helping you realize the vision of this application.

Sincerely,



Kevin J. Wilhelm  
Executive Director



# Fairfield County Community Foundation

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Maunite T. James

October 14, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

### **RE: Connecticut's application for Race To The Top-Early Learning Challenge Grant Funding**

Dear Governor Malloy:

This letter confirms the ongoing commitment of the Fairfield County Community Foundation to improve early childhood outcomes through participation in Connecticut's Race To The Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181: *An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development*.

The Fairfield County Community Foundation promotes philanthropy to build and sustain a vital and prosperous community where all have the opportunity to participate and thrive. As the region's center of philanthropy, we provide personalized philanthropic advisory services and financial stewardship to donors and partners; visionary leadership and strategic initiatives to address key regional issues; and grants, counsel, and leadership training to Fairfield County nonprofits.

The Community Foundation is dedicated to improving the quality of early learning and development and closing the achievement gap for children with high needs. We are a committed member of the new Connecticut Early Childhood Funders Collaborative, a joint effort of 13 Connecticut funders to provide funding for the implementation of SB 1103 (which became effective July 1, 2011 as Public Act 11-181.) Further, the Community Foundation works closely with donor advised fundholders who are interested in high quality early childhood education and development as a strategy of addressing the achievement gap in our urban areas. Our past competitive funding has included support for early childhood workforce development/teacher professional development and program quality improvement, *and we remain committed to these focus areas.*

The Community Foundation will continue its support for early childhood and stands behind Connecticut's RTT-ELC application. In particular, we support the creation of an Office of Early Childhood Development, Early Care and Education which will create a central point of coordination, authority, and accountability in state government for all programs that touch the lives of young children and their



Compliant in compliance  
with national standards for  
U.S. community foundations

families in Connecticut. We also applaud the development of a data collection system with benchmarks to track quality improvement. Finally, we approve of the application's support for local collaborative efforts designed to advance Connecticut's early childhood outcomes.

The Fairfield County Community Foundation fully endorses Connecticut's Race to the Top-Early Learning Challenge application and pledges to continue working alongside the many public and private sector partners that have contributed to the development of this application and will work together to insure its impact on Connecticut's young children and their families.

Sincerely,



Juanita T. James

President/CEO

Fairfield County Community Foundation

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top -  
Early Learning Challenge Funds**

The Hartford Foundation for Public Giving strongly supports Connecticut's application for Race to the Top – Early Learning Challenge funds. This letter confirms the Foundation's ongoing commitment to improve early childhood outcomes through participation in RTT-ELC initiative and the ongoing implementation of Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development."

The Hartford Foundation has been involved in early childhood system building for more than two decades. Our *Brighter Futures Initiative* is a 25-year, \$35 million commitment to improve the school readiness and early school success of Hartford's children age birth through eight years. This nationally recognized initiative targets four critical areas that parallel the goals of the Race to the Top - Early Learning Challenge: child care and early childhood education, family support and parent education, health care and sustaining early learning program effects in the early grades of school.

At its core, *Brighter Futures* focuses on bringing together community residents, providers, funders and the public sector to develop a system of early childhood support in Hartford and statewide. Toward that end, the Foundation is an active participant in the implementation of Public Act 11-181, and has met with your chief of staff and policy director. The Foundation has also worked with, and provided significant funding to, Connecticut Voices for Children to provide independent performance monitoring of the HUSKY Program as a means to ensure that children are receiving the health care to which they are entitled. Through this monitoring, Connecticut tracks enrollment trends and the health care that children and families receive, informing effective public policy and practice. In addition, the Foundation is also actively involved with the CT Commission on Children on aligning services for families and children on the state and local levels, including such projects as the prevention of childhood obesity and low birth weight babies, and promoting civic engagement.

10 Columbus Boulevard  
Hartford, CT 06106  
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Fax: 860-524-8346  
www.hfpg.org

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Here to help.  
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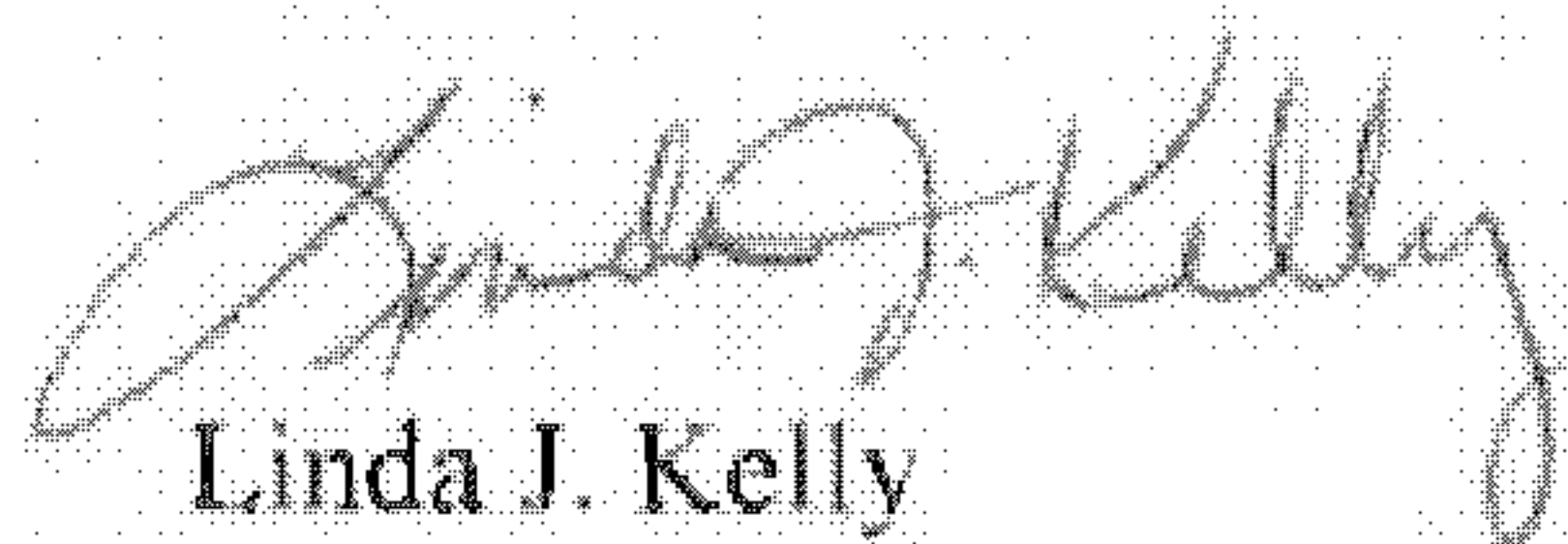
On the local level, the Foundation actively supported the creation of the Hartford Office for Young Children, the development of a blueprint for the provision of services to families and children, and now partners with the Hartford Department of Families, Children, Youth and Recreation to create in Hartford a vehicle for aligning diverse programs and services to provide a cohesive, coordinated and measurable system for young children and their families.

Working with the Early Childhood Funders' Collaborative, the Hartford Foundation has been an enthusiastic, committed participant in funding and planning for the Race to the Top - Early Learning Challenge application.

The Foundation's commitment to continuing this work is evidenced by our Board of Directors' vote to extend our *Brighter Futures Initiative* for an additional five years, and \$10 million dollars last November. In addition, our recently approved five-year strategic plan, *Accelerate Success*, builds on and expands the systems-changing work of *Brighter Futures*, integrating it even more fully into a holistic plan to help close the achievement gap and prepare residents for the workforce.

The Foundation's continued investments in young children will increase the impact of federal funds by supporting the priorities of Connecticut's Race to the Top - Early Learning Challenge proposal. These include promoting collaboration across the public, private and philanthropic sectors to strengthen state systems, supporting local collaborative efforts to coordinate early childhood systems and services, expanding access to high-quality early learning programs, and measuring the impact of early learning efforts.

Sincerely,



Linda J. Kelly  
President



WILLIAM CASPAR GRAUSTEIN  
MEMORIAL FUND

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy,

I am pleased to support Connecticut's application for the Race to the Top/Early Learning Challenge, and to confirm the continuing commitment of the William Caspar Graustein Memorial Fund to participate in both the Early Learning Challenge and in implementation of Public Act 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development."

As you know, since 2001 the Memorial Fund has been a catalyst behind the Discovery initiative, which aims to improve early school success for children from birth to age eight. Discovery's goal for 2010-2014 is that "Connecticut children of all races and from all income levels are ready for school by age five and successful learners by age nine." To that end, we have invested over \$28 million in grants and \$7 million in technical assistance to date, and anticipate an additional investment of \$10 million between now and December 2014. The total investment, over \$45 million, aligns directly with the priorities of Connecticut's proposed Early Learning Challenge project, particularly with the enhanced investment in local early childhood infrastructure.

Discovery chiefly supports local infrastructure, including data analysis and the costs of collaboration, in 52 Connecticut communities, where the vast majority of Connecticut's children in poverty reside. In partnership with the State Department of Education, the Child Health and Development Institute of Connecticut and the Annie E. Casey Foundation, we encourage and support Discovery communities to develop comprehensive plans for children from birth to age eight. Seventeen communities now have such plans, and 21 more community plans are underway, all within a framework of results-based accountability (RBA). Thus, communities are assessing the condition of children based on data, determining key issues and challenges, and formulating strategies to address those issues. The partnership grants supporting these communities have been cited as a best practice by the National Governors' Association, and we were pleased to hear you call them out as "a partnership we are proud of" in your 2011 budget message. Discovery local grants come with a great deal of targeted technical assistance, in RBA, community planning and decision-making, facilitative leadership, and pre-k/kindergarten transition.

Another public/private partnership grant supports the Grade Level Reading Campaign in New Britain, the Connecticut city with the greatest early literacy problems. The Memorial Fund is working with the Casey Foundation, the State Department of Education and private partners to extend the pilot to other Discovery/School Readiness communities in need. For example, we are encouraging other communities to file letters of intent for the All-American City award. Simply filing will bring access to national technical assistance via the Casey Foundation.

A third public/private partnership supports parent leadership development through the State's Parent Trust Fund. Our offer to match State funds effectively tripled the scope of the Fund. Many trained parents are active on local early childhood councils, in statewide advocacy groups, on nonprofit boards and in other civic arenas related to early childhood and education.

*The stylized figure symbolizes the values of the Memorial Fund—educating, supporting and inspiring our children.*

All three of these initiatives are overseen by Collaborative Management Teams (CMT's) with State Education representatives, other government officials, private funding partners and others. We have also been full partners in the "3 to 3" (age 3 to grade 3) initiative convened by senior management of the State Department of Education, bringing new knowledge, professional development and awareness to educators of the importance of aligning education and child development. Currently, we are also part of the Connecticut Data Collaborative, a public/private partnership dedicated to making public data more readily accessible. Through the Collaborative, a new Early Childhood Portal is available to all Discovery communities and the general public, making it easier to use data to assess the conditions affecting children, and to identify indicators and measures for accountability.

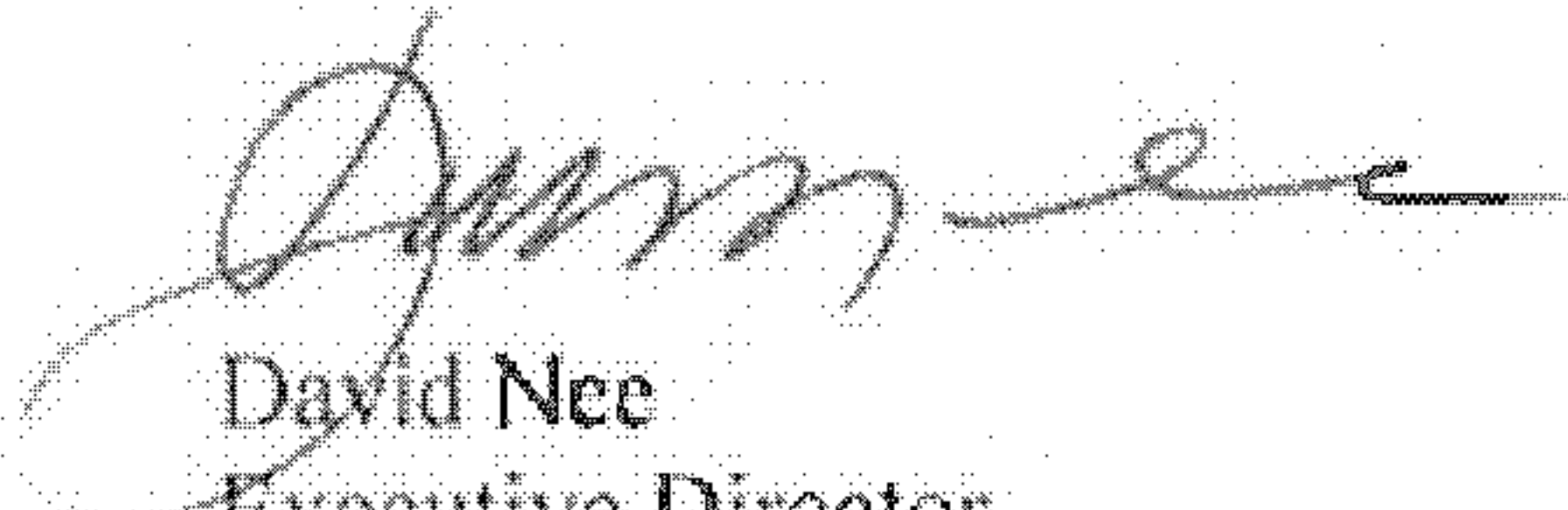
Discovery also supports policy research and advocacy at the state level. Advocacy organizations and communities contributed significantly to shaping Public Act 11-181. When this Act passed, working with the Connecticut Council for Philanthropy, the Memorial Fund helped draw together a funders collaboration that now exceeds a dozen members, dedicated to partnering with the State to make a system of early care a reality in the next 21 months.

Private philanthropy has also made a significant contribution to developing the Early Learning Challenge application. We remain committed to helping the State and communities deliver a coordinated system, building out and supporting the local systems infrastructure. As Federal funds come into play, we will adapt our investments to ensure that communities have the key capacities they need. At the State level, our Right From the Start Initiative, a growing network of more than 40 advocates, thinkers, providers and community representatives, will act as an external voice, a mirror and a critical friend, making sure that we all deliver on our common goal of seeing that Connecticut's children of all races and from all backgrounds get what they need to succeed in school.

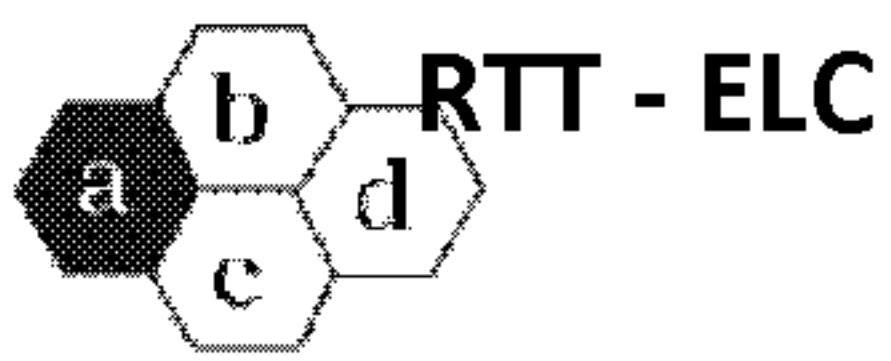
Governor, with all of its economic challenges, this has been a remarkable year of hope and great promise for children in Connecticut. I believe we are better positioned than any other state in the union to make great strides for our neediest children. We have your commitment and leadership; a powerful mandate in Public Act 11-181; wise advocates who work cooperatively to shape creative public policy; some of the highest quality service delivery in the country; energized communities; and finally, a philanthropic sector working together more closely than ever before.

You know and we know, we are all going to do this. It would be wonderful to have the Federal government join us in this effort. The Memorial Fund is proud to join the State of Connecticut and many other partners in the Early Learning Challenge.

Sincerely,



David Nee  
Executive Director  
William Caspar Graustein Memorial Fund



**ACTION FOR BRIDGEPORT COMMUNITY DEVELOPMENT INC.**

1070 Park Avenue, Bridgeport, Connecticut 06604-3400  
Telephone: (203) 366-8241  
TDD/IT: (203) 366-4366  
Fax: (203) 394-6175

Verna Kearney, *Chairperson*

Charles B. Tisdale, *Executive Director*

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

I enthusiastically write to express the commitment of Action for Bridgeport Community Development to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*.

Established in 1964, Action for Bridgeport Community Development (ABCD) aims to work with people toward the eradication of the "paradox of poverty in the midst of plenty in this nation." ABCD presently serves over 35,000 individuals in the Greater Bridgeport area annually through our early childhood, energy, family support, youth, weatherization, and other support services. Our sole mandate is to assist the poor, and our efforts are directed towards promoting appropriate institutional change and enabling the poor to become self-sufficient.

As part of this mission, ABCD has been unwavering in our dedication to improve early childhood outcomes of our youngest residents. An estimated 25% of Bridgeport children under age 5 live in poverty. These children face enormous challenges and stressors in their early years that can significantly threaten their future academic, economic, and social success. In response, we have been working tirelessly to offer parents high-quality childcare options and build local capacity to strengthen our early learning and development community. Today, ABCD is Bridgeport's largest childcare provider, including Head start, Early Head start, State Department of Education funded and School Readiness programs.

In 2007, the ABCD became the provider of the Total Learning Initiative to provide an enhanced learning environment for high needs children. The Total Learning Initiative provides full day / full year programming in which children learn in a multi-sensory environment and are provided with comprehensive wraparound support services through the innovative Child FIRST program. Since inception, the Total Learning Initiative has served 4,222 children with tremendous success. A 2008-2009 evaluation of the program found that test scores of the 596 Kindergarteners and 375 first graders monitored went up significantly in pre- and post- program assessments. Results were especially impressive for English language learners, whose scores were 23% higher than the control group.

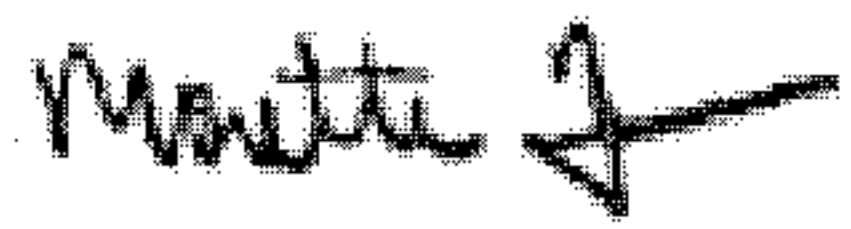
Connecticut's RTT-ELC initiative will help us continue to improve early childhood outcomes, especially for high needs children (e.g. low-income children, English language learners) through the development of a comprehensive statewide early childhood system that includes a tiered QRIS system, provides technical assistance to increase local capacity, develops and aligns statewide Early Learning Standards, strengthens connections to early elementary education, and improves data collection. ABCD will support RTT-ELC projects in the following ways:

- Integrate RTT-ELC systems into existing early learning programs, including literacy programs;
- Connect early learning literacy programs (0-pre-K) and early elementary literacy programs (K-3) to ensure RTT-ELC impacts are sustained after age 5;
- Facilitate local collaborative efforts to integrate RTT-ELC systems of service delivery, parent engagement, and data sharing;
- Participate in the tiered QRIS system as a early childhood education provider;
- Encourage maximum program and community participation in the QRIS process (including kith and kin providers);
- Promote understanding of the Early Learning Standards among providers, parents, and the local early learning community;

- Incorporate new state data protocols for integrated data collection and evaluation;
- Facilitate connections to private and philanthropic resources as appropriate; and
- Total Learning brings the availability of noted early Learning experts including Dr. Edward Ziegler of Yale University an important mentor and advisor.

These in-kind contributions total an estimated \$20,000 over the four-year grant period. Through RTT-ELC, we can support and better connect community and state wellness efforts in order to expand the impact on families and children. I look forward to working closely with all the partners in this important initiative.

Very truly yours,



Monette Ferguson  
Director of Early Learning



October 6, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the ongoing commitment of the Connecticut Science Center to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative.

With 150 hands-on exhibits, a state-of-the-art 3D digital theater, four educational labs, plus daily programs and events, the Connecticut Science Center offers endless exploration for children and adults. The Science Center also offers exciting tools to help educators and parents bring science alive. Creating unforgettable experiences with science motivates students and visitors of all ages to enthusiastically embrace science at school, at home, and in their communities.

The Science Center is working closely with the Connecticut Department of Education and school districts across the state to support efforts to improve science instruction in Connecticut's schools by providing professional development training to teachers. Under the proposed RTT-ELC project, the Science Center will continue and expand this commitment to supporting improved instruction by supporting RTT-ELC efforts to develop and utilize statewide, high-quality early learning and development standards. Specifically, the Science Center will use its statewide reach to help promote early learning standards in science to families, early childhood education providers, and K-2 teachers.

The Science Center will also work to align its materials and displays with RTT-ELC priorities by showcasing the resource guides developed through the RTT-ELC project, connecting exhibits, including its *KidSpace Gallery* that is dedicated to young scientists, to new early learning standards, and providing professional development sessions to pre-K and kindergarten teachers to help them ensure that instruction aligns with the new standards.

We estimate the value of our in-kind contributions to the proposed RTT-ELC project at \$60,000 over the four-year grant period.

The Connecticut Science Center enthusiastically endorses Connecticut's Race to the Top – Early Learning Challenge application and looks forward to supporting its successful implementation!

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Fleury".

Matt Fleury  
President and CEO, the Connecticut Science Center





October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

Imagine Nation Museum is pleased to support Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*".

As one of the state's premier children's museums, we serve more than 50,000 Connecticut children ages 2-10 and families annually from over 144 cities and towns across the state. The museum features over 20 interactive exhibits on three floors designed to spark children's learning through play and discovery. Each year more than 6,500 students, representing 375 schools and organizations participate in field trips and educational programming.

In addition to our field trip opportunities, the Museum conducts 10 different kinds of workshops designed to improve science, math, dexterity, problem solving, and analytical skills through interactive programs. We regularly provide services to the high needs children the RTT-ELC initiative targets through our Outreach Programs, where we bring the Museum directly to children in classroom and daycare settings. In partnership with early childcare providers, community-based nonprofits (e.g. the Boys & Girls Club, United Way), and local school districts, we have reached more than 400 children in our Outreach Programs.

We are an innovative leader in educational programming with a solid partnership with the State Department of Education. As the first Connecticut children's museum to incorporate state learning standards into our program curricula and exhibit designs, we are also a School Readiness Provider for the Bristol area, and have an early childhood program that serves 110 pre-school children (including at risk children) onsite. The Bristol School Readiness Council is a strong collaborative partner. Two years ago we collaborated on a "Kindergarten Here I Come Exhibit" that promotes school readiness. The exhibit provides a place for children to become familiar with early education. The Quality Enhancement funds that we receive each year support this exhibit and the educational programming.

The RTT-ELC initiative improves educational outcomes and quality of life for Connecticut's children through the development of a tiered Quality Rating and Improvement System (QRIS) for early childhood care and education providers that includes local level technical assistance, the adoption of comprehensive Early Learning Standards, and the creation of an integrated data system. To support the successful implementation these projects, we will:

- Participate in the tiered QRIS system as a early childhood education provider;



Imagine Nation Museum • One Pleasant Street • Bristol, CT 06010  
Ph: (860) 314-3400 Fax: (860) 584-3605  
www.imaginemuseum.org

State of Connecticut

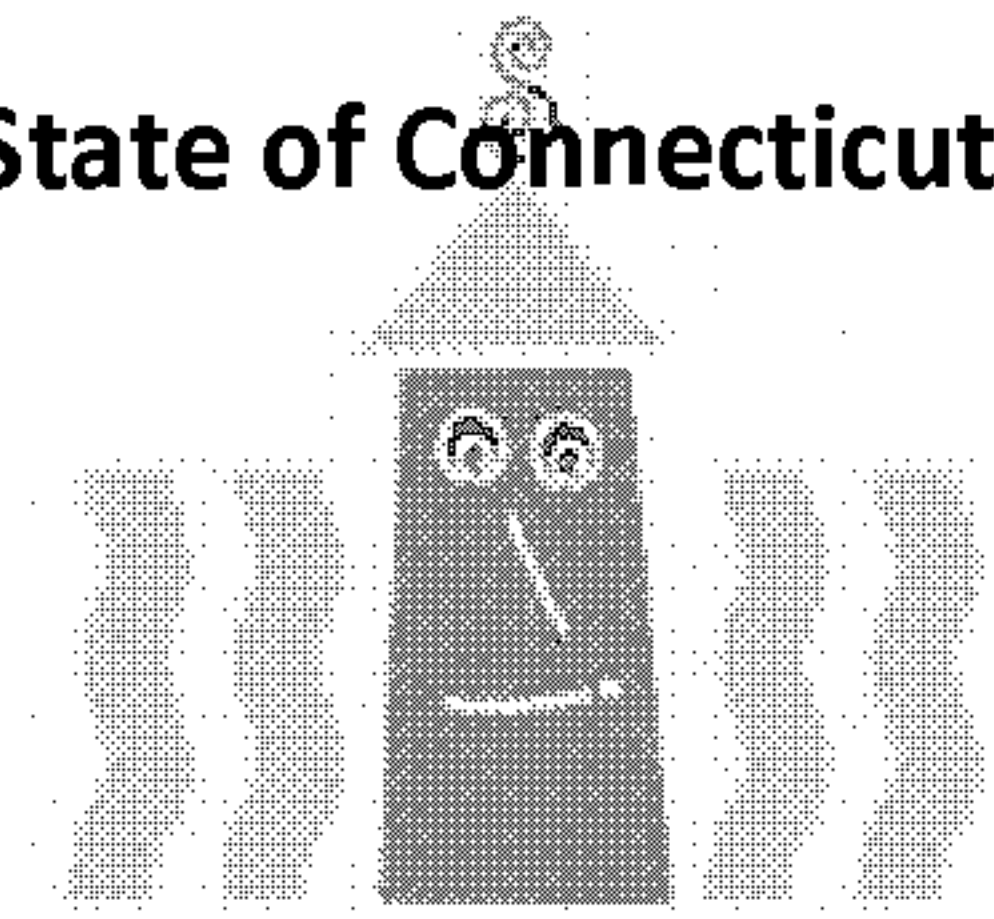
- Identify additional resources to expand high quality early learning and development programs;
- Promote participation of other providers (including kith and kin providers) in the QRIS system;
- Incorporate new Early Learning Standards into our new exhibits as they are developed;
- Incorporate new state data protocols for integrated data collection and evaluation;
- Facilitate connections to private and philanthropic resources as appropriate.

The value of our in-kind contributions to this effort total an estimated \$8,352 over the four-year grant period. We look forward to helping you improve the well being of the state's children through the RTT-ELC initiative.

Sincerely,

A handwritten signature in cursive script that reads "Doreen Stickney".

Doreen Stickney  
Museum Director



Stepping Stones Museum for Children

Mathews Park, 303 West Avenue

Norwalk, Connecticut 06850

Telephone 203 899-0606

Fax 203 899-0530

[steppingstonesmuseum.org](http://steppingstonesmuseum.org)

October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

### **Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the ongoing commitment of **Stepping Stones** Museum for Children to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative.

The mission of Stepping Stones is to broaden and enrich the educational opportunities for children ages ten and under and to enhance their understanding of the world. The museum seeks to create an environment that inspires lifelong learning and supports parents, caregivers and educators as facilitators of children's explorations. At Stepping Stones, play is serious business. We understand that children learn best by doing. All exhibits and programs are designed to promote active inquiry and investigation through three interacting elements: a) Play is the naturally interdisciplinary way that children explore, discover and develop; b) An interdisciplinary mix of arts, sciences, culture, and literacy offers experiences that overlap and interact, spanning multiple subjects and skills; and c) Interdisciplinary discovery tools help facilitate children's explorations and discoveries.

In response to widespread concern about children's health, Stepping Stones is leading a statewide children's health initiative. *Healthy Children, Healthy Communities*<sup>®</sup> is an innovative collaboration between health professionals, state agencies, schools, community organizations, business leaders and museum educators. We will leverage *Healthy Children, Healthy Communities* to help support RTT-ELC efforts to improve and coordinate efforts to train early childhood educators and program staff on health standards. The award-winning health-themed mini exhibits, *Healthyville*<sup>®</sup> and *Conservation Quest*<sup>®</sup> will tour year-round to schools across the state. Both mini exhibits bring portable, hands-on educational activities directly to students and teachers. *Conservation Quest* focuses on recycling, energy conservation and renewable energy, and *Healthyville* focuses on nutrition, fitness and hygiene.

In addition, Stepping Stones supports efforts to improve instruction in Connecticut's schools by providing professional development training to teachers, including preschool teachers. Under the proposed RTT-ELC project, Stepping Stones will expand this commitment by supporting RTT-ELC efforts to develop and utilize statewide, high-quality early learning and development standards. Specifically, Stepping Stones will promote early learning standards to families, early childhood education providers and preschool-grade 3 teachers. Partner organizations include Connecticut HOT schools, Yale University Fairfield County Association for the Education of Young Children, Norwalk Community College, Norwalk ACTS and Norwalk Early Childhood Council.




Stepping Stones will also work to align its exhibits and programs with RTT-ELC priorities by showcasing the resource guides developed through the RTT-ELC project and connecting our unique experiences to new early learning standards. Finally, we will assist in delivering outreach to kith and kin care providers, to offer learning opportunities for staff and young children and to help raise awareness of the state's Tiered Quality Rating and Improvement System and early learning standards. Communication channels we can utilize include emails, fliers and the museum website.

We estimate the value of our in-kind contributions to the proposed RTT-ELC project at \$ 824,000 over the life of the federal grant.

**Stepping Stones** Museum for Children eagerly endorses Connecticut's Race to the Top – Early Learning Challenge application and looks forward to supporting its successful implementation!

Sincerely,



Rhonda Kiest  
Executive Director

HEZEKIAH BEARDSLEY CONNECTICUT CHAPTER

104 HUNGERFORD STREET • HARTFORD, CT 06106 • TEL. (860) 525-9738 • FAX (860) 727-9863



The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

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EXECUTIVE DIRECTOR  
Jillian G. Wood

October 12, 2011

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Connecticut Chapter of the American Academy of Pediatrics enthusiastically supports Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*" to improve health and mental health services and supports for children and their families.

The Connecticut Chapter of the American Academy of Pediatrics (CT-AAP) is an organization of 1000 pediatricians committed to the attainment of optimal physical, mental, and social health and wellbeing for all infants, children, adolescents, and young adults in the state. Our members work tirelessly to bring the best and latest medical care to the children of the state, and to be the medical home for those children and their families.

We are an integral part of the fabric of child health and wellness in Connecticut, and have been an active resource, advocate, and leader in increasing the quality and access of health and mental healthcare for very young children. For example, we are currently:

- Working with Connecticut Council of Child and Adolescent Psychiatrists to increase access to mental health for all kids;
- Partnering with the state Department of Social Services to increase access to children's access to quality, affordable healthcare; and
- Have developed programs with the state Department of Public Health to increase child immunizations.

Each year, we also host a Continuing Medical Education (CME) meeting for over 300 medical providers, advisors, and school nurses to explore critical issues in school health.

CT-AAP is extremely pleased to see that Connecticut's RTT-ELC initiative will provide more complete health and mental health supports for high needs children, especially during their most crucial stages of development. AAP is committed to actively participate in the successful implementation of RTT-ELC projects to create a coordinated, statewide early learning and development system that increases training for early childhood caregivers and educators

Regarding Connecticut's application for Race to the Top  
Early Learning Challenge funds

Page 2

(especially family caregivers, kith and kin) in health and mental health standards, improves connections between high needs children and their families to local health resources, and integrates local, regional, and statewide systems. Specifically, we will:

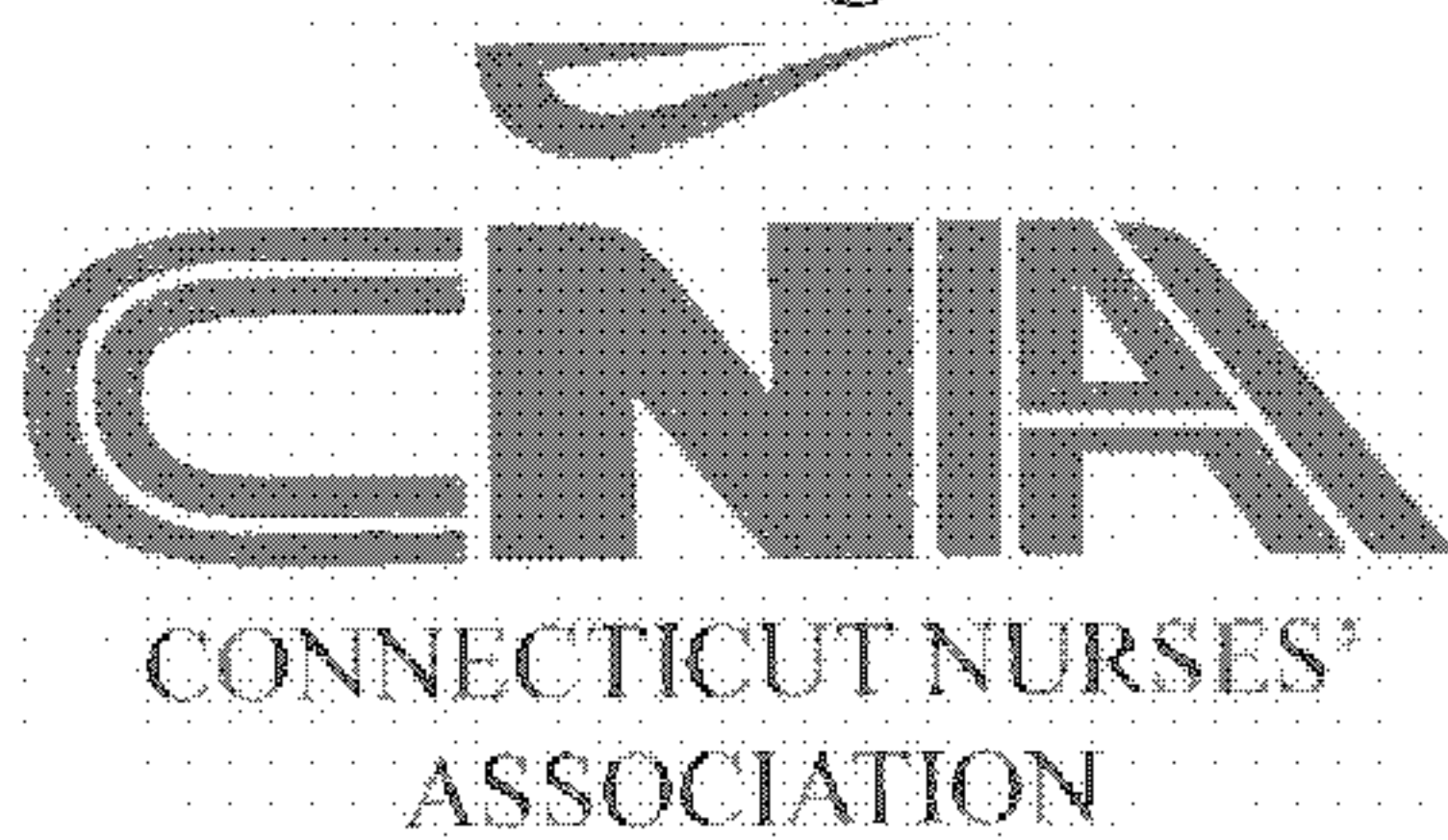
- Support the creation of the Early Childhood Office as part of the ongoing implementation of Public Act No. 11-181;
- Promote RTT-ELC initiatives among our membership and advocacy network;
- Advise the improvement and coordination of training for early care and education providers in health and mental health standards through participation on the Early Childhood Cabinet's new Health Committee;
- Identify effective investments to improve the early screening and mid-level assessment process;
- Continue to promote and coordinate health and mental health standards training for early childhood caregivers and educators; and
- Facilitate connections to private and philanthropic resources as appropriate.

We estimate that these in-kind contributions total \$61,600 over the four-year grant period. Strong supports that foster healthy development in the youngest years of life are critical to a child's long-term health and wellness. Connecticut's RTT-ELC will help create these strong supports, and we look forward to working with you on this important initiative.

Sincerely,



Jillian G. Wood  
Executive Director



377 RESEARCH PARKWAY  
 SUITE 2D  
 MERIDEN, CT 06450-7160  
 (203) 238-1207  
 FAX (203) 238-3437

October 11, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the ongoing commitment of the Connecticut Nurses' Association (CNA) to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*".

Established in 1904, the Connecticut Nurses' Association (CNA) serves as an advocate to protect and advance the practice of nursing and the health of Connecticut residents. In this role, CNA has provided training for over 100 childcare health consultants over 5 years through existing partnerships with the Department of Public Health (DPH). These consultants deliver health and safety oversight to over 3,000 high needs children and their families in communities throughout the state. CNA will continue to work with DPH and other organizations to facilitate the creation of a dependable system of child care health consultation that will address the achievement gap and children's ability to learn. Health is not merely the absence of disease; it is the promotion of health through healthy environments, nutrition practices, physical activity, oral health, inclusion of children with special needs and more.

Connecticut's RTT-ELC initiative will provide more complete health and mental health supports for high needs children during their most crucial stages of development. CNA will actively participate in the successful implementation of RTT-ELC projects to create a coordinated, statewide early learning and development system that includes a tiered Quality Rating and Improvement System (QRIS) system, comprehensive Early Learning Standards and data systems, and a well trained workforce. Specifically, we will:

- Support the creation of the Office of Early Childhood Development, Early Care and Education as part of the ongoing implementation of Public Act No. 11-181;
- Advise the improvement and coordination of training for early care and education providers in health and mental health standards through participation on the Early Childhood Cabinet's new Health Committee;
- Identify effective investments to improve the early screening and mid-level assessment process;
- Continue to promote and coordinate health and mental health standards training for Early Childhood Health Consultants; and
- Facilitate connections to private and philanthropic resources as appropriate.

We estimate that these in-kind contributions total \$40,000 over the four-year grant period. The healthy development of our youngest citizens is especially important in promoting and encouraging long-term wellness. CNA is excited to partner with you on Connecticut's RTT-ELC initiative.

Sincerely,

Carole H Bergeron PhD, RN  
 Executive Director, Connecticut Nurses' Association

# Board for State Academic Awards

Charter Oak State College  
Connecticut Distance Learning Consortium

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October 05, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

## Regarding Connecticut's application for Race to the Top Early Learning Challenge funds

This letter confirms the strong ongoing commitment of Charter Oak State College to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top - Early Learning Challenge initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*.

Charter Oak State College was established in 1973 by state legislation to help adult learners achieve their educational and career goals through time-flexible and economical credential and degree completion programs. The College has been a long-time supporter of early education programs and quality initiatives that improve outcomes for children ages 0 to 5.

Over the past eleven years the College has collaborated with the Connecticut State Departments of Social Services, Education and Higher Education as well as with CT Charts-A-Course, other institutions of higher education, local providers and foundations to administer statewide certificates, credentials, degree programs and an Alternate Route to Early Childhood Teacher Certification (0 to 5 yrs). Programs developed in collaboration with statewide partners include:

- In 2001, development of ECE Pathways Exams to improve outcomes for young children. We currently have four exams, 3 credits each.
- In 2003, creation of the CT Director's Credential (CDC). The CDC is administered by Charter Oak State College and is designed for early childhood program administrators.
- In 2008, ECERS-R Project (Early Childhood Environmental Rating Scale - Revised). The CT Early Childhood Cabinet provided two years of grant funding to Charter Oak to administer this statewide quality improvement initiative.
- In 2008, Charter Oak collaborated with seven colleges and universities to apply to the State Department of Higher Education to create an Alternate Route to Certification for Early Childhood (ARC). This program will continue as a special education cross-endorsement for certified teachers.
- In 2009, a Certificate in Infant-Toddler Care was created to encourage providers in early head start centers, family day care and other center-based programs who care for infants and toddlers to gain the specialized knowledge they need to ensure positive outcomes for infants and toddlers.
- In 2011, Charter Oak State College participated with the credential design team led by the CT Parenting Education Network (CT-PEN) to create a CT Parenting Educator Credential based on a National Framework of competencies and a code of ethics for parenting educators. Charter Oak State College administers this credential.

Charter Oak State College is an integral part of the fabric of the state's early childhood systems and fully supports the work, ideals and goals of the Race to the Top - Early Learning Challenge grant, particularly in the following areas:

- Charter Oak State College continues to participate on the Early Childhood Higher Education Collaborative (ECHEC), and has since its inception.
- The leadership of the College and staff participate on the Early Childhood Cabinet Early Learning Standards and Workforce Committees and on the RTT-ELC workgroups in preparation for the Race to the Top - Early Learning Challenge grant.
- Charter Oak State College is among the four four-year institutions participating in the pilot Connecticut Early Childhood Teacher Credential (ECTC) Application project. We intend to build and improve upon our Early Childhood Studies and Child Studies concentrations to enable students to earn the ECTC.

Charter Oak State College's commitment to improve early childhood outcomes in Connecticut is evident in the collaborations we have championed and the priority we have placed on staff time and effort devoted to these programs and initiatives that benefit young children and ultimately quality of life. Charter Oak State College, through in-kind support at an estimate of \$13,824, will provide staff to attend consortium meetings, participate on committees, and assist with program planning.

Sincerely,

*Shirley M. Adams*  
Shirley M. Adams, Ph.D.  
Provost

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E-mail: eklonoski@charteroak.edu Websites: www.charteroak.edu www.ctdlc.org

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Connecticut  
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Colleges

Education That Works For a Lifetime

October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

**Re: Connecticut's application for Race to the Top Early Learning Challenge funds**

Dear Governor Malloy:

The Connecticut Community College System (CCCS) enthusiastically supports Connecticut's Race to the Top - Early Learning Challenge initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development."*

The Board of Trustees, as the governing authority that establishes and oversees the policies that guide the State's 12 Community Colleges, encourages a strong role for the Colleges in helping prepare the early educator workforce in Connecticut. By providing access to the education and practicum experiences early childhood educators need, CCCS is supporting the growth and development of children ages 0 to 5.

Connecticut's 12 Community Colleges have actively partnered with the Connecticut State Departments of Social Services, Education and Higher Education as well as with CT Charts-A-Course, other institutions of higher education, local providers and foundations to administer statewide certificates, credentials, degree programs and an Alternate Route to Early Childhood Teacher Certification (0 to 5 yrs). The Colleges are now using philanthropic funds to work toward National Association for the Education of Young Children (NAEYC) Accreditation of their Associate's Degree programs in Early Childhood, and are pleased to see that RTT-ELC project's goals align with these efforts. CT Charts-A-Course (CCAC), which is housed within the CCSC, is the State's professional development and program improvement system and also operates the Early Childhood Registry that captures demographics and qualifications on the workforce.

The Connecticut Community Colleges will work diligently with other RTT-ELC partners to prepare Connecticut workers to advance along educational and career pathways in early care and education and provide high quality care for our youth. CCCS is pleased to support the following activities, each of which advances RTT-ELC goals:

- Participate on the Early Childhood Cabinet Early Learning Standards Committees, Workforce Committees and other RTT-ELC workgroups to assist in the development of a progression of credentials and degrees aligned with the statewide workforce knowledge and competency framework;

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860.566.6624 fax  
www.commct.edu

- Continue to participate on the Early Childhood Higher Education Collaborative to analyze and expand our existing articulation agreements with other institutions of higher education, and to recognize in-service experience toward ECE credentialing and degree awards;
- Continue to build the capacity of our colleges to offer quality early childhood education programs that meet the NAEYC Associate Degree Accreditation;
- Continue and expand use of the Early Childhood Teacher Credential (currently 4 Colleges are in the ECTC pilot program, and the remaining 8 have each expressed interest in bringing the program to their campuses);
- Participate as a resource for collaborative to build capacity as they integrate RTT-ELC systems locally; and,
- Continue to house and support the efforts and implementation of CT Charts-Course components in collaboration with other State agencies, and to collect current workforce data across all sectors (0-5) in order to report on of the qualifications of workforce as part of a QRIS and other public reporting systems.

Our combined in-kind support for these projects totals an estimated \$271,857 (10 percent of Full-time CCAC time plus 8 hours per month per college for Early Childhood Education Faculty) during the four-year grant period. The twelve (12) community colleges that comprise our statewide system are eager to partner with you on this important initiative.

Sincerely,



Paul Susen, Ph.D.  
Chief Academic and Student Affairs Officer  
Connecticut Community Colleges



## EASTERN CONNECTICUT STATE UNIVERSITY

83 WINDHAM STREET • WILLIMANTIC, CONNECTICUT 06226 • 860-465-5222

### *Office of the President*

October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

#### **Regarding Connecticut's application for Race to the Top Early Learning Challenge funds**

Eastern Connecticut State University (ECSU) enthusiastically supports Connecticut's Race to the Top - Early Learning Challenge initiative and the ongoing implementation of Public Act No. 11-181, "*An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development*" to improve the quality of early childhood care and education for children ages 0-5.

ECSU has been a central part of the workforce development initiatives aimed at improving training, practicum experiences, and continuing education opportunities for Connecticut's early childhood education workforce. We conduct this work primarily through our Center for Early Childhood Education, a multidisciplinary research and training institute. Created in 2007, the Center brings together researchers, educators, trainers, students, practitioners, and policymakers from a variety of disciplines to share ideas, resources, research findings, and techniques for working with young children and their families. Housed in a high-tech facility connected to a model early care and education program, the Center enhances the quality of early care and education by:

- Conducting research and disseminating research findings in a variety of research projects related to young children (e.g. social development, motor development, use of technology, and teachers' interactions with children).
- Providing a variety of research-based professional development opportunities to in-service and pre-service teachers, including conferences, workshops and seminars, interactive training CDs, in-classroom coaching, on-line courses, and for-credit courses.
- Offering consultation, technical assistance, and evaluation services to schools, early care and education centers, and state and local agencies.
- Maintaining a growing library of early childhood video clips for observation, research, and use in adult education and professional development. We draw from the video archive to produce periodic podcasts that early childhood professionals can download and view at any time (e-clips).
- Supporting teacher educators in preparing future early childhood teachers.
- Using our unique co-location with a fully functioning, high-quality childcare program, faculty work closely with teachers to design curriculum, conduct research, and test new ideas in early childhood education.
- Administered Project Navigate, a transportable digital portfolio assessment system to monitor and share children's developmental progress with U.S. Navy parents (including deployed parents) through video clips and digital photos. in partnership with the U.S. Navy.
- Implementing Community Partners for Early Literacy (CPEL) project in partnership with U.S. Department of Education to improve early literacy through intensive professional development and in-classroom coaching to teachers and paraprofessionals in preschool classrooms, as well as supporting parents to improve the home literacy environment.






Connecticut's RTT-ELC initiative aligns well with our efforts to improve the quality of both early childhood education programs and the development of a high-quality early childhood educator workforce. We will work diligently with other RTT-ELC partners to achieve these goals. Specifically, ECSU will assist in the successful implementation of RTT-ELC's projects in the following ways:

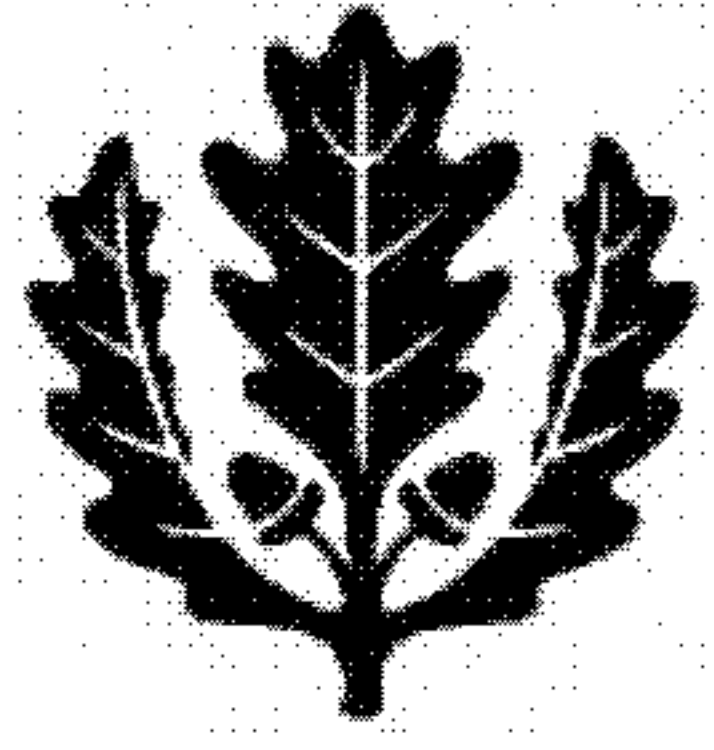
- Participate on the Early Childhood Cabinet Early Learning Standards Committees, Workforce Committees and other RTT-ELC workgroups as appropriate to assist in the development of a progression of credentials and degrees aligned with the statewide workforce knowledge and competency framework.
- Integrate RTT-ELC systems into existing education and literacy programs.
- Participate in the tiered QRIS as an early childhood education provider.
- Stay active on the Early Childhood Higher Education Collaborative to analyze and expand existing articulation agreements with other higher education institutions, recognizing in-service experience toward ECE credentialing and degree awards.
- Preparing all undergraduate early childhood students through the Early Childhood Teaching Credential competencies under the ECTC expansion.
- Continuing to provide research expertise to study best practices in early childhood care and education.
- Promote the understanding of Early Learning Standards among other providers and parents.
- Incorporate new data protocols for integrated data collection and evaluation.
- Facilitate connections to private and philanthropic resources as appropriate.

ECSU is excited about this opportunity to further improve the quality of early learning and development, and the quality of the early childhood education workforce in Connecticut. We look forward to working with you on this important initiative.

Sincerely,



Elsa M. Nunez  
President



University of Connecticut  
*College of Liberal Arts and Sciences*

Office of the Dean

October 6, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top Early Learning Challenge funds**

The University of Connecticut (UConn) is pleased to support Connecticut's Race to the Top - Early Learning Challenge initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*".

UConn is committed to improving the quality of training of Connecticut's early childhood workforce, broadly defined, and has been a long standing partner of local providers, state foundations (like CT Charts-A-Course), and a variety of state agencies (e.g., the State Departments of Children and Families, Social Services, Public Health, Education, and Higher Education) to achieve this goal.

As the State Dept of Higher Education (SDHE) sought solutions to developing the early childhood workforce in 2005, faculty in our Department of Human Development and Family Studies (HDFS), led by Professor JoAnn Robinson, provided leadership and support to SDHE's efforts. This group proposed the need for an Early Childhood Teacher Credential and drafted the competencies that were refined and elaborated by the Early Childhood Higher Education Collaborative. As a result of this collaboration, the undergraduate teacher training program at UConn has undergone profound changes that correspond with the State's development of the ECTC, instilling increasing levels of professionalism and intentionality in the student's training. The faculty within HDFS has also provided research expertise to SDHE by studying and pilot testing approaches to observing classroom quality.

Faculty in the HDFS Department also promote the workforce development of early childhood professionals who aspire to careers in early intervention for children with disabilities, parent education, and infant mental health. Serving the neediest families through the training of graduate students in Prevention and Early Intervention as well as Marriage and Family Therapy is also a priority of this department. Faculty in HDFS and

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Psychology serve on the Board for the Connecticut Association for Infant Mental Health and provide training statewide through the State Education Resource Center.

Another UCONN resource to the state is the Center for Applied Research in Human Development that has provided continuous quality improvement program evaluations to early childhood professional development initiatives of EASTCONN, the northeastern regional educational service center. Their program evaluation and technical assistance efforts are also noteworthy in the areas of positive behavior intervention and support, teen pregnancy prevention, and parent education.

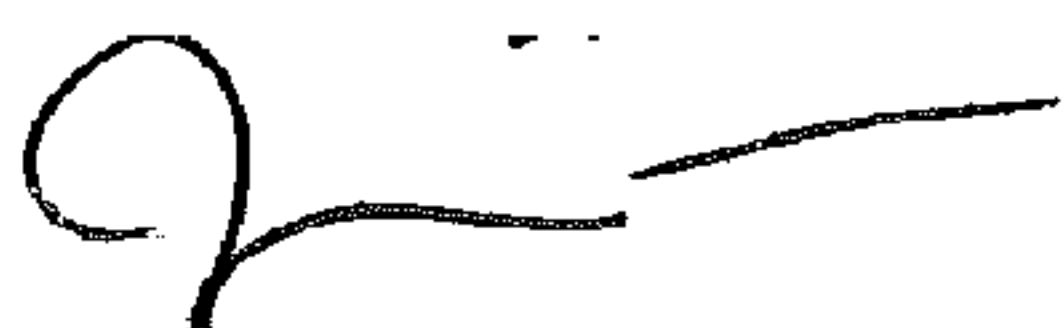
The College of Liberal Arts and Sciences proudly provides substantial financial support to the HDFS Child Development Laboratories, the site of the oldest undergraduate early childhood teacher training programs in Connecticut.

Connecticut's RTT-ELC initiative aligns well with our efforts, and we will work diligently with other RTT-ELC partners to prepare the State's early care and education workforce to provide the highest quality care for children ages 0-5. Specifically, UCONN will assist in the successful implementation of RTT-ELC's projects by:

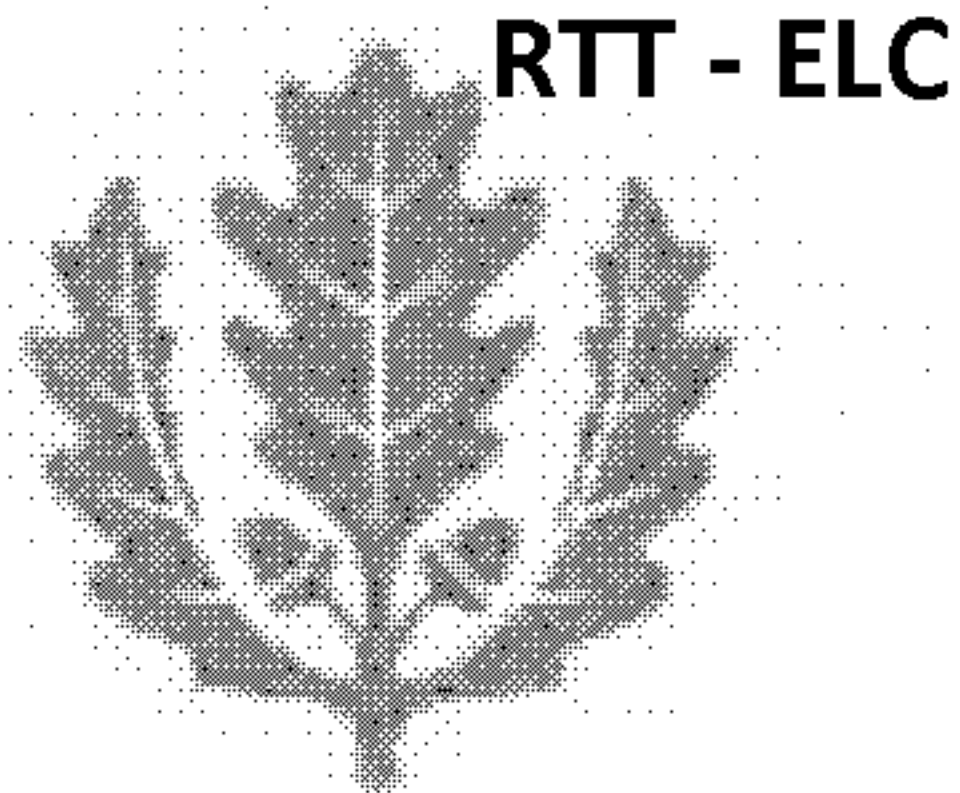
- Participating on the Early Childhood Cabinet Early Learning Standards Committees, Workforce Committees and other RTT-ELC workgroups to assist in the development of a progression of credentials and degrees aligned with the statewide workforce knowledge and competency framework.
- Staying active on the Early Childhood Higher Education Collaborative to analyze and expand existing articulation agreements with other higher education institutions, recognizing in-service experience toward ECE credentialing and degree awards.
- Preparing all undergraduate early childhood students through the Early Childhood Teacher Credential competencies as indicated by their participation in the ECTC Pilot Program.
- Continuing to provide research expertise to study the development of assessment tools such as the Oral Competencies of teachers.
- Utilizing our regional campuses and distance learning opportunities to prepare students around the state on the ECTC.

UCONN is excited about this opportunity to further improve the quality of the early childhood education workforce in Connecticut.

Sincerely,



Jeremy Teitelbaum  
Dean, College of Liberal Arts and Sciences



University of Connecticut  
*Neag School of Education*

Office of the Dean

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top - Early Learning Challenge funds**

This letter confirms the ongoing commitment of the Department of Educational Psychology at the University of Connecticut to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top - Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development".

The Department of Educational Psychology houses 6 nationally ranked graduate programs. Faculty and staff within the Department of Educational Psychology have extensive experience coordinating large grants and centers, and as such, departmental facilities are set up to promote efficient management of research projects. In addition, the Neag School has a longstanding research partnership with Professional Development Schools, which are diverse public school systems located in the area that serve as top-quality practicum and internship sites for education students and as conduits for collaborative research with Neag faculty. The Neag School of Education maintains a website at [www.education.uconn.edu](http://www.education.uconn.edu).

One of the programs within the Department of Educational Psychology is the Measurement, Evaluation, and Assessment Program. In 2003, the Connecticut State Department of Education/UConn Measurement, Evaluation, and Assessment Partnership was formed to provide additional technical resources to the CSDE student assessment office to develop, administer, and report results from statewide measures of student achievement. Support services are provided for the main assessment program, which includes the Connecticut Mastery Test and the Connecticut Academic Performance Test, as well as for smaller scale assessment initiatives such as the CMT/CAPT Skills Checklist, the modified assessment program, the kindergarten inventories, and formative assessment programs. Examples of services provided under this partnership include independent analysis of testing data to confirm analyses performed by the CSDE and/or its contractors to ensure data accuracy and program quality, as well as to resolve technical issues. UConn faculty facilitated item review and test form review workshops for developing instrumentation. UConn faculty also designed and initiated research programs to monitor the effectiveness of the student assessment programs. UConn faculty also provided research on current

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assessment issues such as national academic content standards, growth modeling, factors associated with closing the achievement gap, the use of technology to enhance student learning, and understanding the relationship between teacher quality and student achievement.

The Department of Educational Psychology has supported the development of Connecticut's RTT-ELC application through active participation in the RTT-ELC work group responsible for developing a High-Quality Plan to understand the status of children at kindergarten entry. This builds on our involvement in testing the validity, reliability and appropriateness of Connecticut's existing Kindergarten Inventory Assessment through multiple validity studies to examine teacher administration of the Inventory and the psychometric properties of the Inventory data.

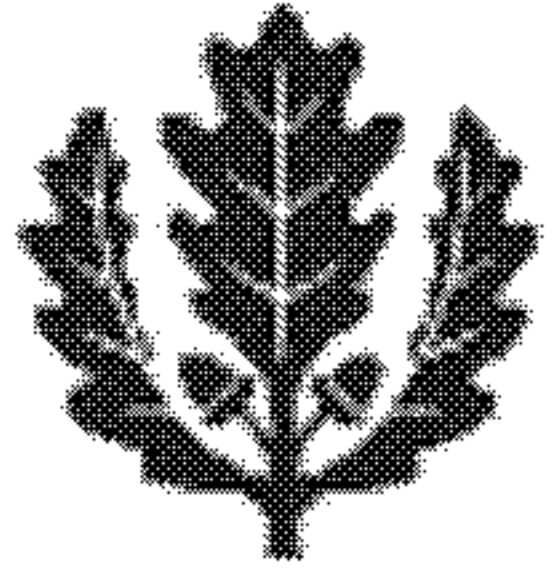
If RTT-ELC funding is granted and the Department of Educational Psychology at the University of Connecticut is selected following an RFP process, we will support Connecticut's RTT-ELC project by playing a central role in the development of the revised Kindergarten Inventory - resulting in the new Kindergarten Early Learning and Development Inventory. If selected to assist with this project, the Department of Educational Psychology at the University of Connecticut will create a research team to develop the revised Kindergarten Inventory. The research team will include faculty from the Measurement, Evaluation, and Assessment Program as well as a Project Coordinator and one full-time graduate research assistant.

The Department of Educational Psychology at the University of Connecticut fully endorses the proposed Race to the Top - Early Learning Challenge project, and looks forward to assisting with its successful implementation.

Best Regards,



Thomas C. DeFranco  
Dean, Neag School of Education  
Professor of Mathematics Education, Neag School  
Professor of Mathematics, College of Liberal Arts & Sciences  
Co-director, Center for Research in Mathematics Education



University of Connecticut

*A.J. Pappanikou Center for Developmental Disabilities*

October 11, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter expresses the commitment of the University of Connecticut Health Center's A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research, and Service to supporting the implementation of Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) project, which will improve the developmental, functional and early outcomes of all young children in Connecticut.

The A.J. Pappanikou Center for Excellence is a university center administered in the School of Medicine, and affiliated with all schools and campuses of the University of Connecticut. It is a community based center that works with state and local partners to meet its mission. The Center is one of 69 centers in a network of University Centers for Excellence in Developmental Disabilities Education, Research and Service (UCEDD) authorized by the federal Developmental Disabilities Assistance and Bill of Rights Act and funded through the Administration on Developmental Disabilities. The Center's work, as a university-based center on disability, ensures that individuals with disabilities and those at risk for disability, representing all racial, ethnic, cultural and linguistic backgrounds, are fully included and valued in society. The mission of the Center is to work collaboratively to promote advocacy, capacity building and systems change to improve the quality of life for a person with a disability across the life span and their family.

The A.J. Pappanikou Center for Excellence in Developmental Disabilities is prepared to support the successful implementation of Connecticut's RTT-ELC project by:

- Assisting in the provision of training and technical assistance to support the continued development of an early childhood workforce in Connecticut;
- Assisting in the development, implementation and evaluation of a knowledge and competency framework that addresses the needs of children with disabilities, special health care needs and behavioral and mental health needs;

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The Honorable Governor Dannel P. Malloy

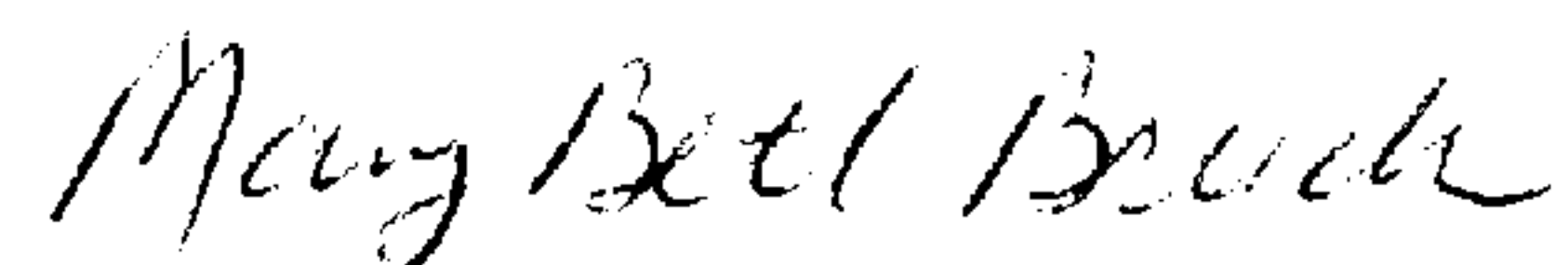
Page 2

October 11, 2011

- Supporting the State's Early Childhood Cabinet, including the Early Childhood Standards Committee in ensuring that the State's standards reflect high quality and the inclusion of children with high needs, including children with disabilities; and
- Assisting in the development, implementation and evaluation of a tiered quality rating system that includes all children, including children with disabilities.

At this time we cannot estimate the value of our in-kind contributions in the form of services to the RTT-ELC project over the four-year grant, but await invitations to serve the project in whatever capacity we can.

Sincerely,



Mary Beth Bruder, Ph.D.

Professor of Pediatrics and Educational Psychology

Director, University of Connecticut A.J. Pappanikou

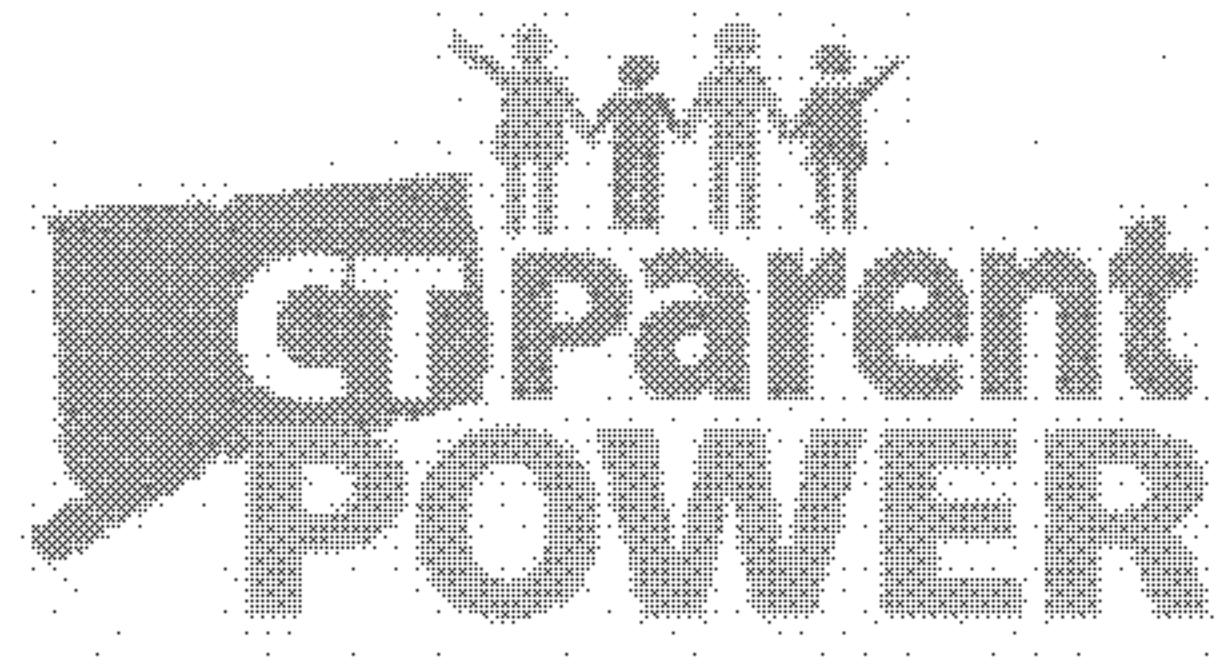
Center for Excellence in Developmental Disabilities

Education, Research, and Service

Editor, *Infants & Young Children*

An Interdisciplinary Journal of Early Childhood Intervention

<http://journals.lww.com/iycjournal>



Educating, Engaging, and Mobilizing Parents  
to Act on Children's Issues

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October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

Connecticut Parent Power enthusiastically supports Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*.

Connecticut Parent Power is a statewide parent action network that engages and mobilizes parents on behalf of Connecticut's children. Our mission is to educate, engage and mobilize parents to act on children's issues. To do this, we bring timely, clear, and accurate information to Connecticut parents and deliver meaningful opportunities for parents to take action on children's issues. Our advocacy priorities include ensuring **every** child has access to:

- Quality, affordable and available early care;
- Quality, affordable health care; and
- A quality education.

As part of our efforts, a parent represents Connecticut Parent Power on the Early Childhood Education Cabinet's Family Involvement and Home Visitation Committee, which has helped lay the foundation for many of the projects RTT-ELC will advance, including increased connections with family-based providers, kith and kin.

Quality early learning opportunities benefit us all. Communities can prosper when children enjoy reliable health care, quality early learning programs, strong schools, and creative out-of-school opportunities. We are pleased that RTT-ELC projects will increase collaboration among state agencies in their delivery of early care and education services and supports, enhance connections among and between state, regional and local early childhood stakeholders, including parents, to improve access to these services and supports, and improved training on health and mental health standards for early care providers.

Connecticut's RTT-ELC initiative is an essential step to realizing our priorities for children ages 0-5. Connecticut Parent Power will support the successful implementation of these projects by:



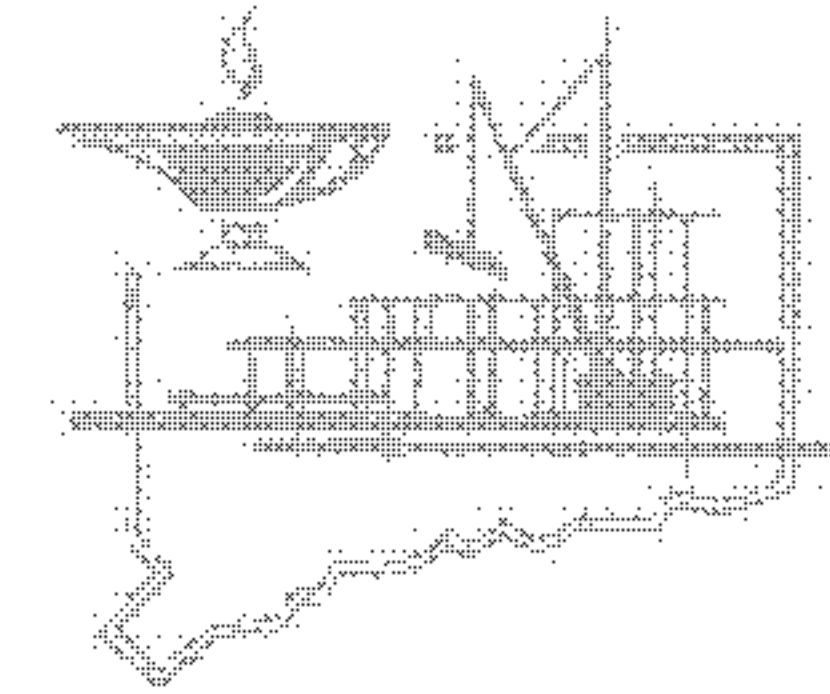
- Supporting the creation of the Office of Early Care and Education and Child Development to improve coordination of state agency programs and facilitate better inter-agency cooperation, including data sharing protocols;
- Continuing parent participation on the Cabinet's Family Involvement and Home Visitation Committee;
- Promoting understanding of the Early Learning Standards among parents;
- Facilitating connections to private and philanthropic resources as appropriate;
- Educating parents throughout the state on the progress of these projects, gathering feedback and feeding that feedback back to the relevant entities.

We are excited to see this progress to make Connecticut's early care and education opportunities more easily accessible and parent friendly. We look forward to working with you on these critical goals.

Sincerely,



Paul Wessel  
Director



October 14, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the commitment of the Connecticut Health and Educational Facilities Authority (CHEFA) to support the success of Connecticut's young children through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*".

CHEFA is a quasi-public authority created to help Connecticut-based non-profit organizations raise the funds needed to meet their goals of improving the health and education of the State's citizens through low-cost financing in the public municipal markets. Formed in 1965, CHEFA currently has in excess of \$7.6 billion in bonds outstanding. Childcare providers (along with hospitals, institutions of higher education, independent schools, cultural institutions, and human service providers) have benefited from this financing to expand their physical plant and equipment and increase services to the children and families they serve.

Through the State's landmark School Readiness Legislation (Public Act 97-259), CHEFA collaborated with the Department of Social Services and State Department of Education to develop three loan programs to finance quality spaces for early education. One of these, the Tax-Exempt Loan Program, has become the principal engine generating early care facilities for low-income children in Connecticut. \$76 million has been invested to provide over 5,100 spaces through this program. Each of the facilities is required to demonstrate its commitment to quality by being accredited through the National Association for the Education of Young Children (NAEYC).

Recognizing the importance of systems planning in early education, the Authority has consistently supported State efforts with funding and technical support. In 2006, CHEFA provided a \$200,000 grant to support the work of the Early Childhood Research and Policy Council; in 2007, CHEFA developed a statewide facility plan for early education pursuant to Special Session Public Act 07-03; in 2008, the Early Education Cost Estimate web-based tool was launched; and in 2010 CHEFA approved financial support of \$985,000 for the Connecticut Data Collaborative project.

CHEFA has reviewed a summary document describing Connecticut's RTT-ELC application, and firmly supports the priorities of the proposed project. CHEFA will support RTT-ELC efforts by continuing to support childcare center facility improvement and expansion. Specifically, CHEFA commits to:

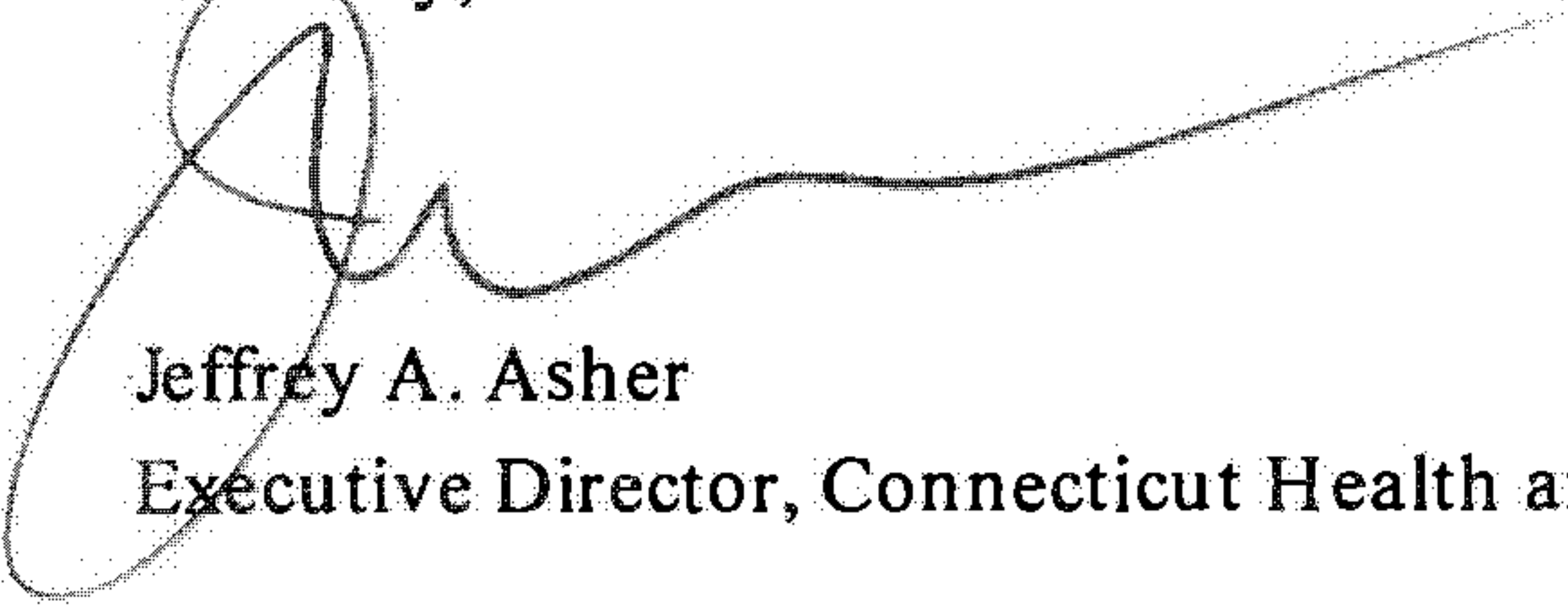
- continue our funding of interest rate subsidies for existing child care providers in the Guaranteed Loan Program, estimated to be \$190,000 per year. The financial support enables programs serving lower-income families the ability to afford quality facilities;

- expand its Guaranteed Loan Program up to an additional \$3MM in loans, utilizing \$1 million of CHEFA funded loan guarantees and up to \$100,000 of additional interest rate subsidies, while requiring that new borrowers engage the State's Tiered Quality Rating and Improvement System; and
- continue its grant support with \$492,500 for the Connecticut Data Collaborative, which is prepared (if selected) to provide de-identified, community-level data across all early childhood domains to RTT-ELC participating state agencies while a federated data system is developed for long-term use.

We estimate the value of our cash and in-kind contributions to the RTT-ELC project at \$2,250,000 over the four-year grant period.

CHEFA reiterates its support for Connecticut's RTT-ELC application and looks forward to hearing of its award and working towards its success.

Sincerely,



Jeffrey A. Asher

Executive Director, Connecticut Health and Educational Facilities Authority

# New Connecticut Foundation, Inc.

805 Brook Street, Building 4, Rocky Hill, CT 06067-3405  
860-571-7136 ♦ 860-571-7150- Fax  
EIN 45-2841472

October 17, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

## **Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the ongoing commitment of the New Connecticut Foundation to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*".

The New Connecticut Foundation oversees the CT Data Collaborative, an open affiliation of individuals and organizations from the public and private sectors whose interest is to identify ways in which elected officials, policy makers, state agencies, advocates, and communities can gain access to and utilize rich and increasingly accurate and powerful data and information sources, especially with respect to high-need children. The Collaborative has developed an Early Childhood Portal with support from the William Caspar Graustein Memorial Fund and CHEFA to (a) provide access to a wide range of early childhood indicators, and eventually performance measures, along with powerful data visualization tools to analyze and present them and (b) engage State agencies and other generators of useful data in a process to improve dramatically the availability and quality of data produced by Connecticut's early childhood service system. The Connecticut Data Collaborative is a member of the Open Indicators Consortium, a national group of advocates for community level indicators that is working with the University of Massachusetts at Lowell on powerful visualization software that will be used to display the early childhood data available through the Consortium. This software (called WEAVE) will allow data analysis on multiple measures across communities – providing program managers and policy makers with information necessary to ensure that limited resources are used as effectively as possible.

The CT Data Collaborate currently supports system change efforts at the state level through its partnership with the Early Childhood Cabinet Data Committee, with which it has held discussions regarding the dissemination of early childhood knowledge and data through the Early Childhood Portal. While coordination at the state level contributes to improved local collaboration, the CT Data Collaborative also contributes directly to the regional and local early childhood system. Through support from the William Caspar Graustein Memorial Fund the Collaborative has engaged early childhood practitioners in the development of the Early Childhood Portal. Users have helped choose the critical data points that need to be included and assisted the software developers to ensure needed functionality. An advisory group of local practioners will continue to work with the development team to provide needed guidance on updating the Portal. The Collaborative will also be engaging regional collaborative community data efforts in Hartford, New Haven, and Bridgeport regions to increase use of and contribution to the Early Childhood Portal.

The CT Data Collaborative has supported the development of Connecticut's RTT-ELC application through its dialogue with the Early Childhood Cabinet Data Committee regarding the dissemination of key early childhood data to local planning collaboratives and key stakeholders, and is pleased that the application focuses on our organization's priorities including the dissemination of quality and actionable data to key stakeholders in a centralized, and user-friendly manner..

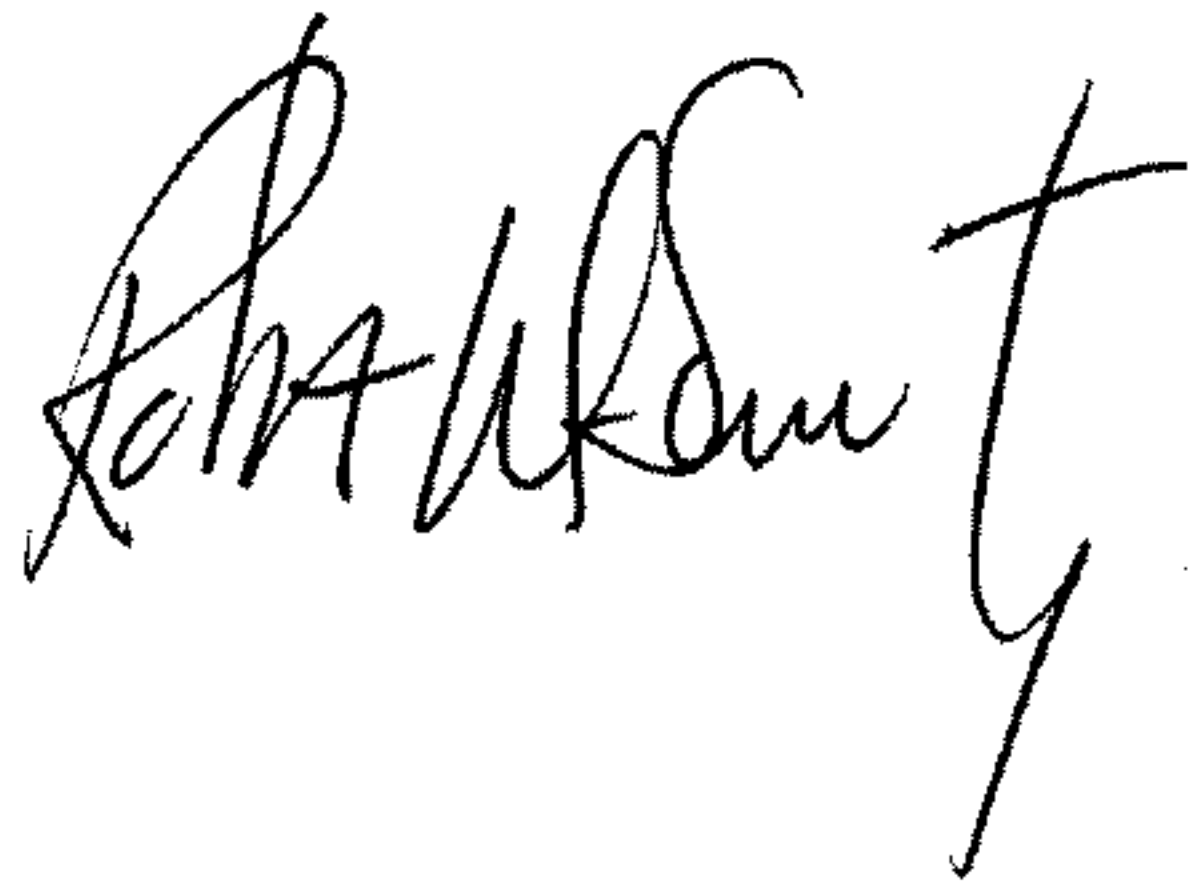
The CT Data Collaborative will support the successful implementation of Connecticut's RTT-ELC project in the following ways:

- Providing easy access to the extensive community-level data from all participating agencies in a common format with full documentation and powerful analytical tools
- Engaging the generators of the data and the users of the data in an ongoing dialogue to develop the most useful content and format of data
- Providing agencies and users with expert and peer support in accessing and using the data through provision of online guides, in-person and webinar-based training, and access to a help desk to answer user-specific questions

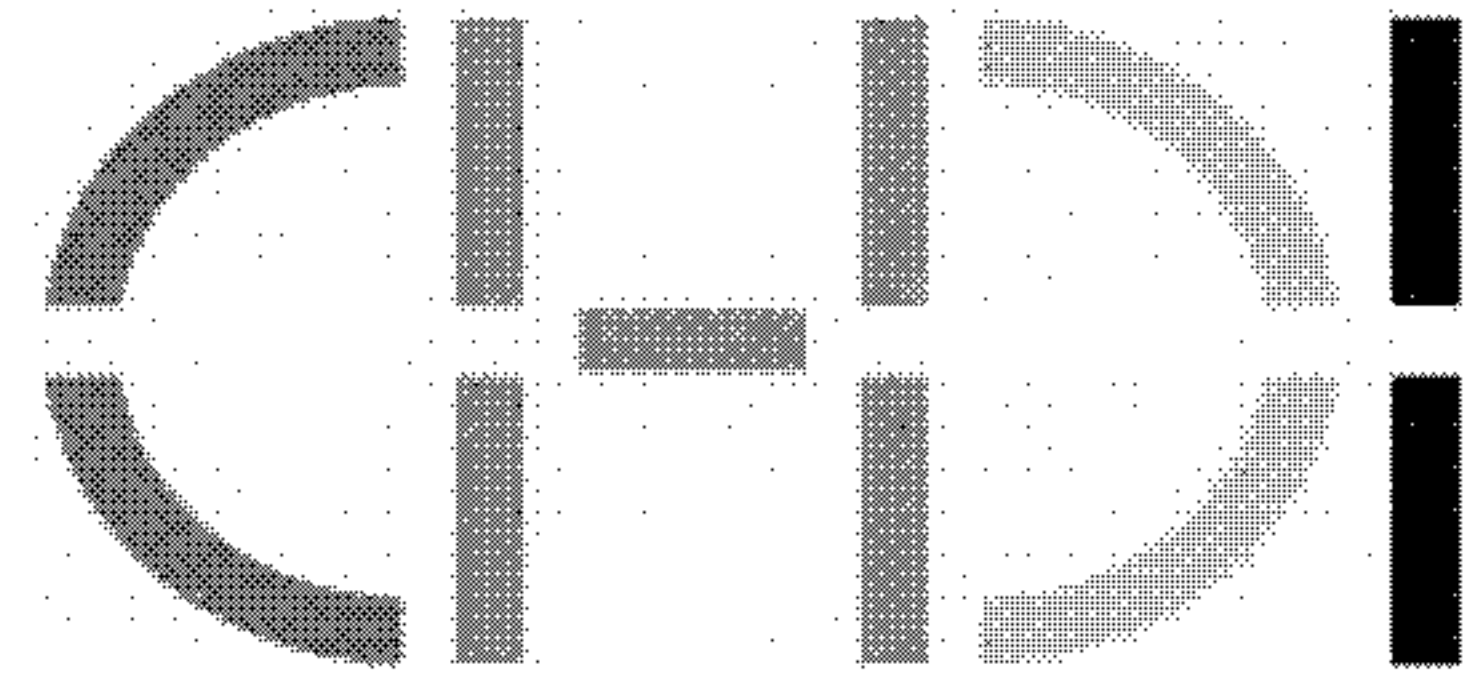
Additionally, we estimate the value of our cash and in-kind contributions to the RTT-ELC project at \$125,000 over the four-year grant period.

The New Connecticut Foundation enthusiastically endorses Connecticut's Race to the Top – Early Learning Challenge application and looks forward to supporting its successful implementation!

Sincerely,



Robert W. Santy  
Chairman  
New Connecticut Foundation



Child Health and Development Institute of Connecticut, Inc.

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the ongoing commitment of the Child Health and Development Institute of Connecticut (CHDI) to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *“An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development”*.

CHDI's ultimate goal is to ensure that all children in Connecticut have access to and benefit from a comprehensive, effective, community-based health and mental health care system. To achieve this vision, we focus our efforts on long-term systemic change by identifying and evaluating effective practices, and then building the capacity to implement them statewide.

CHDI is an independent, non-profit subsidiary of the Children's Fund of Connecticut, a public charitable foundation. Working in partnership with state and regional agencies, hospitals, universities, and other organizations, we combine direct funding with research, policy analysis, advocacy, and technical assistance. CHDI's mission is to improve the quality of care for all children, emphasizing family-centered, comprehensive care that encompasses both physical and behavioral health. Collaborating with the Connecticut Children's Medical Center, the University of Connecticut, and Yale University, we strive to advance sustainable improvements in primary and preventive health and mental health care practices and policy for all the state's children, with a particular focus on disadvantaged or underserved children and families.

CHDI recognizes that the care and education of very young children (birth – 5) has lifelong consequences. Approximately one out of four Connecticut children enter kindergarten without the sufficient skills, knowledge, and behaviors necessary for academic success.

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chdi@adp.uhc.edu  
www.chdi.org

Physical and mental health-related issues, alone or in combination, account for all but 6% of these children. In recognition of the role that health services play in ensuring school readiness, CHDI works tirelessly to improving access, integration, and impact of early childhood systems at the local, regional, state, and national levels. Examples of this important work include:

- In 2009, CHDI facilitated a statewide, collaborative process that produced, “A Framework for Child Health Services”. The Framework provides a basis for action through identifying a full continuum of child health services and the necessity of linking health to other child serving systems, including early care and education and family support, in order to ensure optimal healthy child development and school readiness.
- CHDI published a “Tool Kit for Integrating Child Health Services into Community Early Childhood Initiatives“ (A Framework Tool Kit” (2011)). The tool kit provides a guide for implementing the major recommendations outlined in the Framework. We have conducted TA workshops for communities on the use of the tools and will continue to do so over the next year.
- CHDI, in partnership with the CT Chapter of the American Academy of Pediatrics and the CT Chapter of the American Academy of Family Physicians, launched Educating Practices in the Community (EPIC), a training initiative to inform pediatricians and their staff about critical children’s health issues - right in the comfort of their own offices. This model of "academic detailing," brings together 11 training topics under one training umbrella.
- CHDI is actively involved in supporting the development of the person-centered medical home model of pediatric care that includes developmental screening, mid-level assessment, care coordination, and family-centered care through our training initiatives (e.g. EPIC), and our role as a convener and facilitator of policy and systems reform.
- The Connecticut Center for Effective Practice (CCEP), a division of CHDI, focuses on improving mental health care for children across Connecticut. CCEP collaborates with state agencies and academic institutions to improve the effectiveness of treatment provided to all children with serious and complex emotional, behavioral, and addictive disorders. Through CCEP, we are assisting with the replication of Child FIRST, an evidence-based early childhood home visiting intervention that works to decrease the incidence of serious emotional disturbance, developmental and learning problems, and abuse and neglect among the most vulnerable children and families.
- CHDI participates in local early childhood community collaborative groups, including as an active partner in the Graustein Memorial Fund’s Discovery Initiative, providing technical assistance and capacity building assistance to Discovery’s 53 early childhood collaboratives across the state related specifically to the integration of child health into local birth to 8 plans.
- CHDI has supported the development of a system of workforce competencies in infant/toddler mental health in partnership with the CT Association for Infant Mental Health.
- CHDI facilitates and/or participates in numerous other partnerships including but not limited to: the Behavioral Health Partnership Oversight Committee, Children’s Behavioral Health Advisory Council, SDE School Health and Wellness Advisory Committee, Help Me Grow National Dissemination Technical Advisory Team, Medicaid Managed Care Council, and numerous groups involved in transformative work that lead to improved health outcomes for children.

Connecticut's RTT-ELC application accelerates and unites existing momentum from the Cabinet, Discovery communities, the State's commitment to expanding preschool and kindergarten access, the Early Childhood Teacher Credential Pilot Program, and other initiatives to provide more complete supports for high needs children during their most crucial stages of development. CHDI is deeply committed to helping achieve RTT-ELC's ambitious goals to better serve high needs children and prepare them for school and lifelong wellness.

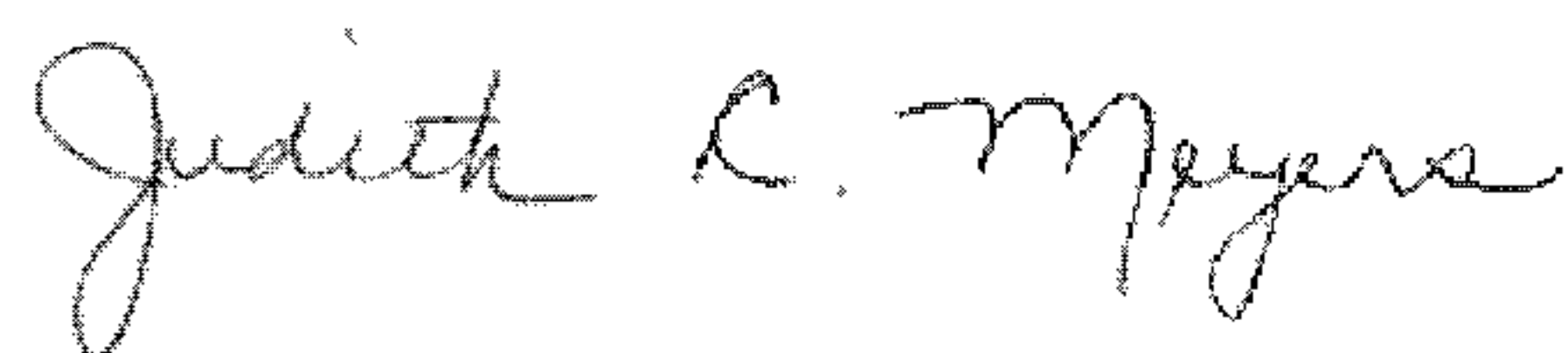
CHDI has been an active participant in the RTT-ELC planning process, and we will actively participate in the successful implementation of RTT-ELC projects to create a coordinated, statewide early learning and development system that includes a tiered Quality Rating and Improvement System (QRIS) system, comprehensive Early Learning Standards and data systems, and a well trained workforce. Specifically, we intend to:

- Support the creation of the Office of Early Childhood Development, Early Care and Education as part of the ongoing implementation of Public Act No. 11-181;
- Continue to provide technical assistance and capacity building tools for local communities through the regional hub system created under RTT-ELC as appropriate;
- Support the development of a comprehensive tiered QRIS system that addresses child health and development issues through participation on the Early Childhood Cabinet's new QRIS Task Force as appropriate, and encourage maximum participation the QRIS system among local and regional child care providers and educators;
- Advise the improvement and coordination of training for early care and education providers in health and mental health standards through participation on the Early Childhood Cabinet's new Health Committee;
- Identify effective investments to improve the early screening and mid-level assessment process;
- Advise the development of new state data protocols for integrated data collection and evaluation; and facilitate connections to private and philanthropic resources as appropriate.

We estimate that these cash and in-kind contributions total \$2 million (funds from the Children's Fund of CT, CHDI's parent organization) over the four-year grant period.

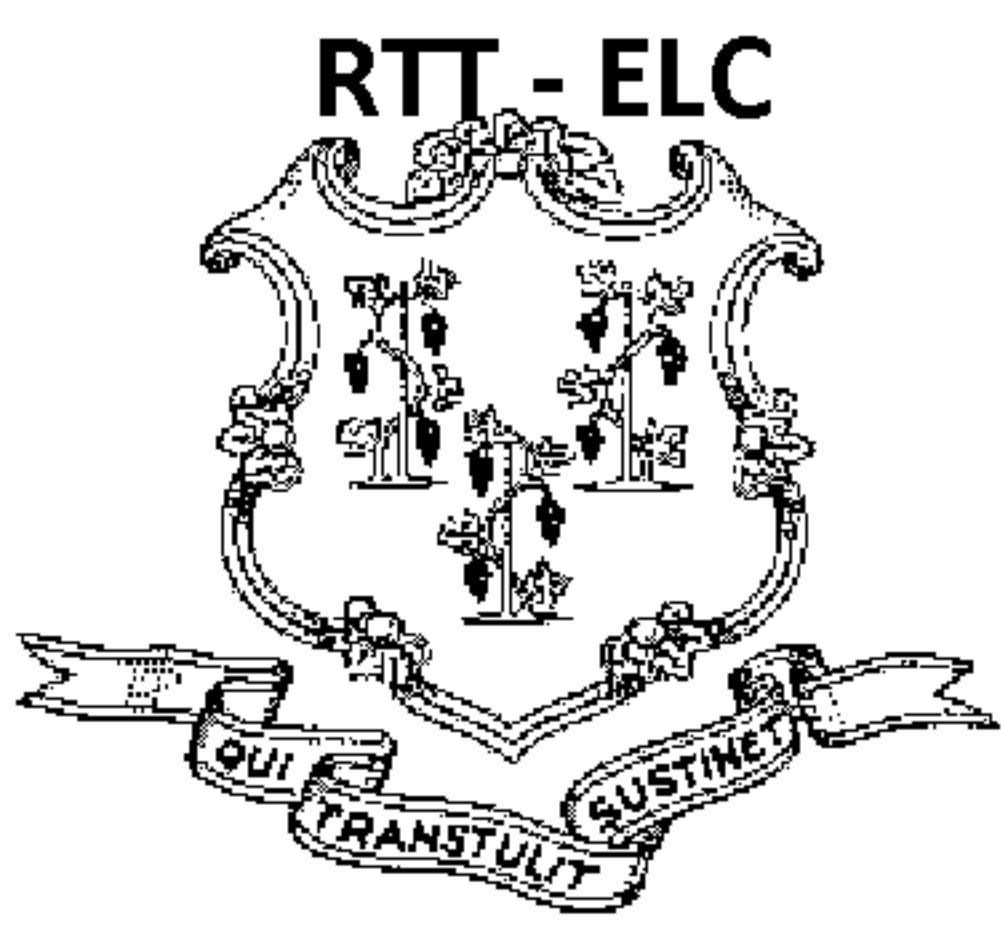
CHDI plays an integral role in developing and improving the state's early childhood system. We fully support the work, ideals and goals of Connecticut's Race to the Top - Early Learning Challenge initiative.

Very truly yours,



Judith C. Meyers, PhD  
President and CEO





**STATE OF CONNECTICUT**  
**OFFICE OF POLICY AND MANAGEMENT**

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

On behalf of the Child Poverty and Prevention Council, this letter confirms the Council's commitment to support Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *"An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development"*.

The Child Poverty and Prevention Council has a statutory mandate to develop and promote the implementation of a ten-year plan to reduce the number of children living in poverty in the state by fifty percent and to establish prevention goals and recommendations and measure prevention service outcomes in order to promote the health and well-being of children and families. Our goal is to better coordinate existing and future prevention expenditures across state agencies and increase fiscal accountability.

Connecticut's RTT-ELC application tries to reach low-income children by increasing supports for family childcare providers (including kith and kin), increasing training for early childhood educators on health and mental health standards (including home visitation providers), and using data sharing protocols across state agencies to better monitor long-term success. The Council is committed to partnering with you to strengthen the linkages between early childhood education and poverty prevention, and will support the successful implementation of RTT-ELC by supporting the creation of the Office of Early Childhood Development, Early Care and Education as part of the ongoing implementation of Public Act No. 11-181.

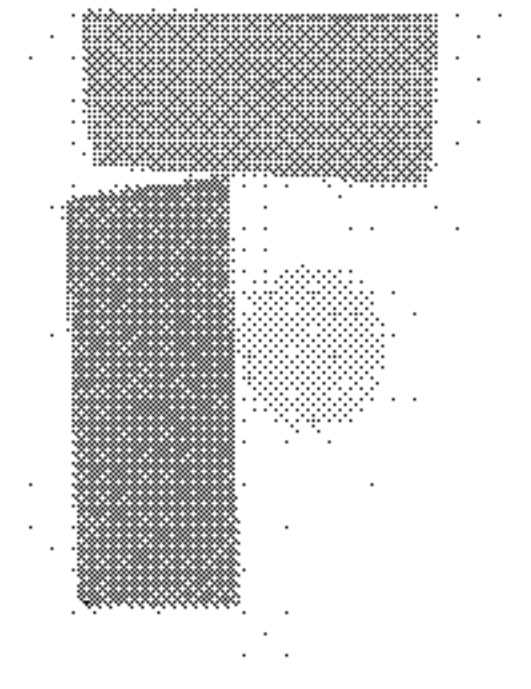
The highly collaborative planning process for Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) application has resulted in ambitious goals that will improve the lives of low-income children and their families. We fully support this effort and look forward to working with you on this important initiative.

Sincerely,

Anne Foley

Under Secretary

Chair, Child Poverty and Prevention Council



Children's Fund  
of Connecticut, Inc.

270 Farmington Avenue  
Suite 367  
Farmington, CT 06032

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy,

On behalf of the Children's Fund of Connecticut, I am pleased to support Connecticut's application for the Race to the Top-Early Learning Challenge (RTT-ELC), and confirm the Fund's commitment to improving early childhood outcomes for disadvantaged children. The Fund stands ready to participate in both RTT-ELC and implementation of Public Act 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development."

The Children's Fund of Connecticut is a public charitable foundation dedicated to ensuring that children in Connecticut who are disadvantaged have access to and make use of a comprehensive, effective, community-based health and mental health care system. To carry out this mission, the Children's Fund champions sustainable improvements in primary and preventive care practices through innovative grant making. Our primary vehicle is our Child Health and Development Institute (CHDI) which works in partnership with state and regional agencies, hospitals, universities, and other organizations, combining direct funding with research, policy analysis, advocacy, and technical assistance. Through our Connecticut Center for Effective Practice we seek to improve the effectiveness of treatment provided to all children with serious and complex emotional, behavioral, and addictive disorders.

We focus intensively on early childhood to support the integration of health and mental health care into settings where young children are served. Key initiatives include:

- Developing a statewide system of consultation to early care and education settings so that the health and mental health needs of children in child care settings will be identified and properly addressed by qualified consultants. CHDI played a key role in developing, supporting and evaluating Connecticut's **Early Childhood Consultation Partnership (ECCP)**, which provides mental health consultation to early care and education settings.
- Improving the health and safety of early care and education settings by supporting research that documents program noncompliance with state licensing standards, and facilitating and supporting the implementation of recommendations for systems and program improvements.
- Promoting the **integration of child health** as part of the state's efforts to improve children's readiness for kindergarten and performance in the early elementary grades, through research, grant making and technical assistance.
- In partnership with the William Caspar Graustein Memorial Fund and the State Department of Education, we have awarded grants to 15 communities over the past three years to bring health and health care providers into their broader school readiness **planning** efforts, which are funded through a public/private partnership. CHDI participates in the ECE Collaborative Management Team overseeing the broader effort.

The Fund has played an active role in developing the RTT-ELC application as a member of the Early Childhood Funders Collaborative, providing support to the grant preparation and participating in planning meetings and reviewing and commenting on documents. This fits perfectly with our mission of integrating health and mental health into early childhood settings and promoting healthy child development. The Fund will support successful implementation of RTT-ELC in the following ways:

- We will continue to contribute funding to the Early Childhood Funders Collaborative throughout the planning and implementation of Public Law 11-181.
- We will continue to provide grants to communities to implement their comprehensive early childhood plans through the public/private partnership that includes the State Department of Education and the Memorial Fund along with the Children's Fund.
- We will continue to support the implementation of a system of health consultation to early care and education settings including centers and family child care homes.
- We will continue our active participation in convenings, forums, and committees where the work outlined in CT's RTT-ELC proposal will be carried out.

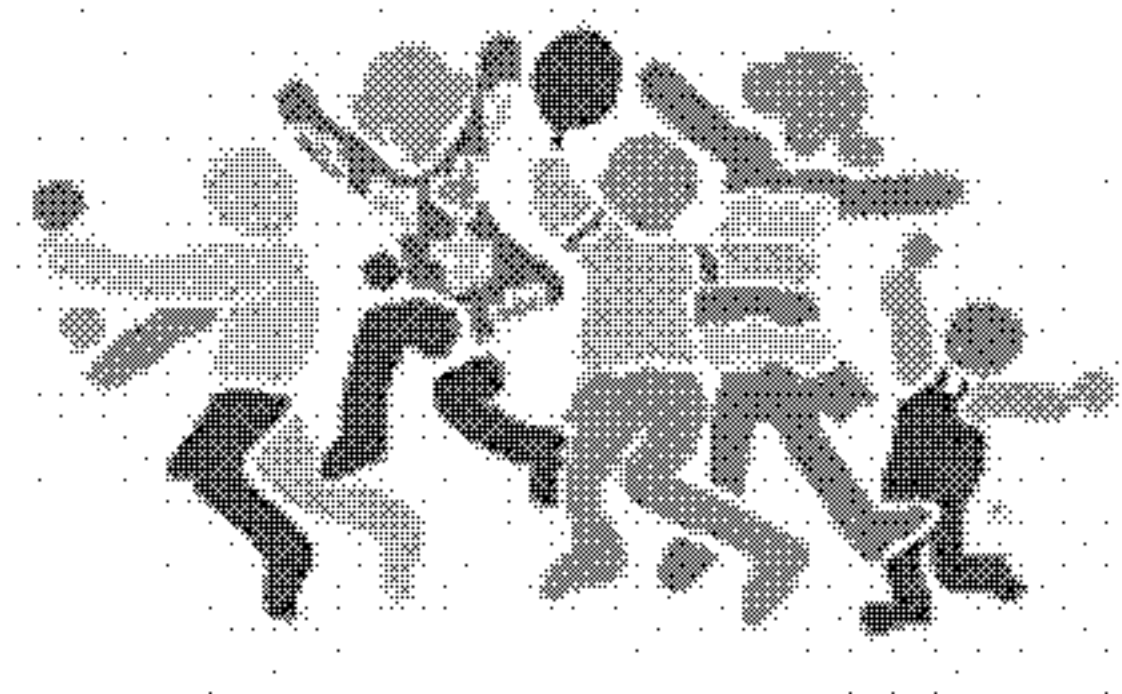
We estimate the value of our cash and in-kind contributions to the RTT-ELC project at \$2 million over the four-year grant period.

We are excited about the opportunity to work with you on this important initiative. Connecticut's strong track record of promoting a holistic approach to early childhood, at the community, regional and state levels, ensures that RTT will improve the lives of our most disadvantaged children and families.

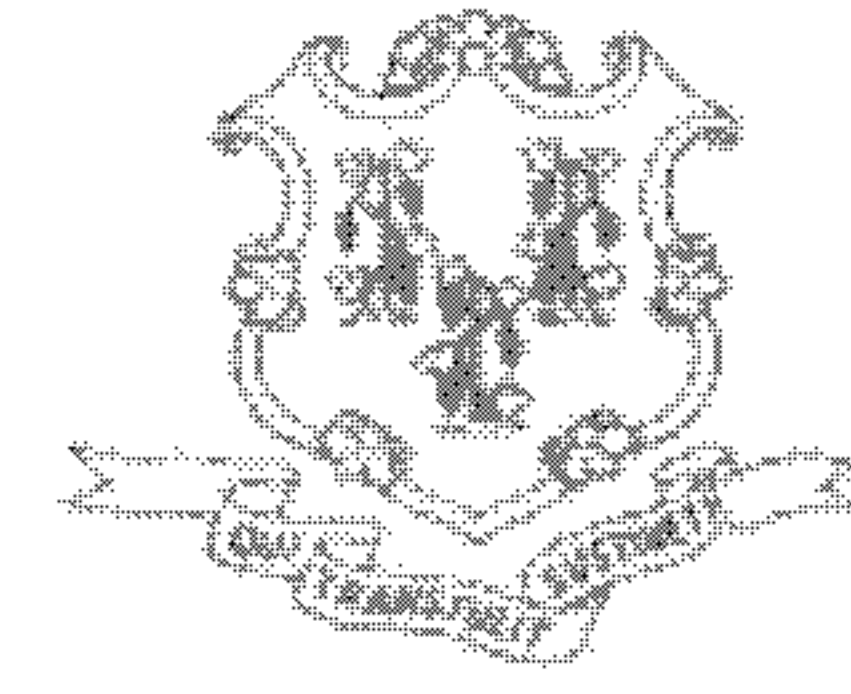
Sincerely,



Judith C. Meyers, PhD  
President and CEO  
Children's Fund of Connecticut



State of Connecticut  
GENERAL ASSEMBLY



**Commission on Children**

October 6, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top-Early Learning Challenge funds**

The Connecticut Commission on Children enthusiastically supports Connecticut's Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *"An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development"*.

Created with bipartisan support in 1985, the Connecticut Commission on Children (Commission) promotes public policies in the best interest of children. To that end, the Commission develops landmark policies for children, leads in media for children and youth, performs key research on children's needs, and connects families and government systems and policies. The Commission follows a preventive approach, which strengthens the capability of families and communities in all their diversity to provide for children's needs.

The Commission is actively involved in initiatives that promote and develop high quality education for Connecticut children, increase parent engagement, and promote health & safety. Several of our efforts focus on the early care and education of very young children. For example, the Commission partners with the Department of Public Health and others to improve the quality and access of infant and maternal home visitation programs. The Commission has been a key member of the Connecticut Early Childhood Cabinet for the past several years. The Commission staffs the Speaker of the House's Task Force on Children in the Recession, formed in June 2009 to find ways to help families deal with the impact of the recession. The Commission is a catalytic member of the State Child Poverty Prevention Council, established to develop and promote the implementation of a ten-year plan to reduce the number of children living in poverty in the state by fifty percent.

The Commission partners with numerous organizations at the regional and local levels for good child and family outcomes, including (1) partnerships in 24 towns and cities to implement the parent leadership training institute, a nationally recognized program that

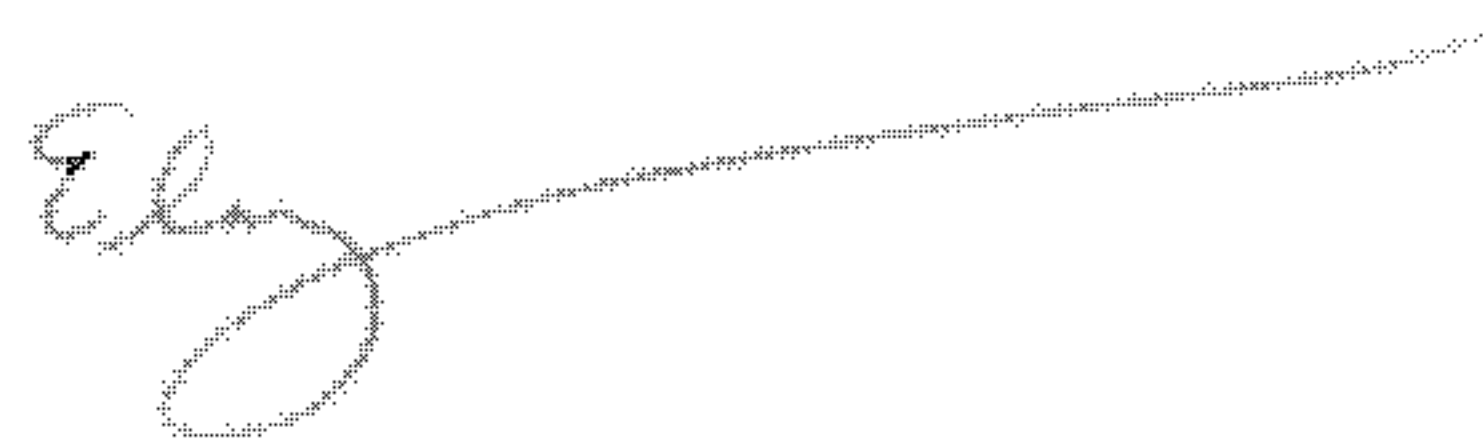
gives parents the knowledge, confidence, and tools to actively participate in civic life; (2) a decades-long partnership with the CT Conference of Municipalities, working with mayors and first selectpersons across the state on issues from school readiness to policy considerations for homeless families to early care and education; (3) current work on low birth weight and childhood obesity reduction with agencies and coalitions from Stamford to Hartford; and (4) legislative updates with child care providers to detail opportunities and regulations in recent legislation impacting their work.

The Commission fully supports the ambitious goals of the proposed RTT-ELC project to create a more coordinated, comprehensive system of early learning and development in Connecticut. I have been directly involved in the development of this application in my role as Co-Chair of the Early Childhood Education Cabinet's Family Involvement and Home Visitation Committee. The Commission will support the RTT-ELC efforts as follows:

- Support the creation of the Office of Early Childhood Development, Early Care and Education as part of the ongoing implementation of Public Act No. 11-181;
- Bring national best practices, gleaned from the Commission's numerous connections at the national level, to bear in Connecticut as appropriate;
- Promote understanding of Early Learning Standards among early care and education providers (incl. family care providers, kith and kin), parents, and local communities;
- Provide expertise and informational resources in the development of a three tiered Quality Rating and Improvement System (QRIS) through participation in the Cabinet's new QRIS Task Force as appropriate;
- Advocate for maximum participation the QRIS among child care providers and educators (including family caregivers, kith and kin) as appropriate;
- Promote awareness of workforce training opportunities (e.g. the Early Childhood Teacher Credential program) among early care educators as appropriate;
- Advise in the development of new data protocols to facilitate integration across systems and data sharing through continued leadership on the Cabinet;
- Promote the incorporation of new state data protocols among early care and education providers as appropriate; and
- Facilitate connections to private and philanthropic resources as appropriate.

The Commission is committed to working with CT's RTT-ELC partners to develop and enhance systems and supports to encourage the best possible outcomes for all CT children.

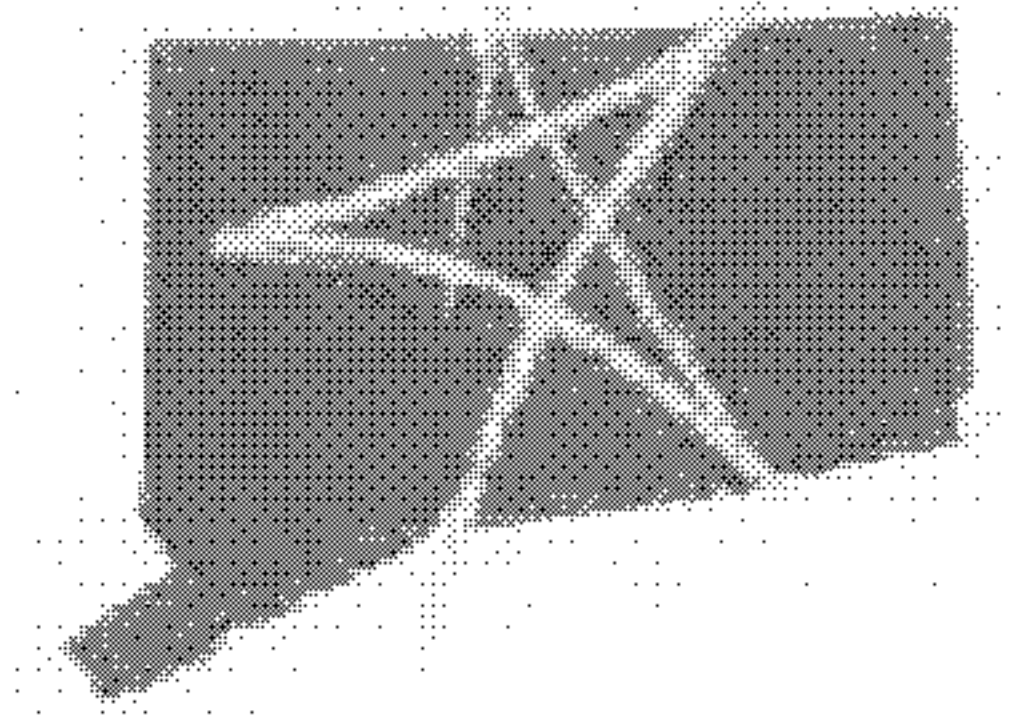
Sincerely,



Elaine Zimmerman  
Executive Director

CONNECTICUT  
**Workforce**  
 Development Council

560 Ella T. Grasso Boulevard  
 New Haven, Connecticut 06519  
 203.562.7811 / 203.562.1106 Fax



Capital Workforce Partners  
 One Union Place  
 Hartford, CT 06103

Eastern CT Workforce  
 Investment Board  
 108 New Park Avenue  
 Franklin, CT 06424

The Northwest  
 Regional Workforce  
 Investment Board, Inc.  
 149 Thomasan Avenue  
 Waterbury, CT 06702

Workforce Alliance  
 560 Ella T. Grasso Blvd.  
 New Haven, CT 06519

The Workplace, Inc.  
 350 Fairfield Avenue  
 Bridgeport, CT 06604

October 12, 2011

The Honorable Governor Dannel P. Malloy  
 210 Capitol Avenue  
 Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Connecticut Workforce Development Council strongly supports Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development" to position more of Connecticut's young children to achieve academic, employment, and economic success.

The Connecticut Workforce Development Council (CWDC) strives to develop a competitive workforce to meet the current and future needs of the state's employers by creating opportunities through education, training and job readiness. The Boards of Directors of all five regional Workforce Investment Boards are led by business executives and include education and community leaders to assure that workforce investment policy is directed toward the real jobs in the state economy. The leadership and participation of a broad spectrum of businesses helps ensure our services and programs are relevant to our customers, today and in the future.

CWDC enthusiastically supports Connecticut's RTT-ELC proposals to improve the quality of early learning to close the achievement gap for children with high needs. We understand that healthy and prepared young children become successful students, and eventually become productive workers and citizens. We are also pleased to see expanded access to and integration of early care educator workforce training and the Early Childhood Teacher Credential, especially among family and informal childcare providers. In support of these initiatives, CWDC will:

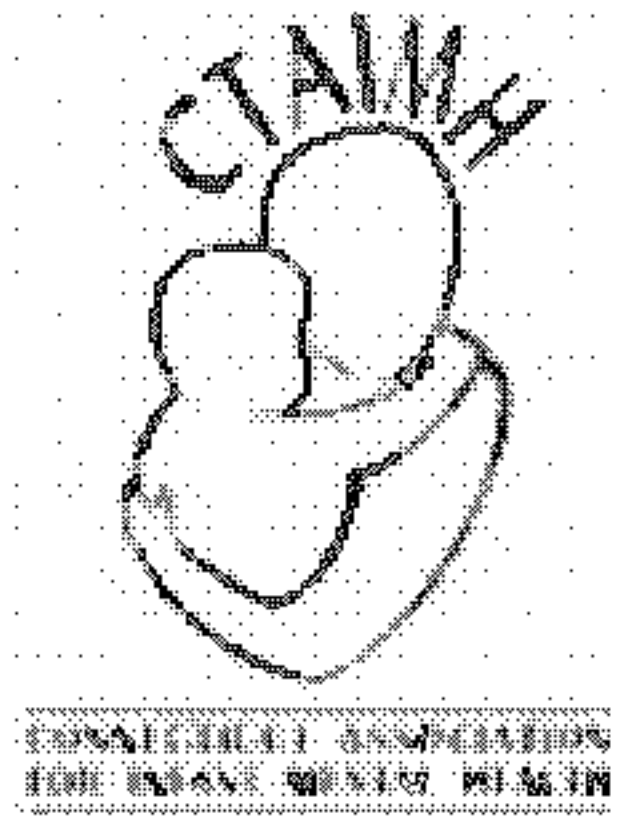
- Support the creation of the Office of Early Care and Education and Child Development to improve coordination of state agency programs and facilitate better inter-agency cooperation, including data sharing protocols;
- Promote access to high-quality early care programs among WIB clients (including educating students about information available through the Quality Rating and Improvement System);
- Make our training facilities available for professional development trainings, subject to availability, particularly for family caregivers, kith and kin;
- Promote training, credentialing (e.g., Child Development Associate), and careers in early education;
- Inform our business and community partners about the RTT-ELC initiative and its important role in developing a stronger workforce;

As the statewide association of Workforce Investment Boards, the CWDC is uniquely positioned help shape Connecticut's economic future. Connecticut's RTT-ELC application will make important strides forward to ensure our early care and education workforce provides the high quality care our children need to place them on the path of academic and economic success. We look forward to working with you to achieve these goals.

Sincerely,

William P. Villano  
 Executive Director, Workforce Alliance  
 Chair, Connecticut Workforce Development Council





## Connecticut Association for Infant Mental Health, Inc.

Concerned with the Healthy Social Emotional Development  
of Infants and Young Children

October 13, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

### **Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Connecticut Association of Infant Mental Health, Inc. (CT-AIMH) strongly supports the state's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*" to improve physical, social, and mental health outcomes for the state's high needs children.

Infant Mental Health concerns the relationships that infants and young children have with their caregivers, usually their parents. Infant mental health also refers to the capacity to regulate emotions and to explore one's environment. Promoting these relationships in a culturally sensitive context is the work of professionals from many disciplines including health, human services and education. When these earliest relationships are positive, responsive and predictable, the stage is set for successful learning in later development.

CT-AIMH offers professional development opportunities to those working with infants and young children and their families, assisting them to 1) support and enhance responsive relationships, to promote culturally sensitive practice, and 2) reflect on their work with families and their young children. CT-AIMH's 180 members include professionals at all levels and caregivers (e.g. early care educators, therapists, clinicians, home visitors, social workers, nurses, psychologists, physicians) and families.

CT-AIMH provides our members continuing education and professional development trainings; informational resources about programs for young children and other issues affecting the quality of life for young children and their families (including an online newsletter); advocacy on behalf of infants, toddlers and their families locally and statewide; and opportunities to influence the infant mental health network and to work towards the optimal development of infants and young

230 S. Frontage Road, New Haven, CT 06520  
[www.ct-amih.org](http://www.ct-amih.org)

children and their families. Many of our Board members have been members of the Early Childhood Education Cabinet and/or its existing Committees, playing active roles in the development of both existing foundation of infant mental health network and the development of the RTT-ELC application.

We also promote competency in the infant/toddler/family workforce by offering an Endorsement in Culturally Sensitive, Relationship-focused Practice Promoting Infant Mental Health®. The Competencies are aimed at four levels of professional development: infant/family associate, infant/family specialist, infant mental health specialist, and infant mental health mentor. Connecticut is one of 14 states to offer this endorsement that was initiated by the Michigan Association for Infant Mental Health and in 2006 received the Annapolis Coalition for the Behavioral Health Workforce award for innovation in workforce development.

Connecticut's RTT-ELC initiative will enhance supports for young children in infancy and toddlerhood, a time when young brains are critically sensitive to development. CT-AIMH is deeply committed to this goal, and will continue to play an active role in RTT-ELC project development and implementation.

In addition to supporting the creation of the Office of Early Childhood Development, Early Care and Education as part of the ongoing implementation of Public Act No. 11-181, CT-AIMH will 1) Advocate for maximum participation in the QRIS system among local and regional child care providers, families and educators, including our membership; 2) Advise the improvement and coordination of training for early care and education providers in health and mental health standards through participation on the Early Childhood Cabinet's new Health Committee as appropriate; 3) Identify effective investments to improve the early screening and mid-level assessment process; 4) Continue to provide professional development training on infant / toddler health and mental health competencies 5) Facilitate connections to private and philanthropic resources as appropriate; and 6) share resources as appropriate from other state and international infant mental health associations.

Infants and young children and their caregivers deserve support and services that encourage nurturing relationships if we truly want to impact future learning. CT-AIMH looks forward to partnering with you on RTT-ELC initiatives to strengthen and develop these critical supports and services. As part of this partnership, we estimate our in-kind contributions from the above activities will total an estimated \$13,000 over the four-year grant period.

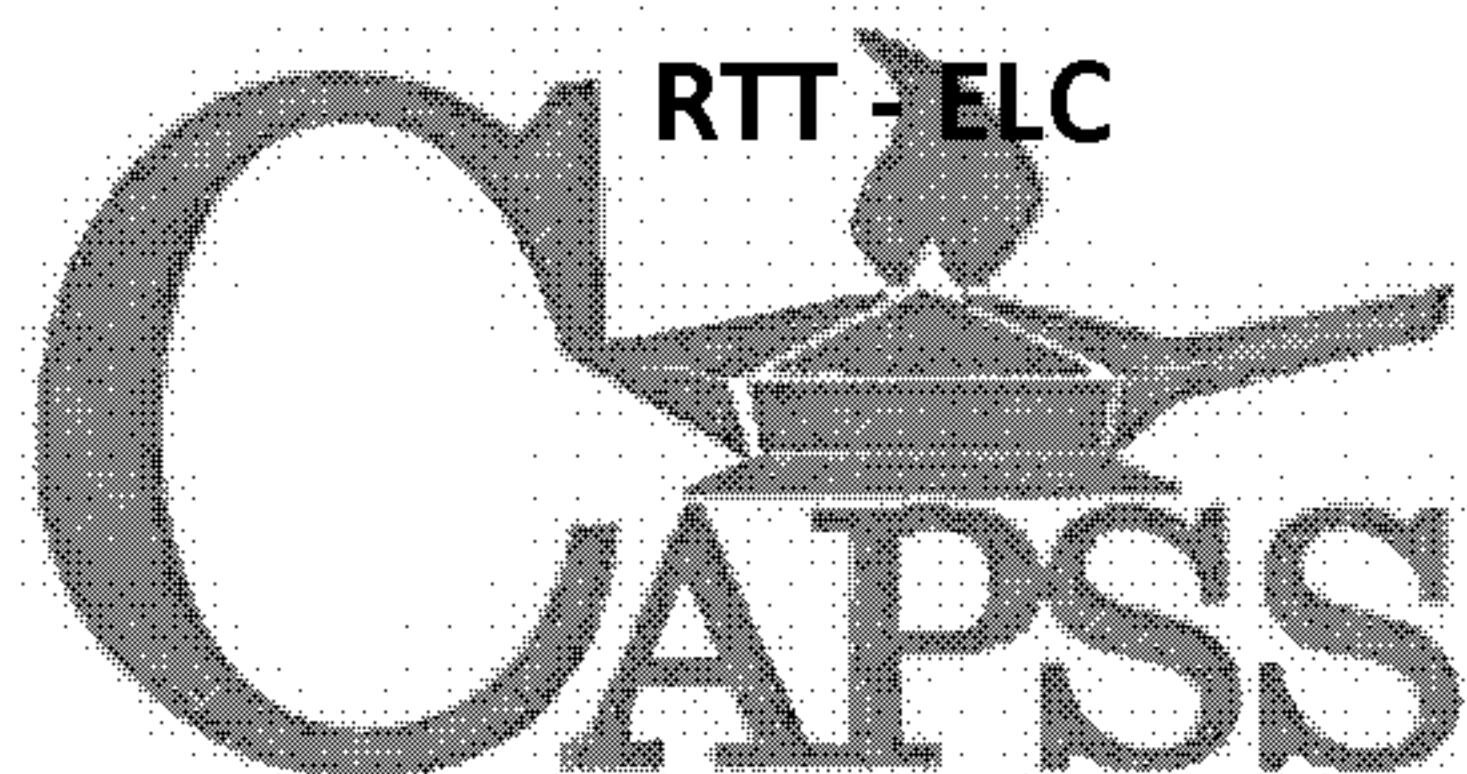
Yours truly,

*Margaret C. Holmberg*

Margaret C. Holmberg, Ph.D. IMH-E®(IV)  
President, CT Association for Infant Mental Health

230 S. Frontage Road, New Haven, CT 06520  
[www.ct-amih.org](http://www.ct-amih.org)





*Connecticut Association of  
Public School Superintendents*

26 Caya Avenue  
West Hartford, Connecticut 06110

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter expresses the commitment of the Connecticut Association of Public School Superintendents (CAPSS) to improve early childhood outcomes in Connecticut through support of Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and participation in the implementation of Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development".

The mission of CAPSS is to lead the continuous improvement of public education for all students by advocating public policy for children, and by developing and supporting executive school leaders. CAPSS is a statewide nonprofit educational administration organization whose membership includes Connecticut public school superintendents, assistant superintendents, central office administrative personnel, state department of education officials, and college and university professors. It provides educational and administrative leadership on a state and national level; it researches, gathers, and disseminates data and information necessary for the management and operation of effective school systems; it monitors state and federal legislative activity and strives to influence positive laws and regulations affecting the education of Connecticut's public school students; it provides personal support services for its members; it holds statewide conferences of interest to the educational community; and it is a strong voice and staunch advocate of quality public school education.

CAPSS currently supports system change efforts at the State level through participation in the Performance Evaluation Advisory Council (PEAC), the P-20 Council, the Early Childhood Council, the High School Graduation Requirements Review Task Force, the Legislature's Task Force on Student Achievement, the CT Council for Public Education and the CAPSS Educational Transformation Project.

CAPSS leadership has reviewed a summary of the Connecticut RTT-ELC proposal, and we endorse its goals and priorities. CAPSS specifically intends to support the success of the RTT-ELC project by: Providing guidance to RTT-ELC efforts to created statewide early learning standards to promote alignment of early learning and K-3 standards;

- Ensuring that early childhood program efforts are sustained in the early elementary grades by strengthening connections between early education and K-12 systems;
- Providing guidance to RTT-ELC efforts to created statewide early learning standards to promote alignment of early learning and K-3 standards;
- Advocating for statewide program and staff standards for privately provided early childhood programs.
- Advocating for publicly provided programs for every child for whom a privately provided high quality early childhood program is not available.
- Advocating for a systemic change that would begin formal schooling at age three instead of at age five.

Connecticut's Race to the Top - Early Learning Challenge program will increase access to high-quality early learning and development programs for children 0-5, setting the stage for the success of Connecticut's K-12 students. CAPPs enthusiastically supports your application and eagerly awaits news of its success.

Sincerely,

A handwritten signature in black ink, reading "Joseph J. Cirsuolo". The signature is written in a cursive style with a large, sweeping initial "J".

Joseph J. Cirsuolo, Ed.D.

Executive Director

Connecticut Association of Public School Superintendents

# THE CONNECTICUT ASSOCIATION OF SCHOOLS

October 12, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, CT 06106

Dear Governor Malloy:

## **Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

This letter confirms the commitment of the Connecticut Association of Schools (CAS) to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, *“An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development”*.

CAS is an educational organization affiliated with the National Federation of State High School Associations (NFHS), the National Association of Secondary School Principals (NAASSP), the National Middle School Association (NMSA), and the National Association of Elementary School Principals (NAESP). CAS's mission is to improve and expand educational opportunities for Connecticut's students while striving to strengthen the professional skills and talents of the school leaders of Connecticut. Through leadership, administrative, and professional development services, CAS works to serve the collective interests and needs of Connecticut educators, to enhance the professional growth and competency of school personnel at all levels, and to recruit and retain qualified school leaders. CAS now provides services to Connecticut's K-12 schools in areas ranging from academics to athletics, and represents more than 1,100 Connecticut public and parochial schools.

CAS currently supports system change efforts at the State level through participation in writing the Race to the Top Grant, the Performance Evaluation Advisory Council, the High School Graduation Issues Task Force, the Expanded Learning Opportunities State Leadership Team, and the School Governance Councils Advisory Board. CAS also implements the Executive Coach program for administrators in struggling schools, provides CALI training, represents Connecticut on the New England Secondary Schools Consortium, and provides extensive professional development for principals in many areas of educational progress and reform.

CAS has reviewed an overview of Connecticut's RTT-ELC application, and enthusiastically supports the priorities of the proposed project. In particular, CAS is prepared to support and facilitate where appropriate proposed RTT-ELC efforts to:

- Sustain early childhood program efforts in the early elementary grades;
- Revise statewide early learning standards to align with Connecticut's K-3 standards; and
- Develop a common, statewide Workforce Knowledge and Competency Framework to strengthen the early childhood educator workforce.

CAS understands that high-quality early childhood programs (as well as comprehensive supports for young children, their families, and their educators) lay the foundation for success in school. We therefore endorse Connecticut's Race to the Top – Early Learning Challenge proposal enthusiastically.

Best Regards,

□



Dr. Karissa L. Niehoff  
 Executive Director, Connecticut Association of Schools



*President: Mary Glassman, First Selectman of Simsbury • First Vice President: Michael A. Pace, First Selectman of Old Saybrook • Second Vice President: Frank J. Chiaromonte, First Selectman of Harwinton • Treasurer: Ryan Singham, Mayor of Torrington.*

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*Executive Director and CEO: Janet J. Finley, Jr.*

October 7, 2011

The Honorable Dannel P. Malloy  
Governor of Connecticut  
Executive Chambers  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

**RE: Connecticut's application for Race to the Top – Early Learning Challenge funds**

Dear Governor Malloy:

The Connecticut Conference of Municipalities (CCM) is pleased to express its support for improving early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An Act Concerning Early Childhood Education And The Establishment Of A Coordinated System Of Early Care And Education And Child Development*".

As you are aware, CCM is Connecticut's only statewide association of towns and cities representing municipalities before the General Assembly, the state executive branch and regulatory agencies, and in the courts. CCM provides towns and cities with a wide array of other services, including management assistance, individualized inquiry service, assistance in municipal labor relations, technical assistance and training, policy development, research and analysis, publications, and information programs, among other services.

CCM has reviewed an overview of Connecticut's RTT-ELC application, and enthusiastically supports the priorities of the proposed project, particularly its emphasis on providing technical assistance, capacity-building support, and increased resources to local communities to expand and better coordinate their efforts to support young children and their families. CCM will support the success of the RTT-ELC project by:

- 2 -

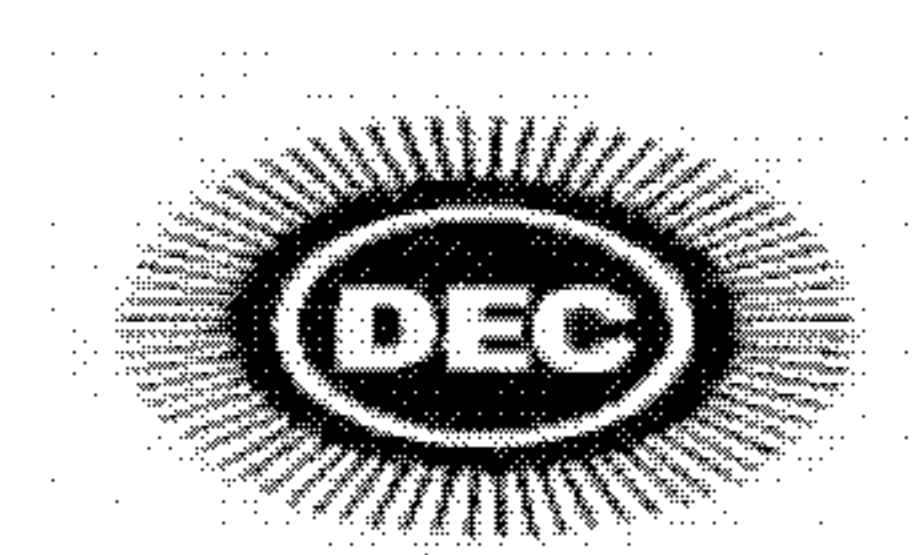
- Advancing public policies that strengthen state systems and support local communities to serve young children and their families;
- Encouraging business and philanthropic support for local efforts to advance early childhood goals; and,
- Disseminating information to communities across the state about opportunities for local early childhood collaboratives to expand their impact through participation in RTT-ELC technical assistance and capacity-building activities.

We look forward to the approval of Connecticut's application and to the success of this important project for young children, their families and towns and cities.

Sincerely,

A handwritten signature in cursive script that reads "James J. Finley, Jr." followed by a decorative flourish.

James J. Finley, Jr.  
Executive Director and CEO



CT Division of Early Childhood

October 7, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top Early Learning Challenge funds**

The Connecticut Council for Exceptional Children's Division of Early Childhood is pleased to support Connecticut's Race to the Top - Early Learning Challenge initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*".

The Council for Exceptional Children is a premier education organization, internationally renowned for its expertise and leadership, working collaboratively with strategic partners to ensure that children and youth with exceptionalities are valued and full participating members of society. In Connecticut CEC is a trusted voice in shaping education practice and policy. Our Division of Early Childhood is the key organization in CT that best represents and supports the advancement of early childhood education for children with high needs. CT DEC provides professional development on best practices for children who have challenging behaviors and specific physical needs, as well as professional development for teachers.

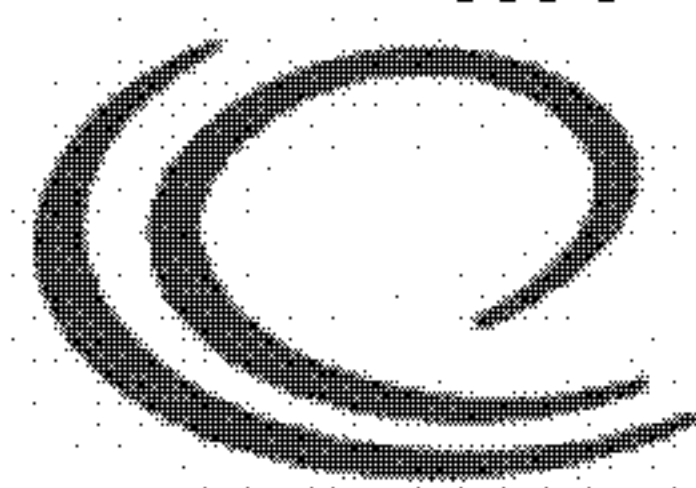
We currently support system change efforts at the State level through participation in the Early Childhood Education Cabinet's Workforce Committee and state level early childhood conferences. While coordination at the state level contributes to improved local collaboration, the Council also contributes directly to the regional and local early childhood system via advocating for appropriate programming and supports for children of high needs as well as for the appropriate preparation of early childhood educators who work with children of high need.

Connecticut's RTT-ELC initiative aligns well with our efforts to improve the professional standards of early childhood educator training and increase access to accredited, quality workforce development programs. We will work diligently with other RTT-ELC partners to achieve RTT-ELC project goals in the following ways:

- Support the creation of the Office of Early Childhood Development, Early Care and Education;
- Continue to participate in the Early Childhood Cabinet's Workforce Committee as appropriate to advise the development of the Workforce Knowledge and Competency Framework for early care educators and caregivers;
- Identify additional private and philanthropic resources to help promote sustainability;
- Provide training in support of the application goals, if selected through an appropriate bidding process.

Our in-kind contribution in support of RTT-ELC projects will total an estimated \$10,000 during the four year grant period. We appreciate this opportunity to further the quality of Connecticut's early childhood systems and wish you success in this effort.

Sincerely,  
*Regina Miller*  
Regina Miller  
President



Connecticut Council for Philanthropy

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Chair  
Connecticut Health Foundation

**Kim A. Healey**  
Vice Chair  
NewAlliance Foundation

**Barbara Fernandez**  
Secretary  
Connecticut Department of  
Economic and Community  
Development

**Dean Andrews**  
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Lone Pine Foundation

**Andrew Boone**  
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**Penny Canny**  
Community Foundation for Greater  
New Haven

**Glenn A. Cassis**  
African-American Affairs  
Commission

**Thomas Fiorentino**  
Community Representative

**Robert Haggett**  
Newman's Own Foundation

**Debra Hertz**  
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**Emily Tow Jackson**  
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Hartford Hospital

**Judith Meyers**  
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**Nancy Roberts**  
President  
Connecticut Council  
for Philanthropy

**Guy Rovezzi**  
Community Foundation  
of Northwest Connecticut

**Shelly Saczynski**  
United Illuminating Company

**Anita Ford Saunders**  
Anita Ford Saunders  
Communication

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

### **Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Connecticut Council for Philanthropy is a statewide association of grantmakers and the hub of philanthropy in Connecticut. As a nonprofit organization, the Council is dedicated to providing its members with the highest quality programs, resources and services, networking opportunities, and insight and news about grantmaking and philanthropy. The Council supports three networks of funders concerned with improving early childhood outcomes --the Early Childhood Affinity Group, the Connecticut Network of Community Foundations and the Connecticut Early Childhood Funders Collaborative, a joint effort of 14 Connecticut funders to provide funding for the implementation of SB 1103 (which became effective July 1, 2011 as Public Act 11-181).

Connecticut grantmakers have been meeting to share their concerns and knowledge on early education and child development programs since 1994. A recent survey found that, over the past five years, 38 Council for Philanthropy member organizations have provided more than \$72 million in support of public and private efforts that have benefited children from birth through third grade and their families in Connecticut.

In February 2011, the Early Childhood Funders Affinity Group (the precursor to the Funders Collaborative) sent you a letter stating that grantmakers that believed in the importance of early care and education would continue investing in early childhood, but the letter challenged the State to improve the quality of early education programs, meet the full developmental needs of children, and support parent involvement and leadership more effectively by increasing collaboration across state agencies and strengthening partnerships across sector lines.

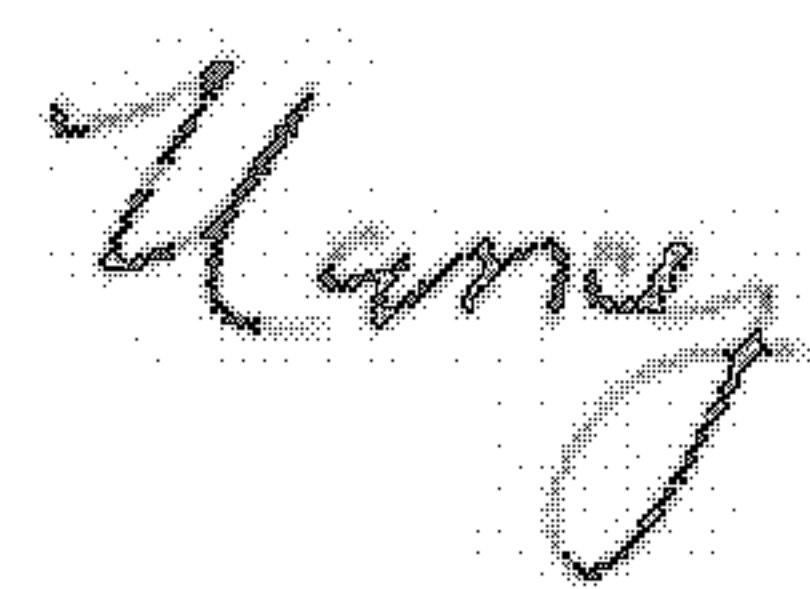
As I write to you today on behalf of the Connecticut Council for Philanthropy, I am pleased that the process of developing Connecticut's Race to the Top – Early Learning Challenge grant application has been a truly collaborative process that has involved every state agency that touches young children, that you have welcomed input from the philanthropic community by including me as a representative of the philanthropic sector on your RTT-ELC Leadership Team and that you held a special planning meeting with philanthropic and private-sector representatives.

More important, I am pleased that many of the key components of Connecticut's RTT-ELC proposal reflect the suggestions made in our February 2011 letter to you on behalf of the Early Childhood Affinity Group. We suggested the following approaches to enhance early care and education policies and programs and help facilitate a more

- We recommended creating a central point of coordination, authority and accountability in state government for all programs that touch the lives of young children and their families. Your RTT-ELC application includes creation of an Office of Early Childhood Development, Early Care and Education to create a culture of change and to integrate the transformative RTT-ELC projects into the existing transformative efforts outlined in Public Act No 11-181. We understand that you intend to establish this Office via Executive Order regardless of the receipt of RTT-ELC funds.
- We recommended developing a data collection system with benchmarks to track quality improvement. Your RTT-ELC proposal includes developing a data-sharing protocol across state agencies, adjusting existing state agency databases to better coordinate efforts among state agencies to serve young children and their families, and developing reporting parameters that inform policy development and program planning.
- We recommended expanding local and regional capacity to oversee development and implementation of early childhood plans that include blending of funds, technical assistance, professional development, quality enhancements and accountability for results. Your RTT-ELC application includes significant support for local collaborative efforts designed to advance Connecticut's early childhood outcomes with particular emphasis on service coordination, service co-location, service integration, family engagement, and data sharing, among others.

In short, the Connecticut Council for Philanthropy strongly supports the proposed Race to the Top – Early Learning Challenge application and, in partnership with our member funders, expresses our continued commitment to working at the state, regional, and local levels to build stronger early learning and development systems.

Sincerely,



Nancy Roberts  
President, Connecticut Council for Philanthropy  
Host of:  
Early Childhood Affinity Group  
Early Childhood Funders Collaborative  
Connecticut Network of Community Foundations



## Connecticut Family Resource



October 12, 2011

The Honorable Governor Dannel P. Malloy  
 State Capitol  
 210 Capitol Avenue  
 Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Connecticut Family Resource Center Alliance enthusiastically supports the state's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*" to improve academic, physical, social, and mental health outcomes for the state's high needs children.

Family Resource Center (FRC) promotes comprehensive, integrated, community-based systems of family support and child development services located in 62 public school buildings. This model is based on the "Schools of the 21st Century" concept developed by Dr. Edward Zigler of Yale University. We provide access, within a community, to a broad continuum of early childhood and family support services that foster the optimal development of children and families. It is vitally important to note that FRCs provide direct services as well.

Our 62 school-based Centers collaborate with the many resources in their communities, including child-care providers, School Readiness Councils, local United Ways and service providers of the State Departments of Social Services and Children and Families. Statewide, our Centers serve approximately 15,000 children annually, many of whom are low-income, English language learners, developmentally and/or physically disabled, or have other high needs.

A key feature of FRCs is our customization of services following needs assessment of each community. We provide direct services as well as referrals for families and children and effectively respond to changes within our schools and communities over the years. We have kept pace with demographic changes and employ linguistically and culturally diverse staff, thereby enhancing our ability to work with immigrant families and assist school staff with translation and understanding how cultural variations influence school-family relations. Seventy-seven percent of the FRCs have bilingual staff and, as a group, staff members are fluent in 15 languages, with two-thirds of them fluent in Spanish.

Healthy development and good education begin with access to quality childcare and support services from birth. In response, FRC is committed to providing high-quality services in collaboration with local partners:

- **Quality Full-Day Child Care and School Readiness Programs:** These services are offered year-round for children ages 3-5 on a sliding fee scale. Centers must be licensed by the Connecticut Department of Public Health and have NAEYC or equivalent accreditation. Our model offers preschool programs with operating hours that are consistent with parents' schedules, and family support and child-care services can be administered by the school or by community-based agencies on behalf of the school. These innovations help ensure that parents can access services when they need them.
- **Adult Education:** This component offers a range of adult education opportunities, including parent training and adult education, support and educational services to parents with children who are participants of the child-care services of the program. Parents and their preschool-age children may attend classes together in parenting and child-rearing skills so as to promote the mutual pursuit of education while enhancing parent-child interaction.

- **School-Age Child Care** This component is offered for children enrolled in school up to the age of 12 for before and after regular school hours and on a full-day basis during school holidays and school vacation. Over 500 statewide businesses rely on the FRC childcare program to support their employees.
- **Resource and Referral Services:** Centers serve as a primary resource and referral service for issues concerning the well being of families. Collaboration with local and state agencies provides families with the supports they need, when they need them.
- **Families in Training:** We provide community support services to expectant parents and parents of children under the age of 3 (e.g. information and advice to parents on their child's language, cognitive, social and motor development, home visitation, gathering new parents together, and providing referrals to parents who need special assistance or services. A nationally approved, evidence-based home visitation program is the foundation of family support in the FRCs. Early intervention child development screening tools are used to identify and refer children with developmental or social/emotional needs.
- **Support and Training for Family Day-Care Providers:** We offer training and technical assistance and other support to family providers in the community, serve as an information and referral system for other childcare needs, and/or coordinate existing systems in the community.
- **Positive Youth Development:** This component provides programs to adolescents emphasizing responsible decision-making and communication skills. Aimed at children in Grades 4 through 6, it offers a range of opportunities that help prevent an array of childhood and adolescent problems.

Our goal is to work towards a minimum of one FRC per school district targeting high needs families and children. In addition to our strong partnerships with local and state agencies, FRCs leverage private and community-based funding streams, and use an extensive volunteer corps, who provide approximately 2,800 hours of service per month statewide.

The FRC Alliance is excited that Connecticut's RTT-ELC initiative will strengthen and improve supports for high needs children during their most crucial stages of development. The coordination of state level efforts through the new Office of Early Care and Education and Child Development, development of a three-tiered Quality Rating and Improvement System for providers (that includes technical assistance resources), improvement of Early Learning and Health Standards, increased access to early care education career ladders, refinement of the Kindergarten Inventory assessment, and development of an integrated data collection and monitoring system combine to create an impressive infrastructure of system supports for children, their families, their caregivers and educators, and the broader early learning community.

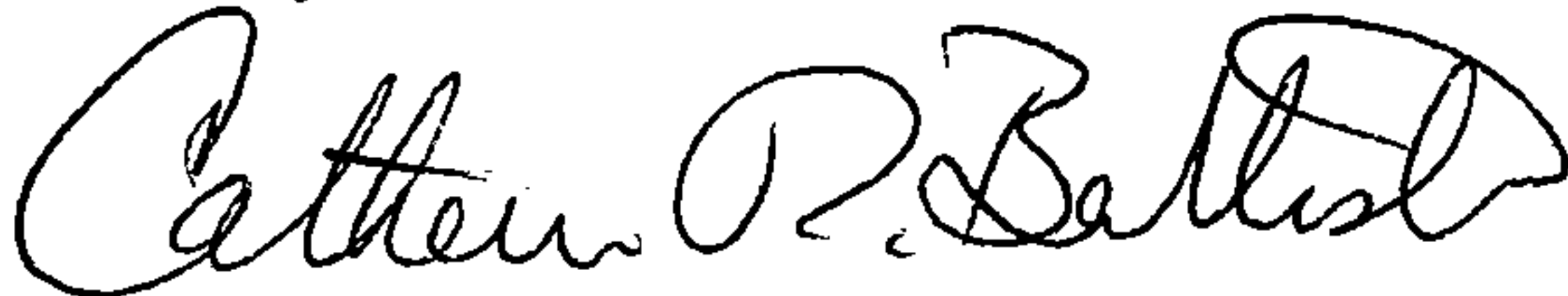
The examples of our services above demonstrate our commitment to these ambitious goals. We have played a critical role in designing many of the supports that serve as the foundation that RTT-ELC projects will build on (e.g. connecting with and supporting family care providers, kith and kin). FRC will actively participate in the successful implementation of these critical RTT-ELC projects in the following ways:

- Support the creation of the Office of Early Childhood Development, Early Care and Education as part of the ongoing implementation of Public Act No. 11-181;
- Continue to serve as a resource for local capacity building through the regional hub system created under RTT-ELC as appropriate;
- Participate in the development of a comprehensive tiered QRIS (including possible participation on the Early Childhood Cabinet's new QRIS Task Force as appropriate);
- Advocate for maximum participation the QRIS among local and regional child care providers and educators, including family caregivers, kith and kin;
- Participate in the QRIS as a provider of childcare services;
- Integrate RTT-ELC systems into district programs, including School Based Health Centers and literacy programs;

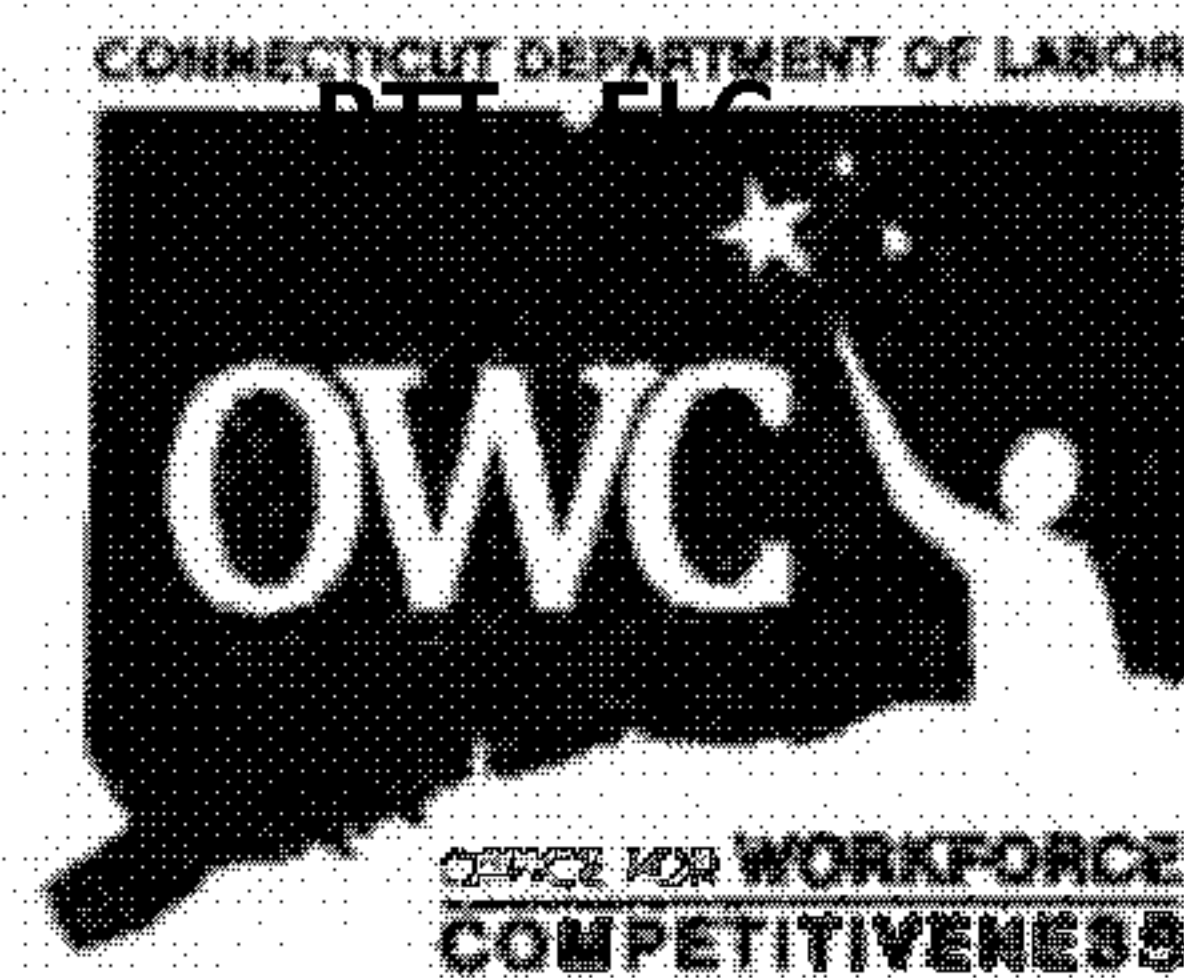
- Connect early learning literacy programs (0-pre-K) and early elementary literacy programs (K-3) to ensure RTT-ELC impacts are sustained after age 5;
- Promote understanding of the Early Learning Standards among fellow providers (including family care providers, kith and kin), parents, and the communities in which we operate;
- Promote awareness of workforce training opportunities (e.g. the Early Childhood Teacher Credential program) among FRC staff, other providers, and family caregivers;
- Incorporate new state data protocols for integrated data collection and evaluation;
- Continue to provide a support network that is essential in preventing mental health problems and enhancing families' abilities to cope with stressful situations;
- Facilitate connections to private and philanthropic resources as appropriate; and
- Undertake a cost-effective approach to the provision of services by identifying service gaps, provide missing services and also by contributing to the effectiveness of other local and state efforts.

We estimate that our in-kind contributions will total approximately \$595,200 over the four-year grant period. FRC is excited to be an active partner in the development and implementation of Connecticut's RTT-ELC project and the potential this initiative has to improve the network of supports for high needs children, their families, and the early learning community.

Sincerely,



Catherine R. Battista  
President, CT Family Resource Center Alliance



October 12, 2011

**Rina Bakalar**  
Executive Director  
(860) 263-6523

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Office of Workforce Competitiveness (OWC) is pleased to support Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development".

As the state's principal workforce development policy agency, the OWC:

- Facilitates and convenes various federal, state and local entities involved in workforce development issues;
- Provides staff support to the Connecticut Employment and Training Commission (CETC - a public/private partnership that oversees the development of statewide workforce development policy) and the Governor's JOBS Cabinet (which guides the implementation of integrated, multi-agency training programs and services);
- Oversees implementation of the federal Workforce Investment Act of 1998.

The OWC is dedicated to implementing A Talent-Based Strategy that will keep Connecticut competitive regionally, nationally and globally in the 21<sup>st</sup> century and beyond. Improving early childhood learning and development outcomes will help ensure that youth are better equipped to find high-wage, high-skill jobs in the future.

We are regularly involved in a variety of broad-based youth initiatives by providing: 1) staff support at the policy level for the Youth Committee of the CETC; 2) leadership, staff support, and funding support of the state's Youth Vision Team and the Youth Futures Committee, focusing on bringing at-risk and vulnerable youth into the workforce; and 3) facilitating (with the Bureau of Rehabilitation Services) an exciting "big-picture" effort to address data-sharing across the agencies, starting with but not limited to vulnerable youth.

These efforts directly support the comprehensive and integrated approach defined in the RTT-ELC application. We are committed to assisting in the successful implementation of these projects. Specifically, OWC will:

- Participate in the development of a common, statewide Workforce Knowledge and Competency Framework for early childhood care and education providers through participation on the Early Childhood Cabinet Workforce Committee as appropriate;
- Advise on the development of integrated data protocols as it relates to existing OWC efforts through participation on the Early Childhood Cabinet Data Committee as appropriate;
- Facilitate links to private and philanthropic resources to promote long-term project success as appropriate;

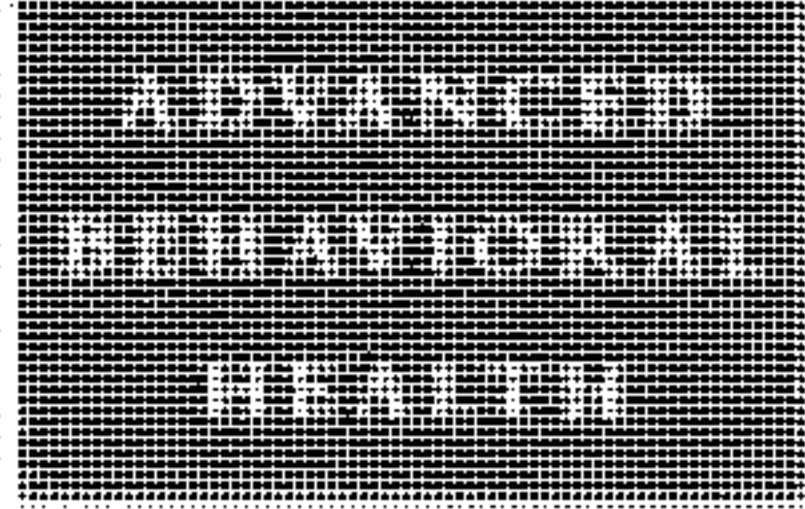
We estimate the value of these contributions to the RTT-ELC project at \$25,000 over the four-year grant period. We look forward to working with all the RTT-ELC partners on this important initiative.

Sincerely,

Rina Bakalar  
Executive Director

200 Folly Brook Blvd., Wethersfield, CT 06109 | Ph: 860.263.6523 | Fx: 860.263.6529 | [www.ct.gov/dol](http://www.ct.gov/dol)

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October 10, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

**Re: Connecticut's application for Race to the Top – Early Learning Challenge funds**

Dear Governor Malloy:

The Early Childhood Consultation Partnership® (ECCP) enthusiastically supports the state's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*", to improve physical, social and mental health outcomes for the state's high needs children.

The Early Childhood Consultation Partnership® (ECCP) program is an innovative and nationally recognized evidenced-based program which provides statewide early childhood mental health consultation services to early care and education providers and families of children ages birth to five. Managed by Advanced Behavioral Health, Inc. (ABH®), ECCP's 20 master's-level Early Childhood Mental Health Consultants partner with local non-profit behavioral health care agencies to serve more than 3,000 children ages 0-5 across the state each year.

With a demonstrated success rate of 98%, ECCP is notably one of the first statewide, results oriented, data driven Early Childhood Mental Health Consultation programs in the country. The program has clearly articulated outcomes relating to professional development, service delivery of at risk children and their caregivers, and state and local community networking. ECCP serves as a national model and has influenced policy makers around the social emotional needs of young children, as well as the need to build the capacity of early care and education providers and families through consultation, technical assistance and workforce development activities. This year we were profiled as a promising program in the National Center for Children in Poverty's, "*Building Comprehensive Supports for Early Childhood Mental Health: A Planning Tool for States.*"

ECCP works in partnerships at state, local and individual family levels in order to meet the social, emotional and behavioral needs of typically underserved high-risk children (e.g. foster children, children with special needs, etc.). We also emphasize the importance of maintaining a workforce that is fully versed in the fields of Early Childhood Mental Health and Early Childhood Education. This is done through ongoing trainings and collaborations with other early childhood partners. ECCP has incorporated fundamentals such as, CT Early Learning Guidelines, Preschool Benchmarks and Head Start Guidelines into the service delivery model, contributing to a seamless support system.

We are an active partner at both the state and local levels working to improve early childhood delivery systems and outcomes. For example, ECCP:

- Has provided services for the Early Childhood Behavioral Consultation (ECBC) pilot project co-funded by the Department of Children and Families and the State Department of Education. The ECBC program intensively serves large urban centers focusing on children with special needs.
- Serves as the early childhood mental health experts and provides consultation and services to caregivers of children involved in DCF, Head Start and other early childhood community partners for the DCF Head Start Statewide Collaborative.
- Provides trainings to the DCF Training Academy and for local early care and education providers. Training Topics include social and emotional development, and target the 0-5 population and their caregivers.
- Participates in local early childhood community collaborative groups (e.g. Head Start Boards, School Readiness Councils, Discovery Initiatives, Directors Forums, Help Me Grow Meetings, etc.).
- ECCP is a member of the Steering Committee for the National Zero to Three Project: New Haven's Court Team for Maltreated Infants and Toddlers. This team seeks to improve outcomes for Infants and Toddlers in New Haven area foster care.

Connecticut's RTT-ELC initiative will provide more complete supports for high needs children during their most crucial stages of development. The few examples above demonstrate our commitment to this goal. Through these partnerships, we have played a critical role in designing many of the supports that serve as the foundation that RTT-ELC projects will build on (e.g. our workforce development trainings for early care providers and our provision of technical assistance to early care and education settings, as well as our capacity to design centralized data management systems that guide program fidelity and imbedding a practice approach of Results Based Accountability).

ECCP will actively participate in the successful implementation of RTT-ELC projects to create a coordinated, statewide early learning and development system that includes a tiered Quality Rating and Improvement System (QRIS) system, comprehensive Early Learning Standards and data systems, and a well trained workforce. Specifically, ECCP will:

- Support the creation of the Office of Early Childhood Development, Early Care and Education as part of the ongoing implementation of Public Act No. 11-181.
- Provide technical assistance and capacity building tools (e.g. "Tips for Tots" Strategy Resources for families and providers, Action Plans, etc.) for local providers and families through the regional hub system created under RTT-ELC.

- Participate in the development of a comprehensive tiered QRIS system, that includes a social and emotional focus, through participation on the Early Childhood Cabinet's new QRIS Task Force, as appropriate.
- Advocate for maximum participation the QRIS system among local and regional child care providers and educators.
- Advise on the improvement and coordination of training for early care and education providers in health and mental health standards through participation on the Early Childhood Cabinet's new Health Committee.
- Identify effective investments to improve the early screening and mid-level assessment process.
- Provide workforce development training to early educators using RTT-ELC frameworks (ECCP Consultants are all certified TAB trainers through CT Charts A Course program).
- Incorporate new state data protocols for integrated data collection and evaluation; Offer the expertise of Advanced Behavioral Health, Inc. (ABH®) through ECCP, in the area of data management systems and fidelity review, to inform or participate in the development of the statewide integrated data management system.
- Facilitate connections to private and philanthropic resources as appropriate.
- Consider ECCP program expansion to serve children, families and educators through Kindergarten in order to better align Infant Toddler Guidelines, Early Care and Education Benchmarks and Kindergarten requirements with a seamless system of social emotional and behavioral supports from Early Care and Education Centers to Grammar school.

We estimate that these cash and in-kind contributions total \$59,600 over the four-year grant period.

ECCP is excited to be an active partner in the development and implementation of Connecticut's RTT-ELC project. We see the potential this initiative has in creating a strong network that supports positive outcomes for high needs children, their families and service providers.

Sincerely,

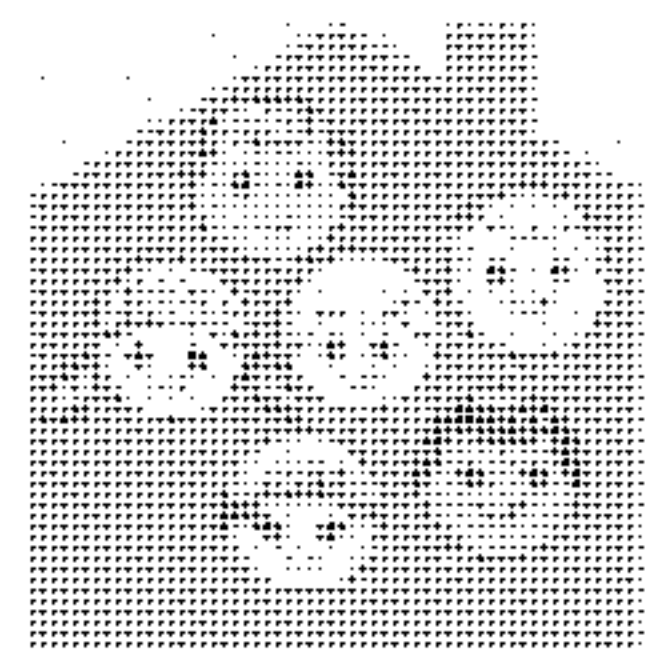
(b)(6)

Elizabeth Bicio, LCSW  
 Program Manager  
 Early Childhood Consultation Partnership®  
 Advanced Behavioral Health, Inc.  
 ebicio@abhct.com



Samuel Moy, Ph.D.  
 President and CEO  
 Advanced Behavioral Health, Inc.  
 smoy@abhct.com

213 Court Street · Middletown, Connecticut 06457  
 Phone 860.638.5309 · Fax 860.638.5302 · www.ABHCT.com



**Hartford Area  
Child Care Collaborative**

October 11, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, Connecticut 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Hartford Area Child Care Collaborative strongly supports Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative. As a network of more than 300 early care and education organizations and individuals, the Collaborative is committed to promoting and supporting high-quality child care, and we look forward to being an active partner in this effort to improve early childhood outcomes.

High-quality early childhood experiences promote successful development and help children to seek out and open the doors of discovery - to become successful in school and successful in life. The Collaborative provides expertise and support for programs to influence community support for quality childcare. We increase access to high quality childcare programs by offering providers technical assistance; training; leadership building; cooperative planning; advocacy; and an information resource library.

For the past 23 years as an initiative of the Hartford Foundation for Public Giving, we have been active in developing and implementing much of the existing early learning and development infrastructure that RTT-ELC projects to advance and improve. Examples of our commitment to improving the quality of childcare include:

- Being one of the creators of the CT Accreditation Facilitation Project to assist child care centers in becoming NAEYC accredited.
- Partnering with the Hartford Foundation for Public Giving Brighter Futures Initiative to coordinate regional implementation of the Child Care Enhancement Project;
- Collaborating with Charter Oak State College, CT Charts-A-Course, and the Department of Social Services to develop the Connecticut's Director's Credential for childcare center directors;
- Membership in the Connecticut Early Childhood Alliance and Connecticut Provider Caucus to advocate for improved early learning public policy;
- The Project Director of the Connecticut Early Childhood Education Cabinet attends our Steering Committee meetings, creating a symbiotic relationship between state, regional, and local efforts.

We are pleased that Connecticut's RTT-ELC initiative will improve continuity and quality across early childhood care and education programs. As the examples above demonstrate, our efforts fully support the comprehensive and integrated approach RTT-ELC proposes. The Collaborative will contribute to the successful implementation of the following RTT-ELC projects: 1) the development and implementation of a tiered Quality Rating and Improvement System (QRIS); 2) the development and use of Early Learning and Development Standards; 3) improved access to early childhood educator training and credentialing programs; and 4) development of an integrated data collection systems. Specifically, the Collaborative will:

- Assist in the development of a tiered QRIS system (including possible participation on new Early Childhood Cabinet QRIS Task Force Committees) as appropriate;

**10 Columbus Boulevard, Hartford, CT 06106 phone: 860.241.0411 fax: 860.524-8346 haccc@haccc.info**  
**An initiative of the Hartford Foundation for Public Giving**

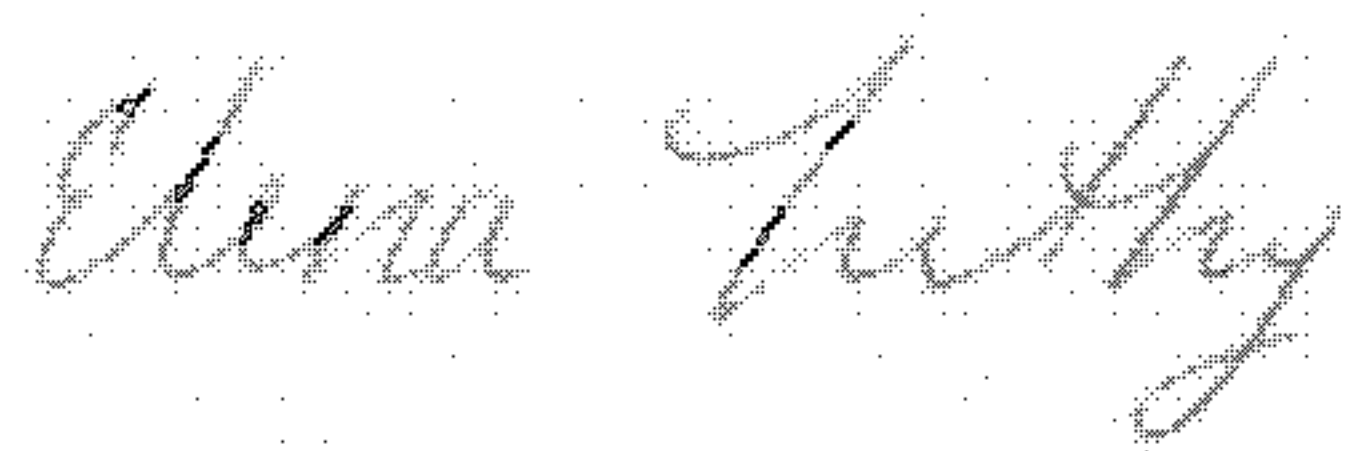
*Working together to ensure quality child care*



- Identify and facilitate linkages to additional resources to expand high quality early learning and development programs;
- Promote broad participation in the QRIS among providers (including family programs, kith and kin);
- Be willing to provide training in support of RTT-ELC capacity building and training efforts, including health and mental health standards training, early learning standards training, and the Early Childhood Teacher Credential program;
- Increase awareness of RTT-ELC resources to support high-need children among providers, especially licensed family caregivers, kith and kin.
- Educate Collaborative members of the importance of incorporating new state data protocols for integrated data collection and evaluation;
- Serve as a convener of groups, a professional development training resource, and a regional resource to move the work of the RTT-ELC initiative forward.

Our in-kind contributions to the RTT-ELC project totals an estimated \$28,000 over the four-year grant period. The Hartford Area Child Care Collaborative is committed to turning ideas and solutions into actions, getting results, and moving forward to ensure that every child has access to high-quality early childhood programs. Connecticut's RTT-ELC initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*" align with our goals and we look forward to working with you to achieve them.

Sincerely,



Elena Trueworthy  
Director

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge Funds**

On behalf of Connecticut's State Education Resource Center (SERC), it is my pleasure to express support for, and commitment to, Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*". These statewide, collaborative efforts will increase high-quality educational opportunities for Connecticut's young children and their families, especially those with educational and developmental risk factors.

SERC is a nonprofit agency primarily funded by the Connecticut State Department of Education (CSDE). SERC provides professional development and information dissemination in the latest research and best practices to educators, early childhood and other service providers, families, and community members throughout the state, as well as job-embedded technical assistance and training within schools, programs, and districts.

SERC, formerly known as the Special Education Resource Center, became the State Education Resource Center in 2005 according to a change in state statutes. State statute Sec. 10-4q. "*State Education Resource Center to promote equity and excellence*" requires that:

*The State Board of Education shall establish a State Education Resource Center to assist the board in the provision of programs and activities that will promote educational equity and excellence. Such activities, to be provided by the State Education Resource Center..., may include training and continuing education seminars, publication of technical materials, research and evaluation, and other related activities. The center may support programs and activities concerning early childhood education, the federal No Child Left Behind Act, P.L. 107-110, and closing the academic achievement gap between socio-economic subgroups, and other related programs.*

SERC is known for providing high-quality, research-based professional learning opportunities as part of its mission to improve the achievement of Connecticut's children and youth. SERC provides these opportunities through both statewide programming and, increasingly, through on-site, job-embedded professional learning in Connecticut public schools and early childhood programs.

SERC maximizes the impact of community, state, and federal resources by collaborating with partners including CSDE, CT's Parent Training and Information Center (PTI), Connecticut Parent Information and Resource Center (CT PIRC), Connecticut's Birth to Three Program, Head Start, the CT Commission on Children, Even Start, the Regional Educational Service Centers (RESCs), the Family Resource Center Alliance, local school districts, and school readiness programs, among others.

SERC hosts a variety of annual conferences and professional learning opportunities covering a wide range of topics of interest to Connecticut's educators, early childhood providers, and the children and families they serve. SERC's 2011-2012 professional development catalogues, one specifically targeted to early childhood education and care, include entire sections devoted to "Early Childhood Education Professional Development Opportunities," which feature more than 50 training sessions on a wide range of topics. The catalogue specifically targeting early childhood education and care also features a multiplicity of information on resources for those working and caring for young children, Birth to Nine.

Page 2  
RTT-ELC Letter of Intent  
October 12, 2011

Under the proposed Race to the Top – Early Learning challenge project, SERC will build upon its current services and leverage its statewide partnerships to serve as a mechanism to promote statewide and regional coordination of services. SERC represents a logical statewide coordination mechanism because of our mission as established by the Connecticut State Board of Education and the CSDE. Our vision, nimbleness, reach across all districts, and ability to connect RTT-ELC efforts to elementary school and beyond will also facilitate this coordinative role. SERC will assist qualified contractors and/or regional intermediaries such as the six Connecticut Regional Educational Service Centers (RESCs) to serve as regional coordinating hubs to support the delivery or training and technical assistance to local early childhood collaborative, individual early care programs, and families. By providing statewide coordination, SERC will enhance the reach of its services while building the capacity of regional and local service delivery systems.

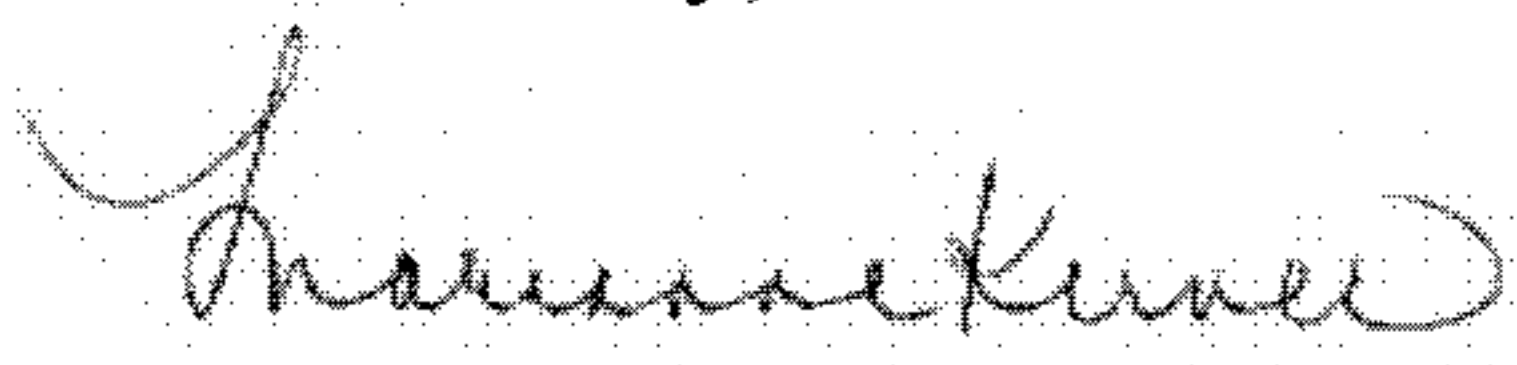
SERC is specifically prepared to assist the RTT-ELC project by:

- Participating in interagency discussions about high-quality professional learning and related topics convened by the Governor's new Office of Early Childhood Development, Early Care and Education.
- Providing professional development training directly to early childhood educators and training regional intermediaries to deliver training. SERC will adjust professional development curriculum, as needed, to target the learning needs of family-based and kith and kin providers, and will coordinate efforts to engage more of these providers in professional development activities.
- Disseminating information about opportunities associated with the planned Quality Rating and Improvement System (QRIS) to our network of early childhood educators, including family-based and kith and kin educators.
- Disseminating information about new early learning and development standards to early childhood educators, parents, and families.
- Participating in planning and policy discussions regarding the implementation of the RTT-ELC State Plan and Public Act No. 11-181, as appropriate.
- Expanding the Early Childhood Resource Center established at SERC, including the development and management of a dedicated website and early childhood collection in the SERC Library.

We conservatively estimate the value of SERC's in-kind contributions to the RTT-ELC project at \$250,000 over the life of the grant.

The Race to the Top – Early Learning Challenge grant represents a valuable and timely opportunity for Connecticut to improve the quality of early learning and development and to close the achievement gap for children with high needs. The Connecticut State Education Resource Center is prepared to support this important effort in any way possible.

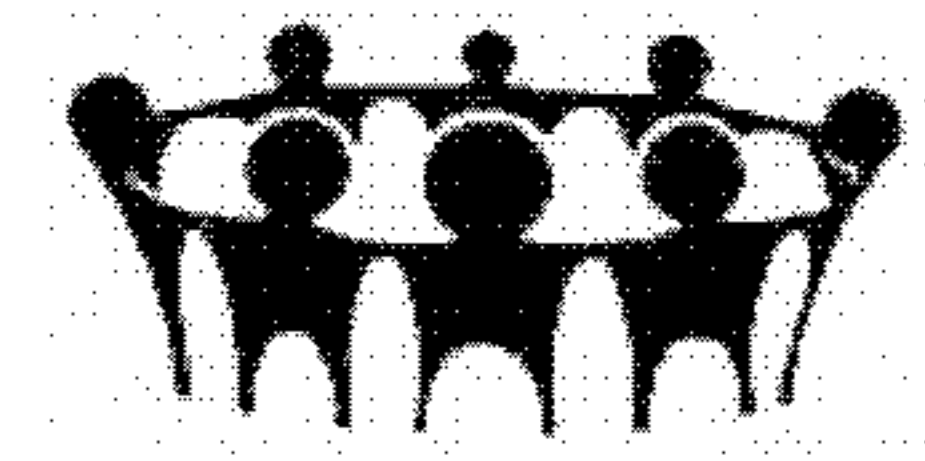
Sincerely,



Marianne Kirner, Ph.D.  
Executive Director

## CT State Advisory Council on Special Education

CT STATE DEPARTMENT OF EDUCATION • BOX 2219 • HARTFORD, CT 06145



October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

### **Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

It is with great pleasure that the Connecticut State Advisory Council on Special Education (SAC) provides a letter of support for the implementation of Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) project. Through this innovative and much needed endeavor we look to your leadership to on improving the developmental, functional and early outcomes of all young children in Connecticut.

The Individuals with Disabilities Education Improvement Act (IDEA) includes in its regulations, the authorization for "state advisory panels" (34 CFR § 300.169). The SAC is Connecticut's "state advisory panel" under IDEA and is also authorized under Chapter 164 Section 10-76i of the Connecticut General Statutes with the express purpose to "advise the General Assembly, State Board of Education and the Commissioner of Education" on special education matters. The SAC addresses all five goals of the Comprehensive Plan of the State Board of Education and is specifically mandated under IDEA and Connecticut state statutes to accomplish the following actions:

- To advise the State Department of Education of unmet needs in educating children with disabilities;
- To review periodically the laws, regulations, standards, and guidelines pertaining to special education and recommend to the General Assembly and the State Board of Education any changes which it finds necessary;
- To comment of any new or revised regulations, standards and guidelines proposed for issuance;
- To participate with the State Board of Education in the development of any state plan for the provision of special education;
- To comment publicly on any procedures necessary for distributing federal funds received pursuant to IDEA;
- To assist the State Department of Education in developing and reporting such data and evaluations as may be conducted pursuant to the provisions of IDEA;
- To report annually to the General Assembly concerning recommendations for effecting changes in the special education laws;
- To advise the State Department of Education in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA;

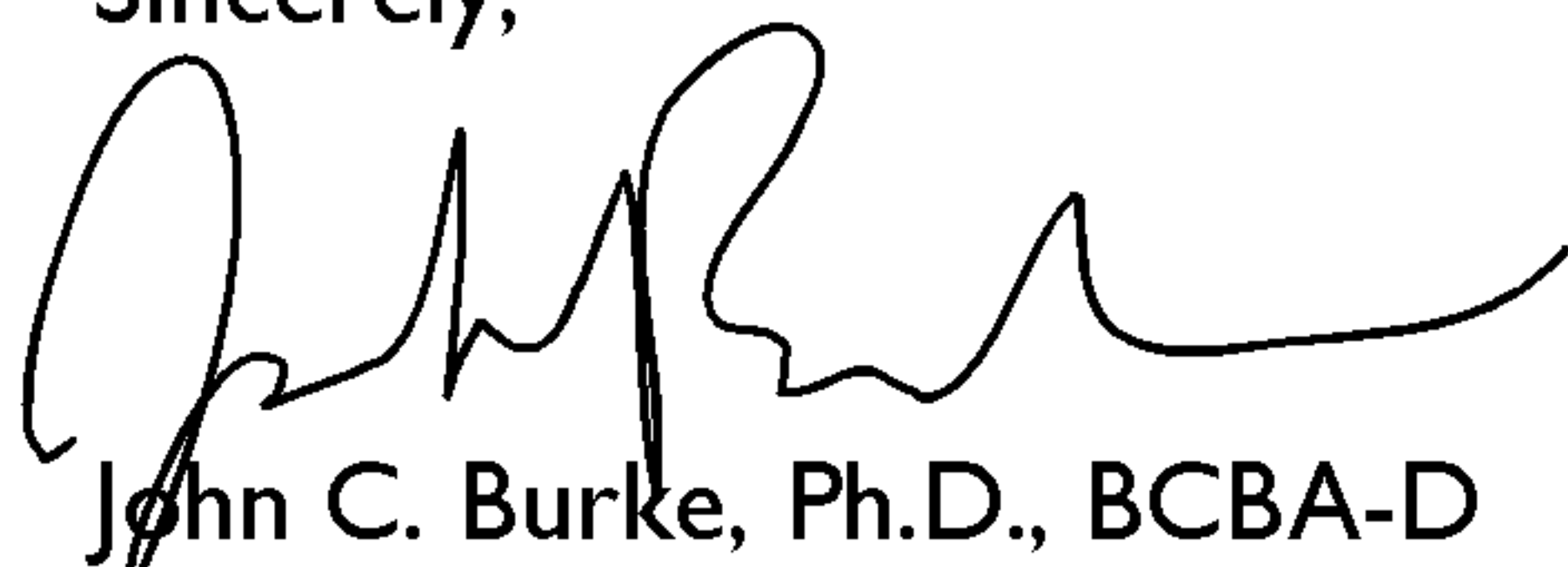
- To advise the State Department of Education in developing and implementing policies relating to the coordination of services for children with disabilities; and
- To perform any other activity that is required by IDEA.

The SAC is prepared to support the successful implementation of Connecticut's RTT-ELC project by:

- assisting State leaders to improve and coordinate training for early childhood educators and program staff on health and mental health standards for young children with disabilities; and
- supporting the Early Childhood Cabinet Standards Committee to develop statewide, high-quality early learning and development standards and helping to ensure that the standards align with Connecticut's K-3 standards, including standards for children with disabilities and developmental delays.

While Connecticut has a long history of assisting young children by implementing exemplary programs all across the state, there are children with high needs whom will greatly benefit by this endeavor. Through our efforts as the SAC, we are in communication with other organizations and constituency groups who have provided us with information on current challenges seen in helping children with high needs. Clearly, the proposed statewide program will truly have an important impact.

Sincerely,



John C. Burke, Ph.D., BCBA-D  
Chair, Connecticut State Advisory Council on Special Education



October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge Funds**

It is my pleasure, on behalf of the Connecticut Parent Information and Resource Center (CT PIRC), to express support for, and commitment to, Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "*An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development*". These efforts will increase high-quality educational opportunities for Connecticut's young children and their families, including those with high needs.

CT PIRC's goal is to improve parents' access to information and resources regarding their children's education. CT PIRC works to establish a statewide system for the implementation of successful and effective family engagement and involvement policies, programs, and activities. CT PIRC is coordinated by the Connecticut State Education Resource Center (SERC), a nonprofit agency, in part through a federal grant from the U.S. Department of Education, and resources through the Connecticut State Department of Education (CSDE). CT PIRC builds on a history of well-documented success, evidenced by national recognition from the National Network of Partnership Schools (NNPS) as a Partnership State Award winner in 2000 and 2005, and on the statewide leadership and infrastructure in school-family-community partnerships.

CT PIRC maximizes the impact of community, state, and federal resources by collaborating with partners including the CSDE, the Capitol Region Conference of Churches, CT's Parent Training and Information Center (PTI), Head Start, the CT Commission on Children, Even Start, the Regional Educational Service Centers (RESCs), and the Family Resource Center Alliance, among others.

CT PIRC's work aligns with the priorities of the proposed RTT-ELC project in a variety of ways. CT PIRC's Parents as Teachers (ConnPAT) early childhood program is a research-based, prevention model for parent education and support. CT PIRC also offers a variety of statewide options to get information to families through schools, community providers, libraries, faith leaders, and faith-based organizations. CT PIRC focuses in particular on serving high-need black and Hispanic families with the goal of providing targeted assistance to communities where there are significant achievement gaps along racial lines.

CT PIRC is prepared to partner for the successful implementation of Connecticut's RTT-ELC in any way that may be helpful. In particular, CT PIRC will assist the project by:

- Participating in interagency discussions about family engagement and involvement and related topics convened by the Governor's new Office of Early Childhood Development, Early Care and Education.

25 Industrial Park Road, Middletown, CT 06457-1520

Page 2

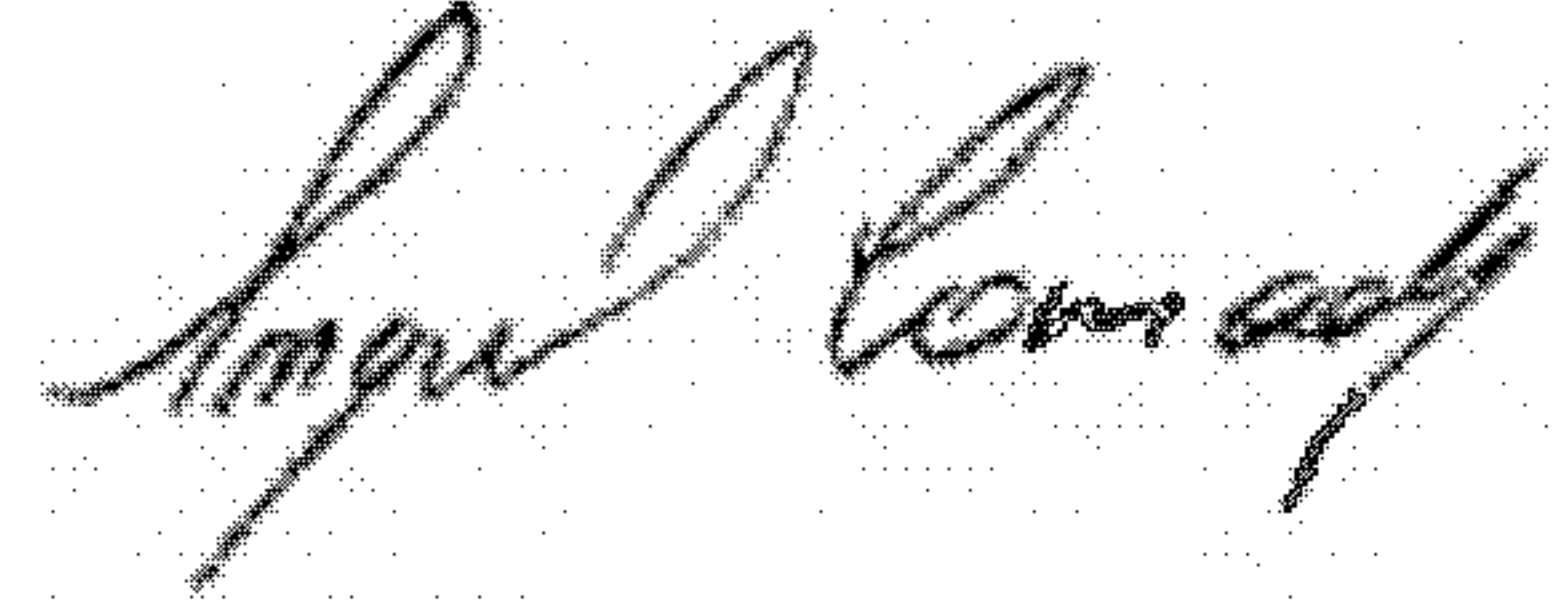
RTT-ELC Letter of Intent

October 12, 2011

- Disseminating information about opportunities associated with the planned Quality Rating and Improvement System (QRIS) to family-based child care providers, and informing and educating families about the availability and importance of QRIS information.
- Disseminating information about new early learning and development standards to parents and families.
- Assisting high-need families with access to information and resources through alternate strategies, such as public television, radio, and other media, and providing Spanish translation of these resources as appropriate.
- Serving as a catalyst to convening all the agencies and organizations in Connecticut with primary responsibility for enhancing family engagement and parent education in order to facilitate collaboration, coherence, and effective allocation of resources.

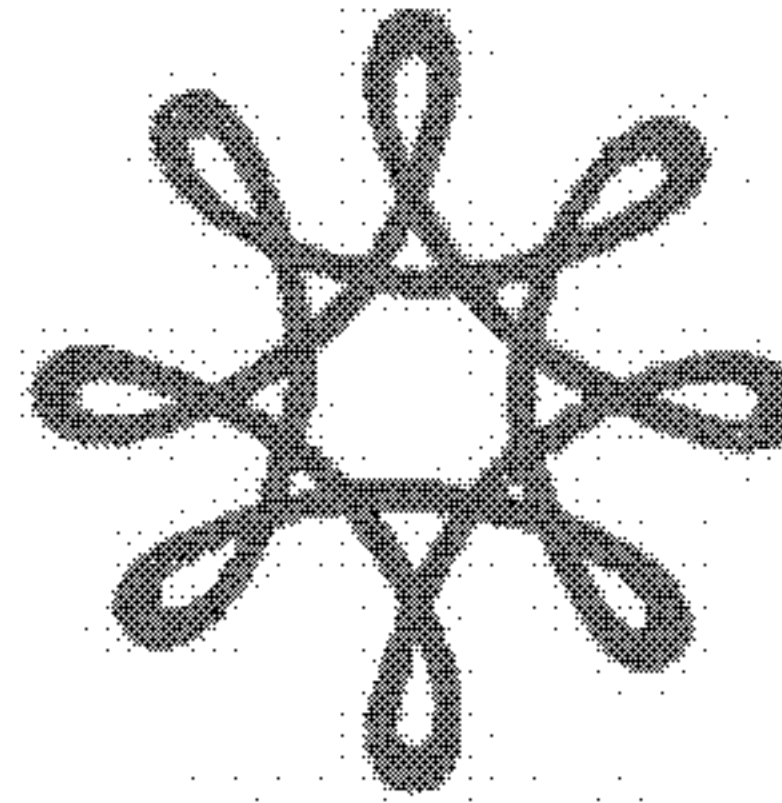
We conservatively estimate CT PIRC's in-kind contributions to the RTT-ELC project at \$100,000 over the life of the grant.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ingrid M. Canady".

Ingrid M. Canady

Assistant Director for Program Development



CSPD

## Connecticut's Comprehensive System of Personnel Development Council

Council Chairperson  
David Scata  
East Haddam Public Schools

Part C CSPD Coordinator  
Deb Resnick  
CT Birth to Three System

Part B CSPD Co-Coordinators  
Marianne Kimer, Ph.D.  
Kim Mearman  
State Education Resource Center

October 12, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

### Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds

This letter confirms the ongoing commitment of Connecticut's Comprehensive System of Personnel Development (CSPD) Council to improve early childhood outcomes in Connecticut through participation in Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) initiative and the ongoing implementation of Public Act No. 11-181, "An act concerning early childhood education and the establishment of a coordinated system of early care and education and child development."

The mission of the CSPD Council is to be involved in the design, implementation, and evaluation of Connecticut's Comprehensive System of Personnel Development. The Council ensures the development of knowledge, attitude, and skills needed by early intervention/education professionals, allied health professionals, families, community representatives, and other professionals so they may provide the best possible programs and services for all of Connecticut's infants, toddlers, children, and youth with disabilities and their families.

The CSPD Council currently supports system change efforts at the state level by advising the Bureau of Special Education and the Birth to Three System at the Department of Developmental Services on personnel issues regarding children with disabilities. In addition, the CSPD Council provides stakeholder input on the design of personnel development such as certification requirements and professional development for pre-service and in-service educators. The Council also provides resources for educators and families of children with disabilities such as the Early Intervention video and training package.

The Council supported the development of Connecticut's RTT-ELC application through continued collaboration with the Connecticut State Department of Education and Department of Developmental Services' Birth to Three System. This application aligns well with key CSPD priorities regarding the prevention and early intervention of disabilities in children and the recruitment and retention of personnel who work with children with disabilities.

To ensure successful implementation of Connecticut's RTT-ELC project, CSPD will contribute the following:

- **Priority for Early Childhood Education.** Support the state's workforce development efforts, specifically as they relate to IDEA Part A and Part C, drawing on expertise in these areas. The Council will elevate early childhood education to a top organizational priority over the next four years.
- **Workforce Knowledge and Competency Framework.** Designate one of our members with expertise in early childhood teacher preparation (e.g., higher education) to join the workgroup of key stakeholders that will develop a common statewide workforce framework (Section D1).

We estimate the value of our in-kind contributions to the RTT-ELC project at \$6000 over the four-year grant period.

We look forward to working with you on this exciting endeavor to ensure that all of Connecticut's children – particularly those with disabilities – are prepared to succeed when they enter kindergarten.

Sincerely,

David Scata  
Comprehensive System of Personnel Development Council Chairperson

CT SERC  
25 Industrial Park Road Middletown, CT 06457-1516  
(860) 632-1485 [www.ctserc.org/cspd](http://www.ctserc.org/cspd)





330 Main Street – Third Floor - Hartford, CT 06106  
Phone: 860.548.1747 Fax: 860.541.6484 [www.conncase.org](http://www.conncase.org)

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October 17, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

**Regarding Connecticut's application for Race to the Top – Early Learning Challenge funds**

The Connecticut Council of Administrators of Special Education (ConnCASE) strongly supports Connecticut's Race to the Top – Early Learning Challenge (RTT-ELC) application. If funded, the proposed RTT-ELC project will improve the developmental, functional and early outcomes of all students in Connecticut.

ConnCASE is a local division of the National CASE organization that supports and champions the needs of children with disabilities, particularly those receiving special education and related services under the Individuals with Disabilities Education Act (IDEA), Part B, Section 611 and 619. ConnCASE accomplishes their mission by promoting appropriate educational programs and services for all children; encouraging and strengthening communication between special education, pupil services and general education; developing and promoting standards of professional competence for special education and pupil services personnel, and promoting and strengthening relationships between special education, pupil services and related community services, among others.

ConnCASE also encourages the development of policies and procedures that will promote desirable special education and pupil services practices at the state and local levels. In this role, ConnCASE works to ensure that all students, ages 3 through 21, with disabilities and their families have access to the high-quality services that promote positive developmental outcomes including closing the achievement gap at kindergarten entry.

ConnCASE will support the efforts of Connecticut's RTT-ELC to meet the needs of all young children, particularly those with disabilities and the needs of their parents by:

- Supporting the efforts of the Early Childhood Cabinet's Standards Committee to develop statewide, high-quality early learning and development standards – particularly as they relate to children with disabilities – and helping to ensure that the standards align with Connecticut's K-3 standards.
- Providing guidance to the new State Office of Early Care and Education and Child Development in their efforts to improve and coordinate training for early childhood educators and program staff on health and mental health standards for young children with disabilities.

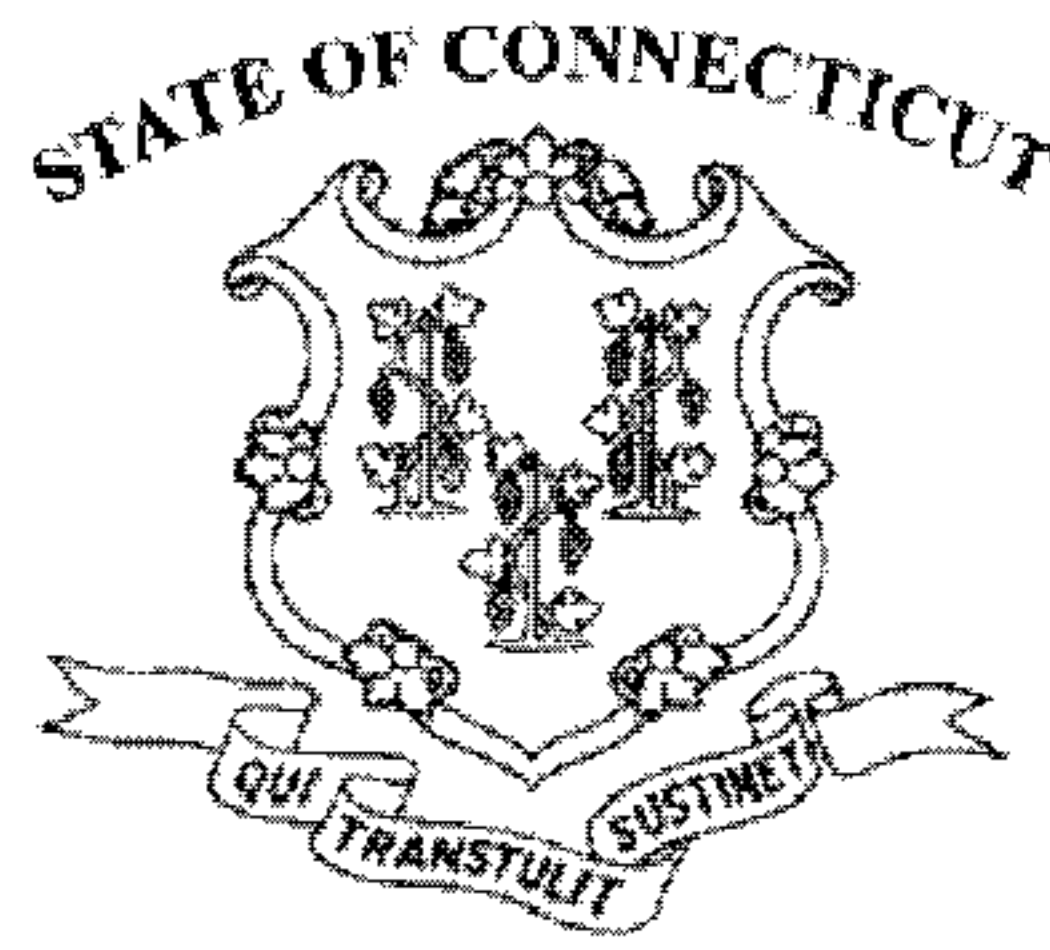
We are committed to providing in-kind contributions and technical assistance to the RTT – ELC Project over the four year grant period.

ConnCASE reiterates its support for Connecticut's RTT-ELC application and looks forward to supporting its successful implementation to benefit all children ages 0-5, including those receiving early intervention and specialized instruction.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jeff Forman".

Jeff Forman  
President, ConnCASE



**Substitute Senate Bill No. 1103**

**Public Act No. 11-181**

**AN ACT CONCERNING EARLY CHILDHOOD EDUCATION AND  
THE ESTABLISHMENT OF A COORDINATED SYSTEM OF EARLY  
CARE AND EDUCATION AND CHILD DEVELOPMENT.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Subsection (a) of section 10-16z of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

(a) There is established the Early Childhood Education Cabinet. The cabinet shall consist of: (1) The Commissioner of Education, or the commissioner's designee, (2) one representative from the Department of Education who is responsible for programs required under the Individuals With Disabilities Education Act, 20 USC 1400 et seq., as amended from time to time, appointed by the Commissioner of Education, (3) the Commissioner of Social Services, or the commissioner's designee, (4) a representative from an institution of higher education in this state appointed by the Commissioner of Higher Education, (5) the Commissioner of Public Health, or the commissioner's designee, (6) the Commissioner of Developmental Services, or the commissioner's designee, (7) the Commissioner of [Mental Health and Addiction Services] Children and Families, or the commissioner's designee, (8) the executive director of the Commission

***Substitute Senate Bill No. 1103***

on Children, or the executive director's designee, (9) the project director of the Connecticut Head Start State Collaboration Office, (10) a [representative from a Head Start program] parent or guardian of a child who attends or attended a school readiness program appointed by the minority leader of the House of Representatives, (11) a representative of a local provider of early childhood education appointed by the minority leader of the Senate, (12) a representative of the Connecticut Family Resource Center Alliance appointed by the majority leader of the House of Representatives, (13) a representative of a state funded child care center appointed by the majority leader of the Senate, (14) two appointed by the speaker of the House of Representatives, one of whom is a member of the House of Representatives and one of whom is a parent who has a child attending a school in a priority school district, [(13)] (15) two appointed by the president pro tempore of the Senate, one of whom is a member of the Senate and one of whom is a representative of a public elementary school with a prekindergarten program, [(14)] (16) two appointed by the Governor, one of whom is a representative of the Connecticut Head Start Association and one of whom is a representative of the business or philanthropic community in this state, [appointed by the Governor,] and [(15)] (17) the Secretary of the Office of Policy and Management, or the secretary's designee. The chairperson of the council shall be appointed from among its members by the Governor.

Sec. 2. (NEW) (*Effective July 1, 2011*) (a) On and after July 1, 2013, there shall be a coordinated system of early care and education and child development. The coordinated system of early care and education and child development shall consist of comprehensive and aligned policies, responsibilities, practices and services for young children and their families, including prenatal care and care for children from birth to eight years of age, inclusive, to ensure optimal health, safety and learning for each child, and that are in accordance

***Substitute Senate Bill No. 1103***

with the plan developed by the planning director pursuant to section 3 of this act.

(b) The coordinated system of early care and education and child development shall (1) create a unified set of reporting requirements for the programs described in subdivision (1) of subsection (b) of section 3 of this act, for the purpose of collecting the data elements necessary to perform quality assessments and longitudinal analysis; (2) compare and analyze the data collected pursuant to reporting requirements created under subdivision (1) of this subsection with the data collected in the state-wide public school information system, pursuant to section 10-10a of the general statutes, for population-level analysis of children and families; (3) develop and update appropriate early learning standards and assessment tools for children from birth to five years of age, inclusive, that are age and developmentally appropriate and that are aligned with existing learning standards as of July 1, 2013, and assessment tools for students in grades kindergarten to twelve, inclusive; (4) continually monitor and evaluate all early childhood education and child care programs and services, focusing on program outcomes in satisfying the health, safety, developmental and educational needs of all children; (5) develop indicators that assess strategies designed to strengthen the family through parental involvement in a child's development and education, including children with special needs; (6) increase the availability of early childhood education and child care programs and services and encourage the providers of such programs and services to work together to create multiple options that allow families to participate in programs that serve the particular needs of each family; (7) provide information and technical assistance to persons seeking early childhood education and child care programs and services; (8) assist state agencies and municipalities in obtaining available federal funding for early childhood education and child care programs and services; (9) provide technical assistance and consultation to licensed

***Substitute Senate Bill No. 1103***

providers of early childhood education and child care programs and services and assist any potential provider of such programs and services in obtaining the necessary licensure and certification; (10) create, implement and maintain a quality rating and improvement system that covers home-based, center-based and school-based early child care and learning; (11) maintain a system of accreditation facilitation to assist early childhood education and child care programs and services in achieving national standards and program improvement; (12) create partnerships between state agencies and philanthropic organizations to assist in the implementation of the coordinated system of early care and education and child development; (13) align the system's policy and program goals with those of the Early Childhood Education Cabinet, pursuant to section 10-16z of the general statutes, and the Head Start advisory committee, pursuant to section 10-16n of the general statutes; (14) ensure a coordinated and comprehensive state-wide system of professional development for providers of early childhood education and child care programs and services; (15) develop family-centered services that assist families in their communities; (16) provide families with opportunities for choice in services including quality child care; (17) integrate early childhood education and special education services; (18) emphasize targeted research-based interventions; (19) organize services into a coherent system; (20) coordinate a comprehensive and accessible delivery system for early childhood education and child care services; (21) focus on performance measures to ensure that services are accountable, effective and accessible to the consumer; (22) promote universal access to early childhood care and education; (23) ensure nonduplication of monitoring and evaluation; (24) encourage, promote and coordinate funding for the establishment and administration of local and regional early childhood councils that implement local and regional birth-to-eight systems; and (25) perform any other activities that will assist in the provision of early childhood education and child care programs and services.

***Public Act No. 11-181******4 of 9***

***Substitute Senate Bill No. 1103***

(c) The coordinated system of early care and education and child development shall collaborate with local and regional early childhood councils to implement the coordinated system of early care and education and child development at the local level. Such early childhood councils shall: (1) Develop and implement a comprehensive plan for an early childhood system for the community served by such early childhood council, (2) develop policy and program planning, (3) encourage community participation by emphasizing substantial parental involvement, (4) collect, analyze and evaluate data with a focus on program and service outcomes, (5) allocate resources, and (6) perform any other functions that will assist in the provision of early childhood programs and services. Such early childhood councils may enter into memoranda of agreement with the local or regional school readiness council, described in section 10-16r of the general statutes, of the town or region served by such early childhood council to perform the duties and functions of a school readiness council, in accordance with the provisions of said section 10-16r, or if no such local or regional school readiness council exists for the town or region of such early childhood council, perform the duties and functions of a school readiness council, in accordance with the provisions of section 10-16r of the general statutes.

(d) The coordinated system of early care and education and child development may enter into memoranda of agreement with and accept donations from nonprofit and philanthropic organizations to accomplish the purposes of this section.

Sec. 3. (NEW) (*Effective July 1, 2011*) (a) On or before July 15, 2011, the Governor shall appoint, in consultation with the Early Childhood Education Cabinet, established under section 10-16z of the general statutes, a planning director for the planning and development of the coordinated system of early care and education and child development described in section 2 of this act, provided such appointment is made

***Substitute Senate Bill No. 1103***

within available appropriations or funded by donations from private sources or federal funds to cover the costs of carrying out the provisions of this section. The planning director shall be within the Office of Policy and Management.

(b) (1) The planning director shall develop a plan for the coordinated system of early care and education and child development. Such plan shall consolidate existing early childhood education and child care programs and services serving children from birth to eight years of age, inclusive, into a coordinated system that attempts to (A) reduce the academic achievement gap, (B) increase participation in early childhood education programs, (C) increase parent engagement, family literacy and parenting skills, (D) increase oral language development, (E) increase social competence, (F) decrease special education placements, and (G) support parents and guardians of young children to find employment and to remain employed and encourage such parents and guardians to attend work training programs. Consolidation may include, but not be limited to, school readiness programs, Head Start programs, the family resource center program, established pursuant to section 10-4o of the general statutes, child care facilities, licensing and services described in section 8-210 of the general statutes, the birth-to-three program, established pursuant to section 17a-248 of the general statutes, professional development activities relating to early childhood education and any other relevant early childhood programs and services.

(2) In developing such plan, the planning director shall (A) consider opportunities for consolidation between and within agencies to reduce redundancy and to improve the focus on positive outcomes for children and families; (B) seek areas of consolidation between and within agencies; (C) provide for the creation of memoranda of agreement between the coordinated system of early care and education and child development and nonprofit and philanthropic organizations;



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(D) identify opportunities to align services and meet the holistic needs of children and families; (E) implement an accountability framework to measure program and services outcomes; (F) identify common requirements for funding from various sources and identify waiver provisions related to such requirements that can be used to improve service delivery in the state; (G) identify barriers under state or federal law that inhibit effective consolidation of functions or utilization of interagency agreements; (H) consult with qualified local and regional planning groups; and (I) focus the memoranda of agreement to relevant program areas, such as, maternal and child health, literacy, family support, financial planning and early care and education.

(c) For purposes of the development of the plan for the coordinated system of early care and education and child development, the planning director may enter into memoranda of agreement with and accept donations from nonprofit and philanthropic organizations.

(d) The Departments of Education, Social Services, Public Health, Children and Families, Developmental Services and Higher Education shall assist the planning director in the planning and development of the plan for the coordinated system of early care and education and child development.

(e) (1) On and after October 1, 2011, until July 1, 2013, the planning director shall report quarterly to the Early Childhood Education Cabinet. Such report may include, but not be limited to, (A) recommendations regarding the consolidation of agencies to improve coordination within the coordinated system of early care and education and child development, (B) suggestions regarding how federal, state and local resources can be combined to maximize efficiencies in the system and outcomes for children and families, (C) suggestions to improve the manner in which state and local early childhood education initiatives are coordinated so as to provide holistic, affordable, high quality early education for young children,

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(D) recommendations for improvements to the coordinated system of early care and education and child development, and (E) assurances that the provisions of section 8-210 of the general statutes are being preserved in the planning and development of the coordinated system of early care and education and child development.

(2) On and after January 1, 2012, until July 1, 2013, the planning director shall semiannually report to the joint standing committees of the General Assembly having cognizance of matters relating to appropriations, human services and education, in accordance with the provisions of section 11-4a of the general statutes. Such report may include, but not be limited to, (A) recommendations regarding the consolidation of agencies to improve coordination within the coordinated system of early care and education and child development, (B) suggestions regarding how federal, state and local resources can be combined to maximize efficiencies in the system and outcomes for children and families, (C) suggestions to improve the manner in which state and local early childhood education initiatives are coordinated so as to provide holistic, high quality early education for young children, (D) recommendations for improvements to the coordinated system of early care and education and child development, and (E) assurances that the provisions of section 8-210 of the general statutes are being preserved in the planning and development of the coordinated system of early care and education and child development.

(3) On or before January 30, 2013, the planning director shall report to the joint standing committees of the General Assembly having cognizance of matters relating to appropriations, human services and education, in accordance with the provisions of section 11-4a of the general statutes. Such report shall include recommendations as to which department shall be the lead agency and where the staff of the coordinated system of early care and education and child development

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will be located.

Sec. 4. (*Effective July 1, 2011*) For purposes of the planning and development of the coordinated system of early care and education and child development, the Early Childhood Education Cabinet, pursuant to section 10-16z of the general statutes, the director of the Connecticut Head Start Collaboration Office and the Head Start advisory committee, pursuant to section 10-16n of the general statutes, and the Accreditation Facilitation Project of Connecticut Charts-A-Course shall be based in the Department of Education, and may work with nonprofit and philanthropic organizations.

Sec. 5. Section 10-16y of the general statutes is repealed. (*Effective July 1, 2011*)

Approved July 13, 2011

**Sections 97-101 of Public Act 11-44: AN ACT CONCERNING THE BUREAU OF  
REHABILITATIVE SERVICES AND IMPLEMENTATION OF PROVISIONS OF THE  
BUDGET CONCERNING HUMAN SERVICES AND PUBLIC HEALTH**

Sec. 97. Section 17b-749a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

(a) The [Commissioner of Social Services, in consultation with the] Commissioner of Education [.] shall establish, within available appropriations, a program to (1) purchase directly or provide subsidies to parents to purchase child day care services provided by any elementary or secondary school, nursery school, preschool, day care center, group day care home, family day care home, family resource center, Head Start program, or local or regional board of education, provided, if the commissioner purchases such services directly, he shall give preference to purchasing from providers of full-day and year-round programs; and (2) award grants to providers of school readiness programs, as defined in section 10-16p, to increase the hours of operation of their programs in order to provide child care for children attending such programs. The commissioner, for purposes of subdivision (1) of this subsection, [shall] may model the program on the program established pursuant to section 17b-749.

(b) No funds received by a provider pursuant to this section shall be used to supplant federal funding received for early childhood education on behalf of children in an early childhood education program.

(c) The [Commissioners of Social Services and] Commissioner of Education shall: (1) Coordinate the development of a range of alternative programs to meet the needs of all children; (2) foster partnerships between school districts and private organizations; (3) provide information and assistance to parents in selecting an appropriate school readiness program; and (4) work to ensure, to the extent possible, that school readiness programs allow open enrollment for all children and allow families receiving benefits for such a program to choose a public or accredited private program.

Sec. 98. Section 17b-749g of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

(a) There is established a child care facilities loan guarantee program for the purpose of guaranteeing loans for the expansion or development of child care and child development centers in the state. The program shall contain any moneys required by law to be deposited in the program, including, but not limited to, any moneys appropriated by the state, premiums and fees for guaranteeing loans, and proceeds from the sale, disposition, lease or rental of collateral relating to loan guarantees. Any balance remaining in the program at the end of any fiscal year shall be carried forward in the program for the fiscal year next succeeding. The program shall be used to guarantee loans pursuant to subsection (b) of this section and to pay reasonable and necessary expenses incurred for administration under this section. The Commissioner of [Social Services] Education may enter into a contract with a quasi-public agency, banking institution or

nonprofit corporation to provide for the administration of the program, provided no loan guarantee shall be made from the program without the authorization of the commissioner as provided in subsection (b) of this section. The total aggregate amount of guarantees from the program, with respect to the insured portions of the loan, may not exceed at any one time an amount equal to three times the balance in the guarantee program.

(b) The state, acting by and in the discretion of the Commissioner of [Social Services] Education, may guarantee the repayment of loans, including, but not limited to, principal and interest, to a lending institution that has provided funding for the construction, reconstruction, rehabilitation or improvement of child care and child development facilities. The total aggregate of any loan guarantee under this section shall be not less than twenty per cent and shall not exceed fifty per cent of the principal amount of the obligation, as determined by approved underwriting standards approved by the commissioner, and upon such terms and conditions as the commissioner may prescribe. The term of any loan guarantee shall be determined by the useful life of the improvement but in no event shall exceed thirty years. The commissioner shall arrange by contract with each lending institution or the borrower to safeguard the interests of the program in the event of a default by the borrower, including, at the discretion of the commissioner, provision for notice to the program of default by the borrower, for foreclosure or other realization upon any security for the loan, for the time and conditions for payment to the lending institution by the program of the amount of any loss to the lending institution guaranteed by the program and for the disposition of the proceeds realized from any security for the loan guaranteed. When it appears desirable for a temporary period upon default or threatened default by the borrower, the commissioner may authorize payments of installments of principal or interest, or both, from the program to the lending institution, and of taxes and insurance, which payments shall be repaid under such conditions as the program may prescribe and the program may also agree to revise terms of financing when such appears pertinent. Upon request of the lending institution, the commissioner may at any time, under such equitable terms and conditions as it may prescribe, consent to the release of the borrower from his liability under the loan or consent to the release of parts of any secured property from the lien of the lending institution.

(c) Priority for loan guarantees shall be given to financing child care centers and child development centers that (1) have obtained accreditation from the National Association for the Education of Young Children or have an application pending for such accreditation, and (2) are included in a local school readiness plan, and (3) shall promote the collocation of programs endorsed by the Commissioners of Education and Social Services pursuant to section 4b-31. School readiness programs, licensed child care providers or nonprofit developers of a child care center operating under a legally enforceable agreement with child care providers are eligible for such guaranteed loans.

(d) The Commissioner of [Social Services] Education may adopt regulations, in accordance with the provisions of chapter 54, to establish procedures and qualifications for application for guarantees under this section.

Sec. 99. Section 17b-749h of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

(a) There is established a program to be known as the "child care facilities direct revolving loan program". The program shall contain any moneys required by law to be deposited in the program, including, but not limited to, any moneys appropriated by the state, premiums, fees, interest payments and principal payments on direct loans and proceeds from the sale, disposition, lease or rental of collateral relating to direct loans. Any balance remaining in the program at the end of any fiscal year shall be carried forward in the program for the next succeeding fiscal year. The program shall be used to make loans pursuant to subsection (b) of this section, to make loan guarantees and to pay reasonable and necessary expenses incurred in administering loans and loan guarantees under this section. The Commissioner of [Social Services] Education may enter into a contract with a quasi-public agency, banking institution or nonprofit corporation to provide for the administration of the loan program, provided no loan or loan guarantee shall be made from the fund without the authorization of the commissioner as provided in subsection (b) of this section.

(b) The state, acting by and in the discretion of the Commissioner of [Social Services] Education, may enter into a contract to provide financial assistance in the form of interest-free loans, deferred loans or guaranteed loans to child care providers or to nonprofit developers of a child care facility operating under a legally enforceable agreement with a child care provider, for costs or expenses incurred and directly connected with the expansion, improvement or development of child care facilities. Such costs and expenses may include: (1) Advances of loan proceeds for direct loans; (2) expenses incurred in project planning and design, including architectural expenses; (3) legal and financial expenses; (4) expenses incurred in obtaining required permits and approvals; (5) options to purchase land; (6) expenses incurred in obtaining required insurance; (7) expenses incurred in meeting state and local child care standards; (8) minor renovations and upgrading child care facilities to meet such standards and loans for the purpose of obtaining licensure under section 19a-77; (9) purchase and installation of equipment, machinery and furniture, including equipment needed to accommodate children with special needs; and (10) other preliminary expenses authorized by the commissioner. Loan proceeds shall not be used for the refinancing of existing loans, working capital, supplies or inventory.

(c) The amount of a direct loan under this section may be up to eighty per cent of the total amount of investment but shall not exceed twenty-five thousand dollars for such facility as determined by the commissioner except that if an applicant for a loan under this section has an existing loan that is guaranteed by the child care facilities loan guarantee program, established under section 17b-749g, as amended by this act, the direct loan provided under this section shall not exceed twenty per cent of the investment. The amount of any guarantee and a direct loan under this section shall not exceed eighty per cent.

(d) Each provider applying for a loan under this section shall submit an application, on a form provided by the commissioner that shall include, but is not limited to, the following information: (1) A detailed description of the proposed or existing child care facility; (2) an itemization of known and estimated costs; (3) the total amount of investment required to expand or develop the child care facility; (4) the funds available to the applicant without financial assistance from the department; (5) the amount of financial assistance sought from the department; (6) information relating to the financial status of the applicant, including, if available, a current balance sheet, a profit and loss statement and credit references; and (7) evidence that the loan applicant shall, as

of the loan closing, own, have an option to purchase or have a lease for the term of the loan. Security for the loan may include an assignment of the lease or other subordination of any mortgage and the borrower shall be in default if the loan is not used for the intended purpose.

(e) Payments of principal and interest on such loans shall be paid to the State Treasurer for deposit in the child care facilities direct revolving loan program established in subsection (a) of this section.

(f) The Commissioner of [Social Services] Education may adopt regulations, in accordance with chapter 54, to carry out the provisions of this section. Such regulations may clarify loan procedures, repayment terms, security requirements, default and remedy provisions, and such other terms and conditions as said commissioner shall deem appropriate.

Sec. 100. Section 17b-749i of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

Within appropriations available to the State Treasurer for child care facilities, not already allocated toward debt service for specific child care facilities, the Commissioner of [Social Services] Education may, upon submission of a request by a facility operating a child care program that is financed with tax-exempt or taxable bonds issued through the Connecticut Health and Educational Facilities Authority, allow actual debt service, comprised of principal, interest and premium, if any, on the loan or loans, a debt service reserve fund and a reasonable repair and replacement reserve to be paid, provided such debt service terms and amounts are determined by the commissioner, at the time the loan is entered into, to be reasonable in relation to the useful life and base value of the property.

Sec. 101. Subsection (a) of section 17b-749c of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

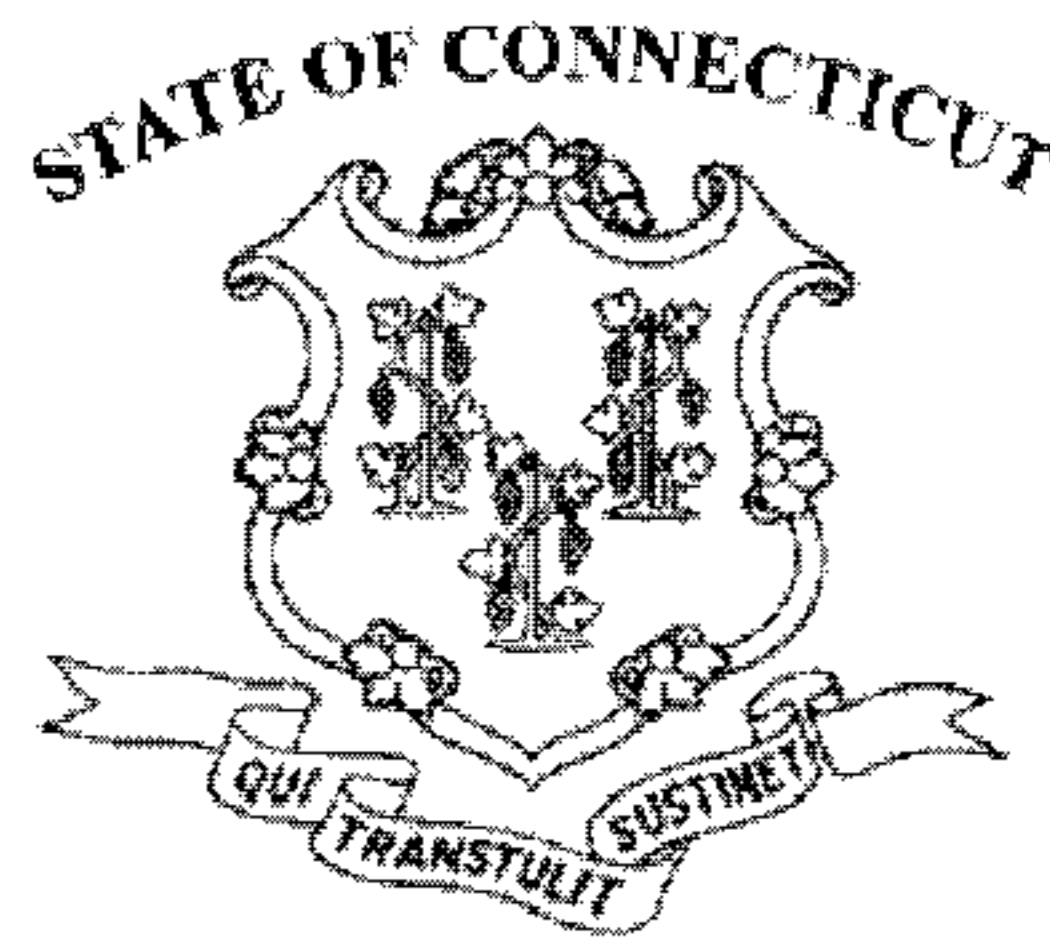
(a) The [Commissioner of Social Services, in consultation with the] Commissioner of Education [,] shall establish a program, within available appropriations, to provide, on a competitive basis, supplemental quality enhancement grants to providers of child day care services or providers of school readiness programs pursuant to section 10-16p and section 10-16u. Child day care providers and school readiness programs may apply for a supplemental quality enhancement grant at such time and on such form as the Commissioner of [Social Services] Education prescribes. Effective July 1, 2011, the commissioner shall make funds payable to providers under such grants on a prospective basis.

**Section 144 of Public Act No. 11-61: AN ACT IMPLEMENTING THE REVENUE ITEMS  
IN THE BUDGET AND MAKING BUDGET ADJUSTMENTS, DEFICIENCY  
APPROPRIATIONS, CERTAIN REVISIONS TO BILLS OF THE CURRENT SESSION  
AND MISCELLANEOUS CHANGES TO THE GENERAL STATUTES**

Sec. 144. Section 186 of public act 11-48 is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

The Commissioner of Education, in consultation with the Commissioner of Social Services, shall develop a plan to [integrate] coordinate child day care services administered by the Department of Social Services [offered as part of a school readiness program into] and the school readiness programs administered by the Department of Education into a coordinated early care and education program. Such plan shall address program eligibility, slot rates and program requirements and make recommendations to maintain the mission and integrity of child care services pursuant to section 8-210b of the general statutes. The Departments of Education and Social Services shall report, not later than January 1, 2012, to the joint standing committees of the General Assembly having cognizance of matters relating to education and human services and to the Governor. [Not later than July 1, 2012, the Commissioner of Education shall submit such plan, with any findings and recommendations, to the Governor. ]





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**Public Act No. 11-54**

**AN ACT CONCERNING REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-16p of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*):

(a) As used in sections 10-16o to 10-16s, inclusive, 10-16u, 17b-749a and 17b-749c:

(1) "School readiness program" means a nonsectarian program that (A) meets the standards set by the department pursuant to subsection (b) of this section and the requirements of section 10-16q, and (B) provides a developmentally appropriate learning experience of not less than four hundred fifty hours and one hundred eighty days for eligible children, except as provided in subsection (d) of section 10-16q;

(2) "Eligible children" means children three and four years of age and children five years of age who are not eligible to enroll in school pursuant to section 10-15c, or who are eligible to enroll in school and will attend a school readiness program pursuant to section 10-16t;

(3) "Priority school" means a school in which forty per cent or more of the lunches served are served to students who are eligible for free or

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reduced price lunches pursuant to federal law and regulations, excluding such a school located in a priority school district pursuant to section 10-266p or in a former priority school district receiving a grant pursuant to subsection (c) of this section and, on and after July 1, 2001, excluding such a school in a transitional school district receiving a grant pursuant to section 10-16u;

(4) "Severe need school" means a school in a priority school district pursuant to section 10-266p or in a former priority school district in which forty per cent or more of the lunches served are served to students who are eligible for free or reduced price lunches;

(5) "Accredited" means accredited by the National Association for the Education of Young Children, a Head Start on-site program review instrument or a successor instrument pursuant to federal regulations, or otherwise meeting such criteria as may be established by the commissioner, in consultation with the Commissioner of Social Services, unless the context otherwise requires;

(6) "Year-round" means fifty weeks per year, except as provided in subsection (d) of section 10-16q;

(7) "Commissioner" means the Commissioner of Education; and

(8) "Department" means the Department of Education.

(b) (1) The Department of Education shall be the lead agency for school readiness. For purposes of this section and section 10-16u, school readiness program providers eligible for funding from the Department of Education shall include local and regional boards of education, regional educational service centers, family resource centers and providers of child day care centers, as defined in section 19a-77, Head Start programs, preschool programs and other programs that meet such standards established by the Commissioner of Education. The department shall establish standards for school readiness

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programs. The standards may include, but need not be limited to, guidelines for staff-child interactions, curriculum content, including preliteracy development, lesson plans, parent involvement, staff qualifications and training, transition to school and administration. The department shall develop age-appropriate developmental skills and goals for children attending such programs. The commissioner, in consultation with the Commissioners of Higher Education and Social Services and other appropriate entities, shall develop a continuing education training program for the staff of school readiness programs.

(2) For purposes of this section: [, prior]

(A) Prior to July 1, 2015, "staff qualifications" means there is in each classroom an individual who has at least the following: [(1)] (i) A childhood development associate credential or an equivalent credential issued by an organization approved by the Commissioner of Education and [nine credits or more, and on and after July 1, 2005,] twelve credits or more [,] in early childhood education or child development, as determined by the Commissioner of Higher Education, after consultation with the Commissioners of Education and Social Services, from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited; [(2)] (ii) an associate's degree with [nine credits or more, and on and after July 1, 2005,] twelve credits or more [,] in early childhood education or child development, as determined by the Commissioner of Higher Education, after consultation with the Commissioners of Education and Social Services, from such an institution; [(3)] (iii) a four-year degree with [nine credits or more, and on and after July 1, 2005,] twelve credits or more [,] in early childhood education or child development, as determined by the Commissioner of Higher Education, after consultation with the Commissioners of Education and Social Services, from such an institution; or [(4)] (iv) certification pursuant to section 10-145b with an endorsement in early

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childhood education or special education; [, and on and after]

(B) From July 1, 2015, to June 30, 2020, "staff qualifications" means [there is in each classroom an individual who has at least the following: (A) A bachelor's degree in early childhood education or childhood development, or in a related field approved by the Commissioner of Education from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited; or (B) certification pursuant to section 10-145b with an endorsement in early childhood education or special education.] that for each early childhood education program accepting state funds, including school readiness or childcare services funds and funds from the Department of Social Services, (i) at least fifty per cent of those individuals with the primary responsibility for a classroom of children hold (I) certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education, or (II) a bachelor's degree with a concentration in early childhood education, including, but not limited to, a bachelor's degree in early childhood education, child study, child development or human growth and development, from an institution of higher education accredited by the Board of Governors of Higher Education, provided such bachelor's degree program is approved by the Departments of Higher Education and Education, and (ii) such remaining individuals hold an associate degree with a concentration in early childhood education, including, but not limited to, an associate's degree in early childhood education, child study, child development or human growth and development, from an institution of higher education accredited by the Board of Governors of Higher Education, provided such associate degree program is approved by the Departments of Higher Education and Education; and

(C) On and after July 1, 2020, "staff qualifications" means that for each early childhood education program accepting state funds,

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including school readiness or childcare services funds and funds from the Department of Social Services, one hundred per cent of those individuals with the primary responsibility for a classroom of children hold (i) certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education, or (ii) a bachelor's degree with a concentration in early childhood education, including, but not limited to, a bachelor's degree in early childhood education, child study, child development or human growth and development, from an institution of higher education accredited by the Board of Governors of Higher Education, provided such bachelor's degree program is approved by the Departments of Higher Education and Education.

(3) Any individual with a bachelor's degree who, on or before June 30, 2015, is employed as a teacher by an early childhood education program that accepts state funds, including school readiness or childcare services funds and funds from the Department of Social Services, and meets the staff qualifications required under subparagraph (A) of subdivision (2) of this subsection shall be considered to meet the staff qualifications required under subparagraphs (B) and (C) of subdivision (2) of this subsection. No such early childhood education program shall terminate any such individual from employment for purposes of meeting the staff qualification requirements set forth in subparagraph (B) or (C) of subdivision (2) of this subsection.

(4) Any individual with a bachelor's degree other than those bachelor's degrees specified in subparagraphs (A) and (B) of subdivision (2) of this subsection may submit documentation concerning such degree for review and assessment by the Department of Education as to whether such degree has a sufficient concentration in early childhood education so as to satisfy the requirements set forth in said subparagraphs (A) and (B).

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(c) The Commissioner of Education, in consultation with the Commissioner of Social Services, shall establish a grant program to provide spaces in accredited school readiness programs for eligible children who reside in priority school districts pursuant to section 10-266p or in former priority school districts as provided in this subsection. Under the program, the grant shall be provided, in accordance with this section, to the town in which such priority school district or former priority school district is located. Eligibility shall be determined for a five-year period based on an applicant's designation as a priority school district for the initial year of application, except that if a school district that receives a grant pursuant to this subsection is no longer designated as a priority school district at the end of such five-year period, such former priority school district shall continue to be eligible to receive a grant pursuant to this subsection. Grant awards shall be made annually contingent upon available funding and a satisfactory annual evaluation. The chief elected official of such town and the superintendent of schools for such priority school district or former priority school district shall submit a plan for the expenditure of grant funds and responses to the local request for proposal process to the Departments of Education and Social Services. The departments shall jointly review such plans and shall each approve the portion of such plan within its jurisdiction for funding. The plan shall: (1) Be developed in consultation with the local or regional school readiness council established pursuant to section 10-16r; (2) be based on a needs and resource assessment; (3) provide for the issuance of requests for proposals for providers of accredited school readiness programs, provided, after the initial requests for proposals, facilities that have been approved to operate a child care program financed through the Connecticut Health and Education Facilities Authority and have received a commitment for debt service from the Department of Social Services pursuant to section 17b-749i, are exempt from the requirement for issuance of annual requests for proposals; and (4) identify the need for funding pursuant to section 17b-749a in order to extend the hours

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and days of operation of school readiness programs in order to provide child day care services for children attending such programs.

(d) (1) The Commissioner of Education, in consultation with the Commissioner of Social Services, shall establish a competitive grant program to provide spaces in accredited school readiness programs for eligible children who reside (A) in an area served by a priority school or a former priority school as provided for in subdivision (2) of this subsection, (B) in a town ranked one to fifty when all towns are ranked in ascending order according to town wealth, as defined in subdivision (26) of section 10-262f, whose school district is not a priority school district pursuant to section 10-266p, or (C) in a town formerly a town described in subparagraph (B) of this subdivision, as provided for in [said] subdivision (2) of this subsection. A town in which a priority school is located, a regional school readiness council, pursuant to subsection (c) of section 10-16r, for a region in which such a school is located or a town described in subparagraph (B) of this subdivision may apply for such a grant in an amount not to exceed one hundred seven thousand dollars per priority school or town. Eligibility shall be determined for a five-year period based on an applicant's designation as having a priority school or being a town described in subparagraph (B) of this subdivision for the initial year of application. Grant awards shall be made annually contingent upon available funding and a satisfactory annual evaluation. The chief elected official of such town and the superintendent of schools of the school district or the regional school readiness council shall submit a plan, as described in subsection (c) of this section, for the expenditure of such grant funds to the Department of Education. In awarding grants pursuant to this subsection, the commissioner shall give preference to applications submitted by regional school readiness councils and may, within available appropriations, provide a grant in excess of one hundred seven thousand dollars to towns with two or more priority schools in such district. A town or regional school readiness council awarded a

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grant pursuant to this subsection shall use the funds to purchase spaces for such children from providers of accredited school readiness programs.

(2) (A) Except as provided in subparagraph (C) of this subdivision, commencing with the fiscal year ending June 30, 2005, if a town received a grant pursuant to subdivision (1) of this subsection and is no longer eligible to receive such a grant, the town may receive a phase-out grant for each of the three fiscal years following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection.

(B) The amount of such phase-out grants shall be determined as follows: (i) For the first fiscal year following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection, in an amount that does not exceed seventy-five per cent of the grant amount such town received for the town or school's final year of eligibility pursuant to subdivision (1) of this subsection; (ii) for the second fiscal year following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection, in an amount that does not exceed fifty per cent of the grant amount such town received for the town's or school's final year of eligibility pursuant to subdivision (1) of this subsection; and (iii) for the third fiscal year following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection, in an amount that does not exceed twenty-five per cent of the grant amount such town received for the town's or school's final year of eligibility pursuant to subdivision (1) of this subsection.

(C) For the fiscal year ending June 30, 2011, and each fiscal year thereafter, any town that received a grant pursuant to subparagraph (B) of subdivision (1) of this subsection for the fiscal year ending June 30, 2010, shall continue to receive a grant under this subsection even if the town no longer meets the criteria for such grant pursuant to



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subparagraph (B) of subdivision (1) of this subsection.

(e) (1) For the fiscal year ending June 30, 2009, and each fiscal year thereafter, priority school districts and former priority school districts shall receive grants based on the sum of the products obtained by (A) multiplying the district's number of contracted slots on March thirtieth of the fiscal year prior to the fiscal year in which the grant is to be paid, by the per child cost pursuant to subdivision (2) of subsection (b) of section 10-16q, except that such per child cost shall be reduced for slots that are less than year-round, and (B) multiplying the number of additional or decreased slots the districts have requested for the fiscal year in which the grant is to be paid by the per child cost pursuant to subdivision (2) of subsection (b) of [said] section 10-16q, except such per child cost shall be reduced for slots that are less than year-round. If said sum exceeds the available appropriation, such number of requested additional slots shall be reduced, as determined by the Commissioner of Education, to stay within the available appropriation.

(2) (A) If funds appropriated for the purposes of subsection (c) of this section are not expended, the Commissioner of Education may deposit such unexpended funds in the account established under section 10-16aa and use such unexpended funds in accordance with the provisions of [said] section 10-16aa.

(B) For the fiscal year ending June 30, 2012, and each fiscal year thereafter, if funds appropriated for the purposes of subsection (c) of this section are not expended, an amount up to five hundred thousand dollars of such unexpended funds may be available for use in accordance with the provisions of this subparagraph for the subsequent fiscal year. The Commissioner of Education may use such unexpended funds on and after July 1, 2012, in consultation with the Commissioner of Higher Education, to support early childhood education programs accepting state funds in satisfying the staff qualifications requirements of subparagraphs (B) and (C) of

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subdivision (2) of subsection (b) of this section. The local school readiness programs shall use any such funds to provide assistance to staff members at a maximum of five thousand dollars per staff member per year for the cost of higher education courses leading to a bachelor's degree or, not later than December 31, 2013, an associate's degree, as such degrees are described in said subparagraphs (B) and (C) at an in-state public institution of higher education or a Connecticut-based for-profit or nonprofit institution of higher education, provided such staff members have applied for all available federal and state scholarships and grants, and such assistance does not exceed such staff members' financial need. Local school readiness programs shall apply for such unexpended funds in such program's application for a school readiness grant pursuant to this section. The Commissioner of Education shall determine, in consultation with the Commissioner of Higher Education, how such unexpended funds shall be distributed.

[(B)] (C) If funds appropriated for the purposes of subsection (c) of this section are not expended pursuant to [said] subsection (c) [or] of this section, deposited pursuant to subparagraph (A) of this subdivision, or used pursuant to subparagraph (B) of this subdivision, the Commissioner of Education may use such unexpended funds to support local school readiness programs. The commissioner may use such funds for purposes including, but not limited to, (i) assisting local school readiness programs in meeting and maintaining accreditation requirements, (ii) providing training in implementing the preschool assessment and curriculum frameworks, including training to enhance literacy teaching skills, (iii) developing a state-wide preschool curriculum, (iv) developing student assessments for students in grades kindergarten to two, inclusive, (v) developing and implementing best practices for parents in supporting preschool and kindergarten student learning, (vi) developing and implementing strategies for children to transition from preschool to kindergarten, (vii) providing for professional development, including assisting in career ladder

***Substitute Senate Bill No. 927***

advancement, for school readiness staff, and (viii) providing supplemental grants to other towns that are eligible for grants pursuant to subsection (c) of this section.

(3) Notwithstanding subdivision (2) of this subsection, for the fiscal years ending June 30, 2008, to June 30, 2011, inclusive, the Department of Education may retain up to one hundred ninety-eight thousand two hundred dollars of the amount appropriated for purposes of this section for coordination, program evaluation and administration.

(f) Any school readiness program that receives funds pursuant to this section or section 10-16u shall not discriminate on the basis of race, color, national origin, gender, religion or disability. For purposes of this section, a nonsectarian program means any public or private school readiness program that is not violative of the Establishment Clause of the Constitution of the State of Connecticut or the Establishment Clause of the Constitution of the United States of America.

(g) Subject to the provisions of this subsection, no funds received by a town pursuant to subsection (c) or (d) of this section or section 10-16u shall be used to supplant federal, state or local funding received by such town for early childhood education, provided a town may use an amount determined in accordance with this subsection for coordination, program evaluation and administration. Such amount shall be at least twenty-five thousand dollars but not more than seventy-five thousand dollars and shall be determined by the Department of Education, in consultation with the Department of Social Services, based on the school readiness grant award allocated to the town pursuant to subsection (c) or (d) of this section or section 10-16u and the number of operating sites for coordination, program evaluation and administration. Such amount shall be increased by an amount equal to local funding provided for early childhood education coordination, program evaluation and administration, not to exceed

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twenty-five thousand dollars. Each town that receives a grant pursuant to [said] subsection (c) or (d) of this section or section 10-16u shall designate a person to be responsible for such coordination, program evaluation and administration and to act as a liaison between the town and the Departments of Education and Social Services. Each school readiness program that receives funds pursuant to this section or section 10-16u shall provide information to the department or the school readiness council, as requested, that is necessary for purposes of any school readiness program evaluation.

(h) For the first three years a town receives grants pursuant to this section, such grants may be used, with the approval of the commissioner, to prepare a facility or staff for operating a school readiness program and shall be adjusted based on the number of days of operation of a school readiness program if a shorter term of operation is approved by the commissioner.

(i) A town may use grant funds to purchase spaces for eligible children who reside in such town at an accredited school readiness program located in another town. A regional school readiness council may use grant funds to purchase spaces for eligible children who reside in the region covered by the council at an accredited school readiness program located outside such region.

(j) Children enrolled in school readiness programs funded pursuant to this section shall not be counted (1) as resident students for purposes of subdivision (22) of section 10-262f, or (2) in the determination of average daily membership pursuant to subdivision (2) of subsection (a) of section 10-261.

(k) Up to two per cent of the amount of the appropriation for this section may be allocated to the competitive grant program pursuant to subsection (d) of this section. The determination of the amount of such allocation shall be made on or before August first.

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Sec. 2. (*Effective July 1, 2011*) The Department of Higher Education, in consultation with the Departments of Education and Social Services, the Office of Workforce Competiveness, representatives from public and independent institutions of higher education in the state, early childhood education programs accepting school readiness funds pursuant to section 10-16p of the general statutes, as amended by this act, and any other group or organization the Department of Higher Education deems appropriate, shall develop a plan for meeting the requirements in subparagraphs (B) and (C) of subdivision (2) of subsection (b) of section 10-16p of the general statutes, as amended by this act, and strategies for retaining those individuals who do not satisfy the requirements of subparagraphs (B) and (C) of subdivision (2) of subsection (b) of said section 10-16p. Not later than February 1, 2012, the department shall submit such plan, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committees of the General Assembly having cognizance of matters relating to higher education and employment advancement and education. Not later than February 1, 2013, and annually thereafter through February 1, 2015, the Department of Higher Education shall submit progress reports regarding the implementation of such plan, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committees of the General Assembly having cognizance of matters relating to higher education, employment advancement and education.

Approved June 30, 2011

**BY HIS EXCELLENCY**

**DANNEL P. MALLOY**

**EXECUTIVE ORDER NO. 11**

**WHEREAS**, Connecticut has one of the widest and most persistent educational achievement gaps in the nation;

**WHEREAS**, one in four Connecticut children enters Kindergarten without the knowledge and social skills needed to succeed, which further contributes to the achievement gap;

**WHEREAS**, Connecticut has spent billions of dollars over the years on early childhood programs, with limited success, because we lack an integrated, comprehensive early childhood system;

**WHEREAS**, it is imperative to improve the health, development and educational outcomes of Connecticut's children, to reduce the achievement gap and build a highly-skilled workforce;

**WHEREAS**, the General Assembly, through Public Act 11-181, has required the creation of a coordinated system of early care and education and child development by July 1, 2013 and vested the authority to plan such coordinated system in the planning director within the Office of Policy and Management;

**WHEREAS**, my administration is committed to ensuring that Connecticut's children have access to high-quality care and education;

**NOW, THEREFORE**, I, DANNEL P. MALLOY, Governor of the State of Connecticut, by virtue of the power and authority vested in me by the Constitution and by the Statutes of the State of Connecticut do hereby **ORDER AND DIRECT**:


1. There is established an Early Childhood Office within the Office of Policy and Management to plan for and develop a coordinated, comprehensive and aligned system of early care, education and child development.
2. The Office shall:
  - a. Study and develop recommendations for creating a coordinated system of early care, education and child development, consistent with Public Act 11-181;
  - b. Convene and coordinate with the Departments of Education, Social Services, Developmental Services, Children and Families, Public Health and the Office of Policy and Management to foster an integrated system of care, education, and child development;
  - c. Collaborate with relevant stakeholders, including municipalities and local education agencies; and
  - d. As necessary, enter into memoranda of agreement with and accept donations from nonprofit and philanthropic organizations to accomplish the purposes of the Office, in accordance with sections 3-39a and 4-66a of the Connecticut General Statutes and any other provisions relating to the receipt of gifts, contributions, and other income from private sources by state agencies.
3. The Office shall, as necessary, consult with other Executive Branch agencies including, but not limited to, the Departments of Agriculture, Labor, and Transportation to assist in the execution of its duties. All Executive Branch agencies shall cooperate with the Office as requested and within available appropriations.

11-1011. Within available appropriations and as otherwise authorized by law, the planning director shall employ such other staff as necessary for the performance of the functions and duties of the Office.

5. The Office shall complete its work and forward its recommendations to the Governor no later than July 1, 2013.
6. The planning director shall prepare and furnish such other reports as required by Public Act 11-181 or other law.
7. The Office shall terminate and this Executive Order shall be deemed rescinded on July 1, 2013.
8. Nothing in this Order shall be deemed to contradict or supersede any statute or constitutional provision, and this Order is not intended to suspend, modify or revoke any statutory provision enacted by the General Assembly, including Public Act 11-181.

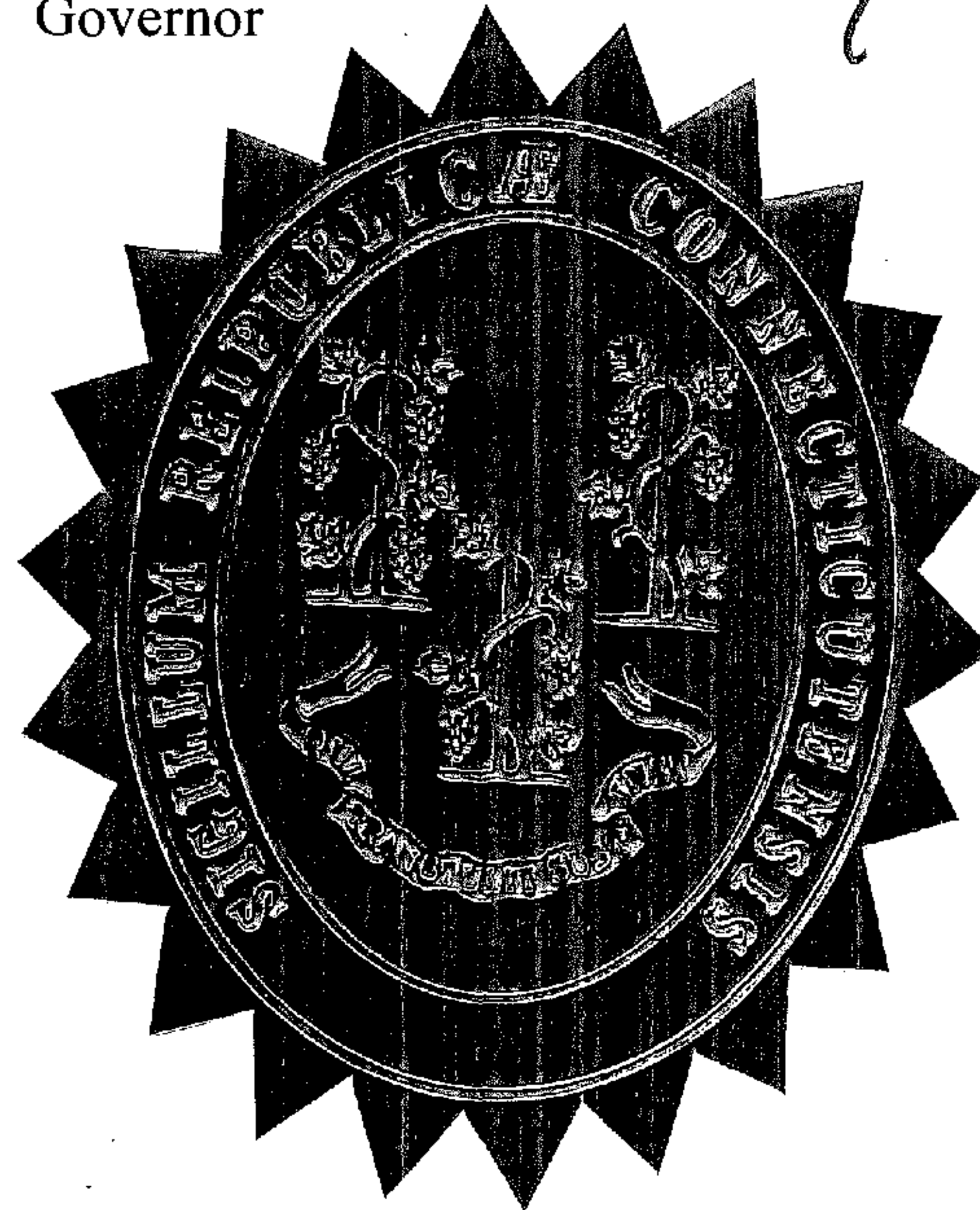
This Order shall take effect immediately.

Dated at Hartford, Connecticut this 17<sup>th</sup> day of October, 2011.

  
\_\_\_\_\_  
Dannel P. Malloy  
Governor

By His Excellency's Order

  
\_\_\_\_\_  
Denise Merrill  
Secretary of the State



## 2011 Connecticut Code

## Title 10 Education and Culture

## Chapter 163 State Board of Education. Department of Education

## Sec. 10-4q. State Education Resource Center to promote equity and excellence.

**Sec. 10-4q. State Education Resource Center to promote equity and excellence.** (a) The State Board of Education shall establish a State Education Resource Center to assist the board in the provision of programs and activities that will promote educational equity and excellence. Such activities, to be provided by the State Education Resource Center or a regional educational service center, may include training and continuing education seminars, publication of technical materials, research and evaluation, and other related activities. The center may support programs and activities concerning early childhood education, the federal No Child Left Behind Act, P.L. 107-110, and closing the academic achievement gap between socio-economic subgroups, and other related programs.

(b) The Commissioner of Education, with the assistance of the State Education Resource Center, may provide grants to local and regional boards of education for districts identified as in need of improvement under the provisions of section 10-223e. The grants shall be for the creation and acquisition of new curricula, training in the use of the curricula and related supporting textbooks and other materials. Local and regional boards of education may use such grants only for curricula, training and related textbooks and materials that have been authorized by the commissioner. Local and regional boards of education shall apply for grants pursuant to this subsection at such time and in such manner as the commissioner prescribes, and the commissioner shall determine the amount of the grant awards.

(c) Within available appropriations, the Department of Education shall establish a Connecticut School Reform Resource Center within the State Education Resource Center established pursuant to subsection (a) of this section or by contract through a regional educational service center. The center shall operate year-round and focus on serving the needs of all public schools. The center shall (1) publish and distribute reports on the most effective practices for improving student achievement by successful schools, (2) provide a program of professional development activities for school leaders, including curriculum coordinators, principals, superintendents and board of education members, (3) provide information on successful models for evaluating student performance and managing student data, and (4) provide other programs and materials to assist in the improvement of public schools.

(P.A. 05-245, S. 24.)

History: P.A. 05-245 effective July 1, 2005.

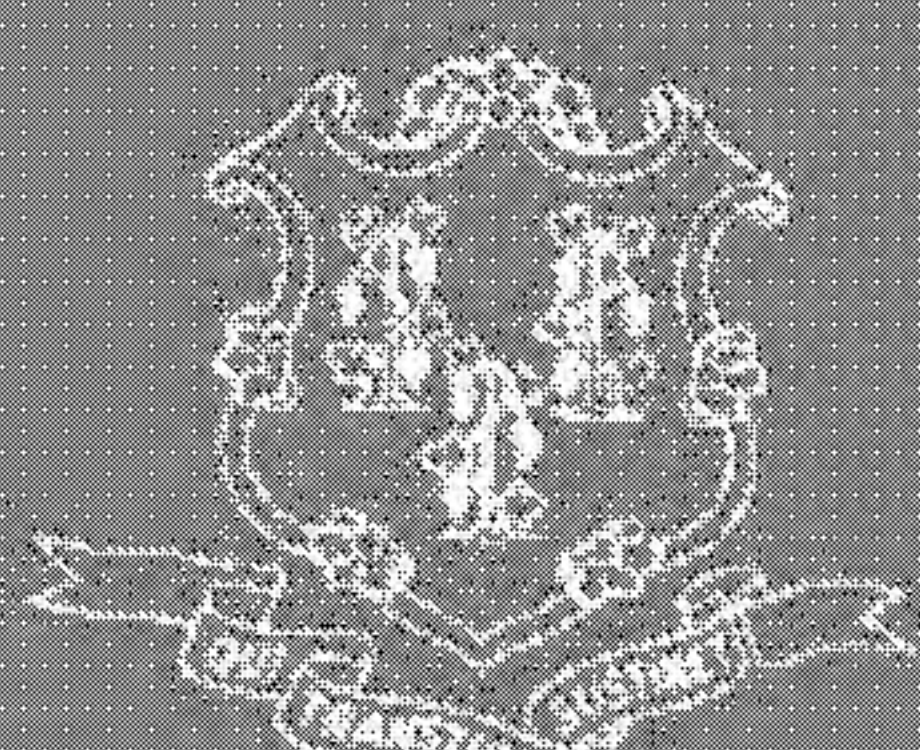
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(b)(6)

# READY BY 5 & FINE BY 9

CONNECTICUT'S EARLY CHILDHOOD INVESTMENT FRAMEWORK



Prepared by the Connecticut Early  
Childhood Education Cabinet  
and Co-published with the Connecticut  
State Department of Education  
October 2006



**State of Connecticut**

M. Jodi Rell, Governor

**Connecticut Early Childhood Education Cabinet**

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Commissioner, State Department of Education

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# READY BY 5 & FINE BY 9

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## CONNECTICUT'S EARLY CHILDHOOD INVESTMENT FRAMEWORK

**Prepared by the  
Connecticut Early Childhood Education Cabinet**

**Dr. Betty J. Sternberg, Commissioner**  
State Department of Education  
Co-Chair

**Dr. Janice M. Gruendel**  
Governor's Senior Advisor on Early Childhood  
Co-Chair

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*"Policies and programs aimed at improving the life chances of young children come in many varieties...They all share a belief that early childhood development is susceptible to environmental influences and that wise public investments in young children can increase the odds of favorable developmental outcomes."*

*National Research Council and Institute of Medicine  
Neurons to Neighborhoods, 2001*



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## PREFACE

About 42,000 children are born in Connecticut each year. It is the goal of the Connecticut Early Childhood Education Cabinet that all of them make timely developmental progress each year from birth to 5, that they stand at the kindergarten door fully ready for the grand adventure of schooling, and that they achieve demonstrable early academic success in vital basic skills during their elementary school years. They cannot do this alone. Families, communities, schools, the state and the early childhood work force all have important roles to play in children's development and early learning. "Ready by 5 & Fine by 9" sets the course for these essential partnerships and, thus, for a whole new generation of confident, competent and joyful children.

Building on nearly a decade of attention to the needs of Connecticut's young children, the Connecticut Early Childhood Education Cabinet – established in law in 2005 – has worked for nearly a year to identify a set of agenda items designed to promote the development of all of the state's young children. Meetings have been held in public, and many reports and documents have been posted online. Membership was defined by legislation and included state agency heads, community representatives and legislative leaders.

Cabinet members learned that many young children in Connecticut *are* healthy and are developing largely on target with what is expected for their age. However, as many as three in 10 young Connecticut children face important challenges to their development, challenges that could affect their readiness for kindergarten and their ongoing academic achievement. While a small number of these children may live in virtually all Connecticut communities, a much smaller number of towns are home to most of the state's at-risk young children.

To help ensure that all of the state's young children, regardless of where they live, are "Ready by 5 and Fine by 9," the Cabinet proposes three goals for the children of the State of Connecticut, to:

- reach appropriate developmental milestones from birth to age 5;
- begin kindergarten with the knowledge, skills and behaviors needed for success in school; and
- have K-3 education experiences that extend children's birth-to-5 learning and ensure consistent progress in achieving reading mastery.

In June of this year, Cabinet members agreed on a list of 50 actions necessary to support the development of Connecticut's young children from birth through at least their entry into the fourth grade. From these, 10 were ranked as high priorities requiring the immediate attention of those who care for children directly and those who make public policy, design and operate programs, and provide funding for services and supports on behalf of children. At the top of this list is a proposal that Connecticut assure fiscal support for high quality preschool for *all* 3- and 4-year-olds in families living at or below 185 percent of the Federal Poverty Level.

In addition, the State of Connecticut will address funding inequities across state-supported center-based preschool programs and expand health, mental health and education consultation to preschool programs as well. The Cabinet's top priorities require development of a multi-year work force plan to ensure that Connecticut's early education teaching force is in compliance with state law and national certification standards. And, to ensure that Connecticut's preschoolers are actually "ready by 5," the Cabinet will support the State Department of Education in designing and implementing a statewide kindergarten assessment of children's readiness and progress.

Because the Cabinet was determined to address the development of children younger *and* older than 3 and 4 years, deliberations were not limited to the preschool years, nor was early education the only service expansion considered. The other top priorities are equally important. They focus immediate attention on ensuring that all families (and caregivers) have access to timely information about children's development. It is expected that the Cabinet will quickly prepare and issue a comprehensive strategic plan for serving infants and toddlers, including expanded eligibility for Connecticut's Birth-to-Three Program to include children with mild developmental delays. For young children from lower-income families, the top priority proposals will ensure that, when enrolled in Connecticut's HUSKY health care program, young children receive regular well-child visits and an annual developmental assessment.

Finally, the Cabinet's top priorities focus specific attention on the need for expanded and more effective partnerships with community entities, like the School Readiness Councils, to support their greater participation in planning for and monitoring the delivery and effectiveness of early childhood services. We believe that — when acted upon favorably by the executive and legislative branches of government — these 10 top priority agenda items can set a course of increased investment in young children, beginning with those who are born this year and every year thereafter.

Accomplishing the goals of Connecticut's Early Childhood Investment Framework will require the participation and teamwork of many stakeholders—partnerships between families, communities and schools, as well as support from the state and from a well-prepared work force. The design of policies, programs and services must be informed by ongoing assessment at multiple levels and by research on young children's development and learning. Communication, collaboration and accountability of agencies involved in providing for young children are essential if we are to overcome current challenges and fragmentation in the early childhood care and education system. Investment of resources, both human and economic, also is vital. These are wise monetary investments, often with excellent financial returns, indispensable for securing the economic and social standing of our state.

Most fundamentally, improvements in the lives of young children are investments in our collective future. Children's earliest years provide matchless opportunities for prevention and early intervention. If we fail to seize these opportunities, later remedies may be difficult and costly — in human as well as financial terms. When no effective remedy is feasible, a chance to improve children's lives is lost forever. The abilities, knowledge and skills of its citizens are among Connecticut's most valuable resources. All of Connecticut's children, who will become the parents, caregivers, neighbors, work force and policymakers of the future, require and deserve the best possible foundation for success.



## SETTING THE CONTEXT FOR CONNECTICUT'S EARLY CHILDHOOD INVESTMENT FRAMEWORK

### Overview

Children's earliest years of life provide a crucial foundation for later school achievement and eventual success in adulthood. In these first few years, children's development and learning are influenced by a wide array of factors in their homes and communities that can put them at risk. These factors include poverty, inadequate health care, limited exposure to language and literacy, and child abuse or neglect. Children that experience these and other early life circumstances often lag in their development as preschoolers and enter kindergarten well behind their peers. Without intensive intervention, many of these children will read far below grade expectations at ages 8 or 9. The gap between these children and their more advantaged age-mates typically widens year after year until they drop out of the educational system before completing high school.

There is no better time than early childhood to implement policies aimed at preventing problems in school. Scientists and educators have shown that making early investments in young children pays off in children's improved academic success, more appropriate behavioral and social adjustment, decreased need for special education, increased high school completion, and reduced welfare dependency and incarceration. Not only is investment in young children a humane policy, but it also is fiscally sound. There is a high rate of economic return, in both the short and long term as a result of making this early investment.

Overall, Connecticut is an affluent state, and national assessments of young children's reading skills regularly rank Connecticut among the best states in the nation. Many children in the state are doing well. However, the population of Connecticut also is increasingly diverse – racially, ethnically and linguistically — with significant numbers of at-risk children and a large achievement gap between minority and nonminority students. Three examples are illustrative:

- From 2000 to 2004, there was a 36 percent increase in English-language learners served by our public schools.
- Statewide, 58 percent of the African-American students and 61 percent of the Hispanic students in the fourth grade scored *below* the proficiency level on the 2004 Connecticut Mastery Test (CMT) for reading.
- Statewide, 67 percent of all children living in poverty scored below proficiency on the fall 2004 CMT for reading.

Connecticut requires an educated work force competent to learn new skills and able to adapt to challenging work situations. To be effective in a globally competitive environment, Connecticut must foster the development and capacities of *all* of its citizens. Statewide, 25 to 30 percent of Connecticut's children and youth live in

*“Policies that seek to remedy deficits incurred in early years are much more costly than early investments wisely made, and do not restore lost capacities even when large costs are incurred. The later in life we attempt to repair early deficits, the costlier the remediation process.”*

*James H. Heckman, Ph.D.  
Nobel Laureate  
in Economics, 2000*

families and communities where a cluster of risk factors, if not addressed, increase the likelihood that they will enter kindergarten unprepared for school success, a challenge that must be quickly addressed. Toward this end, policies and programs that focus on young children play a vital role. Connecticut's Early Childhood Investment Framework is intended to address the needs of these youngest residents of the state by outlining strategies that lay the best possible foundation for academic and life success.

## Legislative and Executive Branch Commitments

Governmental commitment to young children's early development has a long history in Connecticut. To cite just a few examples, the federal Head Start Program has operated in Connecticut since 1965 and now serves about 6,500 preschool-aged children throughout the state. The State-Supported Child Care Center program began in Connecticut in 1967 and today serves some 4,300 children, ages birth to 5. In 1997, the Connecticut General Assembly passed landmark School Readiness legislation and made a substantial initial investment in quality preschool programs for children in the state's most at-risk districts. Over the period 1998-99 through 2004-05, the Connecticut General Assembly increased its appropriation for Connecticut School Readiness Program slots from \$37.3 million to \$49 million.<sup>1</sup>

In 1998, the General Assembly passed Connecticut's Early Reading Success legislation. Key components of this program include full-day kindergarten, reduced class size, and after school and summer literacy programs. In 1999, two additional acts were passed to further strengthen efforts at early reading success: the Education Accountability Act and the Early Reading Success Institute Act.<sup>2</sup> Over the same period, the Connecticut General Assembly enacted the state's HUSKY health care program for low-income children.

In January 2004, addressing a conference on the economics of early childhood investment, then Lt. Governor M. Jodi Rell spoke about the need for all of Connecticut's young children to come to the kindergarten door fully ready for school success:

*"We must focus on three outcomes. First, we need our children to be born healthy and stay healthy and safe... Second, we need all 5-year-olds to arrive at the kindergarten door ready for that first classroom experience... Third, we need all of Connecticut's children to become proficient in the very basic essential skills... reading, writing and arithmetic, and I'll add technology to that as well. We need them to demonstrate proficiency [on]... the fourth grade Connecticut Mastery Tests."*<sup>3</sup>

During the 2005 Connecticut General Assembly session, legislation was passed requiring the State Department of Education to develop and implement a statewide, age-appropriate kindergarten assessment no later than the fall of 2009. In this same session, the legislature acted on the Governor's request to create an early childhood cabinet. On September 20, 2005, Governor Rell charged the newly established Connecticut Early Childhood Education Cabinet with development of a multi-year strategic framework to assure the school readiness and early academic success of all Connecticut children.

On February 7, 2006, the Governor issued Executive Order #13, establishing the Connecticut Early Childhood Research and Policy Council. The Council, comprised of 31 representatives spanning the fields of business, education, philanthropy and government, will assist the Cabinet and "reinforce the state's drive to become a

## CONNECTICUT'S EARLY CHILDHOOD INVESTMENT FRAMEWORK

national model for early childhood education.” The Council is charged with developing cost scenarios, possible financing strategies, and a research and accountability agenda as part of Connecticut’s Early Childhood Investment Plan, due by the end of November 2006. Following presentation to the Governor, Connecticut’s Early Childhood Investment Plan will be released to the general public in early January 2007.

Cabinet Members	Shared Cabinet & Council Members	Council Members
Norma Gyle (DPH) Darlene Dunbar (DCF) Peter O’Meara (DMR) Pat Wilson-Coker (DSS) Elaine Zimmerman (Commission on Children) Susan Sponheimer (Head Start) Lynda Fosco (School Readiness Councils) Sen. Mary Ann Handley Rep. Andrew Fleischmann Betsy Morgan (for Sen. Tom Gaffey) Judith Meyers (for Rep. Peter Vilano)	Valerie Lewis (DHE): Co-Chair, Council  Betty J. Sternberg (SDE) Co-Chair, Cabinet  Robert Genuario (OPM)  Janice Gruendel (Gov): Co-Chair, Cabinet	<b>Business:</b> John Rathgeber (Co-Chair), Peter Hurst, Mary Franco  <b>Higher Ed:</b> Curt Hunter, Carlota Schechter, David Levinson  <b>Philanthropy:</b> David Nee (Co-Chair), Michael Meotti, Will Ginsberg  <b>K-12:</b> David Larson, Robert Rader, Sharon Palmer, John Yrchik  <b>Workforce &amp; Economic Development:</b> Mary Ann Hanley, Marie O’Brien  <b>CHEFA:</b> Richard Gray  <b>Mayors:</b> Tom Marsh (Chester), Se- bastian Giuliano (Middletown), John Fabrizi (Bridgeport)  <b>Legislators (Approps &amp; Finance):</b> Reps: Denise Merrill, Cameron Sta- ples, Richard Belden, Arthur O’Neill; Senators: Toni Harp, David Cappiello, Bill Nickerson, Eileen Dailey

Also in 2006, the Connecticut General Assembly passed “An Act Concerning State Investment in Prevention and Child Poverty Reduction.”<sup>4</sup> This bill mandates that, by the year 2020, at least 10 percent of total recommended appropriations for each budgeted agency be allocated for prevention services.<sup>5</sup> This unprecedented legislation links school readiness goals, benchmarks and the state prevention budget to outcomes-driven decision making. Beginning in fall 2006, each agency must report on its prevention services and outcomes.

### Results-Based Accountability

During the 2006 legislative session, the Connecticut General Assembly’s Appropriations Committee adopted a new framework for budget presentation and analysis, called Results-Based Accountability (RBA). This approach, developed by Mark Friedman of the Fiscal Policy Studies Institute,<sup>6</sup> has been used across the nation. Dr. Friedman came to Connecticut twice over the fall and early winter to provide training and technical assistance to legislators on the Appropriations Committee, as well as key state agency staff members. Chair of the Appropriations Committee, Rep. Denise Merrill, along with Sen. Bob Duff and Rep. Diana Urban, served as legislative leaders for this systematic, outcomes- and results-driven framework.

The Appropriations Committee selected two topics as first “case examples” for use with the RBA framework: a clean water project by the Department of Environmental Protection and the early childhood work of the Connecticut Early Childhood Education Cabinet. At its October 2005 meeting, Representative Merrill provided the Cabinet with an orientation to RBA. In addition, the Charter Oak Group provided technical assistance to the three participating agencies – the Departments of Social Services and Public Health, and the State Department of Education.<sup>7</sup> Specific budget templates were developed for each agency’s budget hearing with the Appropriation Committee in February 2006 and Committee members responded with detailed policy-oriented questions. A summary of these key questions was transmitted to Cabinet and agency staff members and served as one basis for the development of this framework.

## A Funding Update

Over the past 18 months, a broad public-private, cross-agency, comprehensive “birth to 5” planning initiative — Early Childhood Partners — has compiled a set of program and fiscal analyses that has informed the work of the Connecticut Early Childhood Education Cabinet.<sup>8</sup> One recent fiscal analysis provides information on existing state and federal resources directed at the early childhood years in State Fiscal Year (SFY) 2005-06.<sup>9</sup>

Just under \$540 million in state and federal funds<sup>10</sup> was expended to support programming for Connecticut’s youngest children, a slight increase over the \$533 million reported for SFY 2002-03. Of the \$539,298,115 reported in this analysis, slightly more than half (54 percent) is accounted for by state funds, and 46 percent by federal funds.<sup>11</sup> Funds were tracked across eight state agencies, along with federal Head Start funds that go directly to communities. Totals as reported by agencies are shown below *for children ages birth to 5*. The fiscal information does not include the costs of social work staff at the Department of Children and Families, whose caseloads include children age 8 or younger.

Department of Social Services:	\$ 264.9 million
Department of Public Health:	\$ 98.2 million
State Department of Education:	\$ 73.1 million
Head Start (to communities):	\$ 51.8 million
Department of Mental Retardation:	\$ 37.3 million
Children’s Trust Fund:	\$ 10.2 million
Department of Children & Families:	\$ 3.5 million
Commission on Children	\$ 0.5 million
<hr/>	
Total	\$ 539.3 million

## Key Concepts in Early Childhood Investment

**Research evidence should inform policies, programs and educational practices.** A great deal currently is known about young children’s development, which children tend to be at risk for poor outcomes, how to identify these children, and how best to help them. Not every important decision can be made with reference to scientific studies; however, we can greatly improve policies, programs and practices by using the substantial research literature that presently exists as a basis for decision making. Connecticut’s Early Childhood Investment Framework incorporates significant research findings in its recommended strategies.

**Quality counts.** One issue that can be informed by research involves quality — of programs, services, policies and work force development. Quality in these areas makes a difference in outcomes, and there is evidence to

indicate what constitutes “high quality.” For example, high-quality educational programs require well-prepared teachers who understand children’s development, why some children are at risk, and how to foster children’s development across a variety of domains. High-quality programs that serve children ages birth through 8 consistently implement research-based practices that address a variety of competencies known to be important in children’s achievement, and they differentiate instruction to meet the needs of individual children.

**Ongoing assessment at multiple levels must guide decision making.** Here “assessment” is used in a broad sense, to refer not only to assessment of individual children, but also of programs, services and policies. For young children, assessment relies heavily on informed observation. Health and developmental screening of children from birth is necessary for the delivery of successful prevention and early intervention services. Continuing assessment of individual children’s progress in early childhood programs through the primary grades is critical for designing effective instruction and providing additional help before struggling students fall too far behind their peers. Systematic aggregate data should inform decisions about which programs and services for young children and their families are effective, and which need to be changed. Assessment, broadly defined, is essential for improving the delivery and effectiveness of services to individual children and families, as well as providing an ongoing look at service delivery needs and outcomes for strategic planning and improvement purposes.

**Priorities must be established.** Certain kinds of policies benefit everyone — and are generally feasible to do for everyone. For example, all families benefit from having information about young children’s development, and this kind of information can be shared through many different avenues, such as health care providers, early childhood programs, social service agencies and schools. Nevertheless, some youngsters are at greater risk, relative to the rest of the population, for poor developmental outcomes and later difficulties in school; these youngsters typically need additional resources and services to improve outcomes. For the most at-risk youngsters, systematic outreach as well as additional resources will undoubtedly be necessary. In a world of finite resources, it makes sense to assign priorities based on risk status and to target the most at-risk children for additional resources and outreach. However, setting priorities does not exclude the implementation of policies that meet the wide range of individual differences in all children.

**Partnerships with families are imperative.** Families include any relatives regularly involved in caretaking young children, such as grandparents, aunts, uncles and grown siblings, as well as both custodial and noncustodial parents. Families are rightfully children’s first and lifelong teachers. Thus, *all* families need information on early child development and early childhood education. *Some* families also need access to services in order to assure that their children reach age-appropriate and grade-appropriate developmental milestones. These services should be sensitive and responsive to cultural and linguistic differences among families, and providers should recognize that some at-risk families might need special support to help navigate a complex service system. Families need opportunities to participate fully in service planning and delivery for their own children and, to the extent that they are able, for the children in their community. Furthermore, families need the support and encouragement to access literacy learning and high school completion services where those personal needs exist.

**Partnerships with community organizations and local schools are essential.** Local providers, along with local elementary schools, constitute the service delivery hub for many communities. Together they can — and in many cases do — play a central role in early identification and early intervention for children at risk of learning or other developmental challenges. For very young children, involvement with health care providers often provides a first key opportunity for a look at children’s developmental progress. This early engagement must include parents as full partners.

For all children, planned transitions from family-based care to formal early care settings, preschool programs and then elementary school are indispensable for continued developmental progress. Providers across these set-

tings also need to establish regular professional development and information-sharing opportunities to assure that their services are appropriate to the needs and background of families served. Within schools, an effective K-3 teaching-learning process is essential if the gains of high-quality preschool are to be maximized. This Framework envisions an expanded state-local, public-private partnership whereby communities take a leadership position in planning for and coordinating school and community services for children from birth through at least the third grade.

**An effective early childhood framework requires the involvement, coordination and accountability of multiple agencies.** State agencies must be flexible in their approaches to planning, program development and funding in order to support coordinated service delivery. However, flexibility alone is not enough. Individual departments and agencies must also have specific objectives related to the framework and must regularly assess progress toward those objectives. Communication, accountability and coordination of efforts within and across agencies also are critical. Finally, state agencies must lead, not only in the improvement of supports, services and programs that each funds, but also in the development of a “system” of early childhood services.

### **Early Childhood Goals: 2006 through 2015**

The Early Childhood Framework has the following broad policy goals for the children of Connecticut born in 2006 and beyond, to:

- reach appropriate developmental milestones from birth to age 5;
- begin kindergarten with the knowledge, skills and behaviors needed for success in school; and
- have K-3 education experiences that extend children’s birth-to-5 learning and ensure consistent progress in achieving reading mastery.

To develop the framework and provide specific recommendations for achieving its goals, the Cabinet considered a series of key questions. Why are the first few years of life so important in children’s preparation for formal schooling? How can we identify children who are not likely to be well prepared for school success? How well are young children in Connecticut doing currently, and which children are most at risk for having problems in school? Finally, what actions are necessary to achieve these goals for Connecticut’s children? The remainder of the document is organized around these fundamental questions.

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**Footnotes**

- <sup>1</sup> Slot and fiscal trend data provided by SDE's Paul Flinter, 2006.
- <sup>2</sup> "Connecticut Leads the Way with School Readiness and Early Reading Success." The Connecticut Commission on Children. Updated May 2005.
- <sup>3</sup> Lt. Governor M. Jodi Rell, State of Connecticut. *ECE and Economics Forum*, Fairfield University, January 2004.
- <sup>4</sup> The bill, File #559, is online at [www.cga.ct.gov](http://www.cga.ct.gov). Search by the bill's name or number.
- <sup>5</sup> By comparison, in SFY 2005-06, about 2.8 percent of the state's total budget was expended on prevention.
- <sup>6</sup> Online at [www.resultsaccountability.com](http://www.resultsaccountability.com).
- <sup>7</sup> Several of the documents used in this RBA process are online at [www.ecpartners.org/index.php?option=com\\_content&task=view&id=42&Itemid=58](http://www.ecpartners.org/index.php?option=com_content&task=view&id=42&Itemid=58).
- <sup>8</sup> This effort is sponsored by the Connecticut Department of Public Health and is supported by federal Maternal and Child Health funds. Its process and documents are accessible online at [www.ecpartners.org](http://www.ecpartners.org).
- <sup>9</sup> The one agency exception to this involves the Connecticut Department of Social Services, for which fiscal data was available only for SFY 2004-05.
- <sup>10</sup> Note: Of the \$539,298,115 in total funds that were identified, \$288,878,508 was in state funds, \$234,480,283 was from federal funds, and \$15,939,324 was from various other funding sources.
- <sup>11</sup> Additionally \$15,939,324 in "other" funds were also reported by participating agencies.

## THE FIRST YEARS: BUILDING THE FOUNDATION FOR EARLY LEARNING SUCCESS

### Early Brain and Physical Development

**B**rain development occurs most rapidly in the first few years of life. At birth, a child's brain contains a 100 billion neurons ready to code and record information from all of the baby's senses and early experiences. By age 3, the brain achieves 80-85 percent of its adult size and its architecture includes a trillion connections between neurons. A variety of positive steps taken in these early years can facilitate optimal brain development and help to prevent lifelong developmental challenges. Several examples are instructive. Timely prenatal care provides children with a healthy start in life and can help to avoid premature birth, which is itself associated with a variety of developmental problems in early childhood. Responsive, nurturing, language-rich parent-child interactions provide an essential context in which the child's brain architecture and knowledge expands. Family knowledge about the dangers of lead exposure, coupled with routine screening of young children's blood lead levels, can prevent learning, behavioral and health problems caused by lead poisoning.

During the early years, regular physical and dental health checkups help children to thrive. This well-child care includes monitoring height, weight, nutrition, hearing, vision and other aspects of infant and early childhood development, along with giving vaccines to prevent unnecessary illnesses and serious diseases. Routine health care serves as an opportunity to inform families about different stages of child development, and as a consistent early point of contact for detection and remediation of problems.

### Children's Cognitive, Linguistic and Social-Emotional Development

Learning is a cumulative process that begins at birth and is embedded in a social-emotional context, with links in development across domains. Children's earliest attempts to communicate generally occur in a social context. When families read to young children — with, for example, parent and child sitting close together and laughing over something humorous in a book — they not only expose children to “book language” and basic print concepts, but they also convey that reading is a valued and enjoyable activity. Numerous everyday experiences shared with caring adults or with other children — from playing with blocks, dressing up in a parent's old clothes, or going to a store, church or doctor's office — can stimulate children's curiosity about the world and facilitate growth across a variety of domains.

The central domain of development for later school achievement is language. Children experience tremendous growth in oral language in the first few years of life, from speaking their first words at roughly one year, to vocabularies of thousands of words at age 5, combined in grammatically sophisticated sentences. For the vast majority of young children, oral language acquisition occurs naturally, as a function of everyday exposure to language and social interaction. Rare exceptions are those children with certain disabilities or severe brain damage.

Both the amount *and* nature of language exposure are important influences on all children's language development. For example, by age 3, children from higher socioeconomic groups may have vocabularies more than twice the size of those of very low-socioeconomic children, a gap that has been linked directly to differences in language exposure.<sup>12</sup> Because oral language is an essential foundation for learning to read and write in later



schooling, children at the low end of vocabulary development are at a serious disadvantage even before they begin kindergarten.

No institution, public or private, can replace the primary functions of a family, which include providing a loving attachment, nurturance and values. Young children's emotional attachments to their families and social experiences in their early years are an important foundation for later school functioning. Formal schooling requires the ability to interact appropriately with other children and adults who are not family members. Lack of appropriate social, emotional and behavioral functioning can derail academic achievement even when children have strong learning abilities, whereas good social-emotional skills can help children compensate for learning challenges.

## Evidence of the Value of Early Childhood Programs

**National Studies.** A recent report by the RAND Corporation, "Proven Benefits of Early Childhood Interventions," synthesizes results from scientifically sound research on early intervention programs in terms of their "return on investment." Of 20 such programs, 19 demonstrated "favorable effects on child outcomes."<sup>13</sup> The programs fell into three groups. In one, parent education and other family supports were provided through home visiting or in other settings, including doctors' offices and child-care centers. The second involved early education for the child, generally in a center-based setting for one or two years before kindergarten. The third group included programs using both approaches. Across this broad range of effective programs, the return on investment ranged from nearly \$2 for each dollar invested to more than \$17 per dollar invested.<sup>14</sup>

With specific regard to early care and education, national research has shown that children enrolled in high-quality programs are better prepared to enter kindergarten, show better language and cognitive development, and are less likely to be assigned to special education programs. In fact, high-quality early care and education continue to positively predict children's performances well into their school careers.<sup>15</sup>

Not only do high-quality early care and preschool experiences improve the lives and school readiness of children, but they also can yield excellent investment returns. Economists have recently studied the outcomes of children enrolled in several nationally renowned early education programs to determine the monetary value of this investment. They report that, over a 20-year period, a dollar invested in high-quality early childhood programs for young children *at high risk of school un-readiness* returns between \$8 and \$17 to society. On an annualized basis, these Federal Reserve Bank studies report an inflation-adjusted annual return on early education investment of 16 percent over the same 20-year period.<sup>16</sup> These analyses take into account both cost savings to society from reduced incarceration and welfare among the early childhood participants when they become young adults to the value of increased wages earned and taxes paid. In addition, recent RAND analyses project a return on investment when preschool is offered for *all* children of about 200 percent, or \$2 returned for each dollar invested.<sup>17</sup>

### ***From "The Economic Promise of Expanding High-Quality Preschool"***

*America is wasting its education dollars on remediation of past failures. Getting it right from the start would leverage all other educational investments. Better-prepared students would make more use of mainstream programs, and put less strain on budgets through demands for remediation.*

*Committee for Economic Development, 2006*

**Connecticut Findings.** Descriptions of benefits of early investment specific to Connecticut also are beginning to emerge. Community and program-specific evaluation studies of Connecticut’s School Readiness Program conducted by researchers at the Yale Child Study Center have shown that high-quality early education programs can reduce or even eliminate performance gaps across groups of preschool-aged Connecticut children.<sup>18</sup> At least one Connecticut study has documented an immediate and substantial reduction in early elementary special education costs.<sup>19</sup> Finally, a survey of kindergarten teachers in Connecticut’s priority school districts revealed that children with “two years of preschool were twice as likely to be seen as ready for kindergarten in language and literacy skills” and in math skills than their peers without preschool.<sup>20</sup> Similarly, for children with disabilities, early identification and intervention make good economic sense as well as providing a better life for the children and their families. In Connecticut, only 50 percent of infants or toddlers with disabilities or developmental delays who received Birth-to-Three services needed special education at kindergarten.

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### Footnotes

<sup>12</sup> Hart, B. & Risley, T. (1995). *Meaningful differences in the everyday experience of young American children*, Baltimore, MD: Brookes Publishing Co.

<sup>13</sup> Not all studies of early childhood programs are based on a rigorous research methodology. This report examines the group of evaluation studies that satisfy rigorous scientific standards.

<sup>14</sup> “Proven Benefits of Early Childhood Interventions.” RAND Labor and Population Research Brief, 2005. Online at [www.rand.org/pubs/research\\_briefs/RB9145/index1.html](http://www.rand.org/pubs/research_briefs/RB9145/index1.html).

<sup>15</sup> *ibid.* See also “Lessons Learned: A Review of Early Childhood Development Studies.” Minneapolis Federal Reserve Bank, April 2006. Online at [www.minneapolisfed.org/research/studies/earlychild/lessonslearned.pdf](http://www.minneapolisfed.org/research/studies/earlychild/lessonslearned.pdf).

<sup>16</sup> “Lessons Learned: A Review of Early Childhood Development Studies.” Minneapolis Federal Reserve Bank, April 2006. Online at [www.minneapolisfed.org/research/studies/earlychild/lessonslearned.pdf](http://www.minneapolisfed.org/research/studies/earlychild/lessonslearned.pdf).

<sup>17</sup> “The Cost and Benefit of Universal Preschool in California.” RAND Labor and Population Brief, 2005. Online at [www.rand.org/pubs/research\\_briefs/RB9118/index1.html](http://www.rand.org/pubs/research_briefs/RB9118/index1.html).

<sup>18</sup> “School Readiness: Research and Benchmarks.” The Connecticut Commission on Children, December 2004.

<sup>19</sup> Personal communication, Dr. Walter Gilliam, Yale University Zigler Center on Child Development and Social Policy, 2005.

<sup>20</sup> “Opening the Kindergarten Door: The Preschool Difference.” The Connecticut Commission on Children, Connecticut Center for School Change and the Connecticut State Department of Education, April 2004.

## HOW ARE CONNECTICUT'S CHILDREN DOING NOW?

### Overall Data

Key indicators of children's well-being reported nationally suggest that, compared to their counterparts in other states, many children in Connecticut are doing quite well. Several examples follow.

About one in 10 children live in families with incomes at or below the Federal Poverty Level.<sup>21</sup> Based on these data, and although about 86,000 children live at or below this high poverty level, the Annie E. Casey Foundation's "KidsCount" initiative ranks Connecticut best in the nation on overall family economic security. The National Survey of Children's Health in 2003<sup>22</sup> indicated that only about 4 percent of Connecticut children ages birth to 17 were uninsured. Conversely, 88 percent had a preventive medical care visit in the previous year, and 87 percent experienced excellent or very good health. The National Survey of Children's Health also reported that 75 percent of children ages 3 to 5 regularly attend preschool, kindergarten, Head Start or Early Start, although enrollment varies widely across communities. On the National Assessment of Educational Progress (NAEP),<sup>23</sup> Connecticut regularly ranks among the best states with regard to the reading skills of elementary school students.

### Disparities in Children's Development and Access to Services

Although encouraging, these statistics do not tell the whole story because they mask large variability among Connecticut youngsters and a significant group of children at risk. A sample of these data follows.

**Poverty.** Based on recent data from the Connecticut State Department of Education (SDE), about 28 percent of Connecticut's public school students live in poverty, defined here in terms of eligibility for the federal Free and Reduced-Price Meal program. This definition of poverty is equal to 185 percent of the Federal Poverty Level. Over the past several years, the number of children defined as living in poverty based on this measure has increased by three to four percent.<sup>24</sup> Based on SDE data, the proportion of children at risk due to poverty varies greatly across Connecticut, from less than 1 percent in communities such as Easton, East Granby, New Canaan and Wilton, to more than 60 percent in New Haven, New London, Hartford, Waterbury and Windham. In one Connecticut community – Bridgeport – 90 percent of young children are at demonstrable risk of poor developmental outcomes due to poverty.<sup>25</sup> Many of these children are of African-American or Hispanic heritage.

**Health.** Although Connecticut's goal is health insurance coverage for all children, the Census Bureau has reported that some 71,000 children ages birth to 18 are uninsured in Connecticut at any point in a year.<sup>26</sup> For children nationally and in Connecticut, uninsured children tend to be older (12 to 17 years of age), poor and from minority families.<sup>27</sup> In Connecticut, it is estimated the 60 percent of all uninsured children are of Hispanic heritage. It has been further reported that 21 percent of all Hispanic children are uninsured, compared with 7 percent of white children and 13 percent of African-American children.

Other health challenges exist for young Connecticut children. The Connecticut *Social Health Index* for 2005 reports that while the black infant mortality rate has improved, it remains more than double the rate of white infant mortality.<sup>28</sup> Among poor families, dental disease is found in 80 percent of children ages 2 to 5, and many youngsters go untreated.<sup>29</sup> Asthma affects more than 10 percent of Connecticut children under age 5 who *are* insured by Medicaid, with asthma rates highest for Hispanic children and for children in Connecticut's largest cities.<sup>30</sup>

When compared with other states on several health measures, Connecticut's performance is only slightly above average. Connecticut ranks 19th among states on the percentage of low-birth-weight babies (7.5 percent), but has improved from 21st to 8th on infant mortality (4.5 percent). Across all children in Connecticut, disorders related to low birth weight — some preventable with good prenatal care — constitute the leading cause of deaths in young children.

**Safety.** Data from the Department of Children and Families (DCF) for State Fiscal Year 2003-04 indicate that 7,852 children between the ages of birth and 8 were referred for abuse or neglect.<sup>31</sup> Just over 4,000 were accepted for service within DCF and about 200 were referred to outside agencies. Primary classifications of maltreatment for children from birth to 8 included: psychological and emotional maltreatment (2,941), neglect and deprivation of necessities (1,828), and physical abuse (927). National data indicate that nearly 20 out of every 1,000 Connecticut children are victims of maltreatment, compared with 16 per 1,000 nationwide.<sup>32</sup> Given the critical nature of safe, healthy, secure early relationships and environments to young children's future success, these data indicate a very real concern and sense of urgency in meeting the safety needs of almost 8,000 Connecticut children.<sup>33</sup>

**Early Care and Education.** About 75 percent of all Connecticut 4-year-olds are reported by their parents to attend a formal preschool setting. In the Connecticut communities deemed by the State Department of Education to be most challenged, however, nearly half of children do not attend a formal center-based preschool setting. These communities include Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury and Windham. Across 19 communities recently surveyed by the Connecticut SDE — including the seven listed above — about 8,800 3- and 4-year-olds who would likely attend a center-based preschool program do not now have access to one.<sup>34</sup> Across all state- and municipally-funded preschool programs, 29,141 3- and 4-year-olds were enrolled in 2004, an increase of 9 percent from 1999.<sup>35</sup>

For families who need access to family-based early care, challenges are large. Over the past five years in Connecticut, the number of licensed family child-care homes has been in decline, from just over 4,000 to just under 2,970.<sup>36</sup>

**School Readiness.** Connecticut will not have a statewide, uniform school readiness measure until the fall of 2009. However, data suggest that as many as 30 to 40 percent of children nationally enter kindergarten without the requisite knowledge, skills and behaviors necessary for school success.<sup>37</sup> Some states that now administer a statewide "entry to K" assessment are finding even higher percentages of school un-readiness.<sup>38</sup>

A compilation of evaluation studies by the Connecticut Commission on Children in December 2004<sup>39</sup> shows dramatic increases in school readiness literacy and number skills for children who participated in the state's School Readiness Program. Based on these 2004 data, more than 50 percent of children from several of Connecticut's most challenged school would be evaluated as lacking essential learning skills upon entering kindergarten.

Further information on the school readiness of children in Connecticut's priority school districts is available from another 2004 Connecticut study, "Opening the Kindergarten Door: The Preschool Difference."<sup>40</sup> As rated by their kindergarten teachers:

- 25 percent of the children with no preschool experience were not ready with regard to language and literacy skills;
- 30 percent were not ready on math skills;
- 45 percent were not ready on social-emotional skills; and
- 59 percent were not ready with regard to fine motor skills.

However, two years of preschool doubled the proportion of children who were ready for kindergarten in terms of their language and math skills. Dramatic increases in readiness also were shown in social-emotional and fine motor readiness for children who attended two years of preschool.

**Reading.** Of the 42,481 fourth grade students who took the 2004 Connecticut Mastery Test (CMT) in reading, 76 percent scored at the “proficiency level” or above, but 14,000 students performed at basic or below-basic levels.<sup>41</sup> In particular, significant reading challenges exist among minority youngsters. Statewide, 58 percent of African-American students and 61 percent of Hispanic students in the fourth grade scored at a basic or below-basic level. Over half of these students are enrolled in seven school districts: Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury and Windham.<sup>42</sup>

The goal of the Connecticut State Department of Education is for all students to achieve at a level higher than “proficiency” — at the level of reading “mastery” or the higher “advanced level.” In the fall 2004 CMT in reading, 67 percent of all fourth graders scored at the mastery or better levels.<sup>43</sup> For African-American and Hispanic students taking the reading test, just one-quarter scored at mastery or higher levels. Similarly, just 24 percent of children living in families with incomes of 185 percent of the Federal Poverty Level scored at mastery or higher levels.<sup>44</sup>

**English Language Learners.** Many Connecticut school districts serve substantial numbers of English language learners. For example, data for 2004-05 showed that 49 percent of Hartford’s students lived in families where English was not the primary home language.<sup>45</sup> Other school districts reporting important levels of non-English home language were New Britain (41%), Bridgeport (38%), Danbury (37%), Stamford (35%), Norwalk (30%) and New Haven (29%). Numbers of English language learners in schools will likely increase in coming years as Connecticut’s foreign-born population is expected to nearly double by 2025.<sup>46</sup>

**Facilities.** Connecticut’s 1997 landmark school readiness legislation addressed the need for more space and facilities to meet preschool needs. Anticipating growth so that every child would have access to quality preschool, the Governor and Legislature created a statewide Child Care Facilities Loan fund that provides access to financing for renovation and construction of early care and education sites.

Through a public-private partnership, numerous Connecticut banks and the state’s Connecticut Health and Educational Facilities Authority (CHEFA) provide various low-cost and low-interest loans for this construction. Only programs meeting high quality standards in child development are eligible. Technical assistance is provided through the Connecticut Children’s Investment Partnership.<sup>47</sup>

In the March 2006 State Department of Education (SDE) report to the Connecticut General Assembly titled, *School Readiness Need and Costs to Serve All 3- and 4-Year-Old Children in the 19 Priority School Districts*, the SDE stated that 7,777 new spaces are required to meet the service needs of preschool children in the 19 Priority School Districts. Given the service priority of 185 percent of the Federal Poverty Level established in the action agenda section of this report (p.22), children outside of these Priority School Districts can anticipate having access to high-quality preschool education. Additional space may be required to meet this need.

## Summing Up

A review of information from national and state resources reveals that many Connecticut children are doing well. However, for some of the state’s children, significant risks to children’s health, safety, development and learning remain. Public policy must expand investment to address these risks if Connecticut is to secure its economic and social future, retain its high ranking among states, and capitalize upon the abilities of all of its citizens.

### Footnotes

- <sup>21</sup> The Federal Poverty Level for a Connecticut family of three with children in 2005 was \$16,090. For a family of four, the 2005 Federal Poverty Level was \$19,350. In contrast, the median income in Connecticut for families with children was \$73,200 in 2004.
- <sup>22</sup> "National Survey of Children's Health," 2003. Data Resource Center on Child and Adolescent Health, Child and Adolescent Health Measurement Initiative (2005). Online at [//nschdata.org](http://nschdata.org).
- <sup>23</sup> A profile of CT NAEP data is online at [//nces.ed.gov/nationsreportcard/states/profile.asp](http://nces.ed.gov/nationsreportcard/states/profile.asp).
- <sup>24</sup> Data provided by the State Department of Education, April 2006. Note: 185 percent of the Federal Poverty Level in 2005 for a family of three was \$29,767. For a family of four, 185 percent of the Federal Poverty Level was \$35,798.
- <sup>25</sup> Based on State Department of Education data on children's eligibility for the federal Free and Reduced-Price Meal program.
- <sup>26</sup> "Uninsured Children in Connecticut 2004." CT Voices for Children, 2005. Online at [www.ctkidslink.org/publications/h05uninsured09.pdf](http://www.ctkidslink.org/publications/h05uninsured09.pdf).
- <sup>27</sup> Office for Health Care Access Report of 2004 Household Survey. Online at [www.ct.gov/ohca/lib/ohca/publications/snapshotfinal.pdf](http://www.ct.gov/ohca/lib/ohca/publications/snapshotfinal.pdf).
- <sup>28</sup> "The Social State of Connecticut 2005." Institute for Innovation in Social Policy, Vassar College, 2006
- <sup>29</sup> "Promoting Healthy Children and Families in Connecticut: Part I: Health Problems of Infancy and Early Childhood." Child Health and Development Institute of Connecticut, 2003. Online at [www.chdi.org/files/10262005\\_92339\\_92906\\_pdf.pdf](http://www.chdi.org/files/10262005_92339_92906_pdf.pdf).
- <sup>30</sup> "Asthma in Connecticut: Update." Connecticut Department of Public Health, May 2003.
- <sup>31</sup> Gruendel, J.M. "Improving Developmental Outcomes for Vulnerable Young Children through Child Welfare and Early Care and Education Systems Integration: Report to the Governor," Connecticut Department of Children and Families, State Department of Education, Department of Social Services and the Children's Trust Fund, June 2005
- <sup>32</sup> US Department of Health and Human Services, Administration for Children and Families, 2004.
- <sup>33</sup> Gruendel, J.M. "Improving Developmental Outcomes for Vulnerable Young Children through Child Welfare and Early Care and Education Systems Integration: Report to the Governor," Connecticut Department of Children and Families, State Department of Education, Department of Social Services and the Children's Trust Fund, June 2005.
- <sup>34</sup> CT Appropriations Committee RBA Template, Part II: Program Accountability for SDE School Readiness Initiative, February 15, 2006. Note: These data are based on the assumption that 90% of 4-year-olds and 90% of 3-year-olds without programs would attend if a center-based program were available to them.
- <sup>35</sup> CT Appropriations Committee RBA Template, Part I, Early Childhood and Education Summary Sheet, February 15, 2006.
- <sup>36</sup> The number of licensed family care spaces for children has dropped from 24,013 to 17,689, a loss of more than 6,300 spaces in the past five years. See "Beyond Child-Care Centers: The Essential Role of Home-Based Child Care in Connecticut's Early Care and Education System: Executive Summary." CT Voices for Children, July 2006. Online at [www.ctkidslink.org/publications/ece-06homechildcarees.pdf](http://www.ctkidslink.org/publications/ece-06homechildcarees.pdf).
- <sup>37</sup> Edward Zigler, Walter Gilliam and Stephanie Jones, "A Vision for Universal Preschool Education." Cambridge University Press, April 2006.
- <sup>38</sup> Minnesota, for example, recently found that 50 percent of its entering kindergarteners did not possess the knowledge and skills necessary for early school success. Personal communication from Art Rolnick, Senior Vice President, Minneapolis Federal Reserve Bank, June 2006.
- <sup>39</sup> "School Readiness: Research and Benchmarks." CT Commission on Children, December 2004.
- <sup>40</sup> "Opening the Kindergarten Door: The Preschool Difference." CT Commission on Children, State Department of Education and the CT Center for School Change, March 2004.
- <sup>41</sup> The CT Mastery Test establishes five levels of performance: below basic; basic; proficient; mastery and advanced. The educational goal for all students, as well as the requirements within the federal No Child Left Behind Act, call for all students to be at a mastery level.
- <sup>42</sup> 2004 Connecticut Mastery Test Disaggregation Report by ERG/State, Grade 4. Online at [www.cmtreports.com/web04/byGroup/ERG4.html](http://www.cmtreports.com/web04/byGroup/ERG4.html).
- <sup>43</sup> These data are online at [www.cmtreports.com/Across-Years/overview/overview.html](http://www.cmtreports.com/Across-Years/overview/overview.html).
- <sup>44</sup> These data are online at [www.cmtreports.com/web04/byGroup/ERG4.html](http://www.cmtreports.com/web04/byGroup/ERG4.html).
- <sup>45</sup> Connecticut Strategic School Profiles, 2003-2004.
- <sup>46</sup> "Immigration in Connecticut." CT Voices for Children, January 2005. Online at [www.ctkidslink.org/publications/econ05immig01.pdf](http://www.ctkidslink.org/publications/econ05immig01.pdf).
- <sup>47</sup> Online at [www.lisc.org/connecticut\\_statewide/programs/connecticut\\_6029.shtml](http://www.lisc.org/connecticut_statewide/programs/connecticut_6029.shtml)

## **ASSESSING READINESS AND RISK<sup>48</sup>**

### **FOR EARLY LEARNING AND SCHOOL SUCCESS**

#### **Assessing Readiness**

In 1997, the National Educational Goals Panel identified five domains that together constitute “school readiness” for the nation’s young children:

- health and physical well-being;
- emotional well-being and social competence;
- approaches to learning;
- communication skills; and
- cognitive development and general knowledge.<sup>49</sup>

Over the past decade, there has been an increasing national trend toward the development of methods to assess children’s readiness for school. But “rather than using readiness assessment for placement decisions, many states are developing school readiness assessment systems to profile the condition of children as they enter school.”<sup>50</sup>

As the result of legislative action in the 2005 Connecticut General Assembly session, the State Department of Education is required to develop and implement a statewide, age-appropriate kindergarten assessment no later than the fall of 2009.<sup>51</sup> To learn the present status of kindergarten assessment in Connecticut, the State Department of Education surveyed districts in 2005. Of the 116 districts that responded:

- 38 percent reported no entry-to-kindergarten assessment instrument;
- 42 percent reported a locally developed assessment instrument; and
- 25 percent reported using a standardized instrument.

Across the 29 districts that used a standardized methodology, all tested language and literacy readiness. Other aspects of kindergarten readiness assessed included mathematics readiness, children’s physical ability, social and emotional readiness, and creative/aesthetic ability.

In the 2006 legislative session, additional direction was given to the State Department of Education with regard to school readiness assessment. By October 1, 2007, local boards of education and preschool programs which receive state or federal funds must provide information describing “student experiences in preschool by type and by numbers of months in each such program, the readiness of students entering kindergarten, and student progress in kindergarten.”<sup>52</sup>

#### ***From the UCLA Center for Healthier Children, Families and Communities, March 2004***

Increasingly, this data [from school readiness assessments] is being used to engage communities, educate parents, help schools design and implement early education programs and other developmentally appropriate experiences and evaluate how well early childhood services perform in raising the developmental level of younger children prior to entry to school.

## The Concept of Risk

Researchers have identified a number of variables predictive of young children's readiness for and likely success in school. These factors include predictors of overall school functioning as well as predictors more specific to certain domains — in particular, reading. Children for whom the variables tend to forecast a poor outcome are said to be “at risk.” Although the prediction of school outcomes is far from 100 percent accurate, identifying a group of children who are likely to experience difficulties in school is quite feasible. It is also possible to identify a group of communities in which substantial numbers of at-risk children reside. Before discussing the predictors, however, it is important to say a few words about the concept of risk.

Most people are familiar with the concept of risk as it relates to various medical conditions, such as the risk of having a heart attack. Risk involves the idea that there is an increased probability of a negative outcome for individuals who have certain “risk factors.” The concept of risk is useful because it provides a practical way to set priorities and target resources. Setting priorities and targeting resources does not, however, mean focusing exclusively on the early childhood at-risk population. As related to the risk of having a heart attack, for example, some people need specific interventions, but everyone can benefit from information about the importance of a healthy diet, regular exercise, prevention or control of diabetes, and not smoking. Understanding the precursors and correlates of a poor outcome (i.e., its risk factors) allows us to target resources to maximize the return on investment.

The process of identifying children who may be at risk of school un-readiness or early reading challenges must be undertaken carefully. There *is* a danger that some children may be erroneously identified or that others may be stigmatized or have low expectations created for them. Although these dangers exist, the risks associated with early identification, if handled sensibly, are well worth taking in order to provide all children with the foundation they need for success in school.

## Risk Factors for Difficulties in School

Extensive research literature has focused on predicting young children's likelihood of school success. For example, the national Early Childhood Longitudinal Study (ECLS) examined a cohort of approximately 22,000 children entering kindergarten in 1998-99.<sup>53</sup> This study, consistent with many others,<sup>54</sup> identified several important risk factors for difficulties in the early years of school: poverty, low levels of parental education (i.e., less than a high school diploma), single-parent households, and a primary home language other than English.<sup>55</sup>

These risk factors are cumulative in their impact on younger children. “While children with one risk factor do not fare as well as those with none, children who have two or more risk factors exhibit greater achievement lags, poorer health, more problem behavior and less positive approaches to learning than do children with a single risk factor.”<sup>56</sup> These risk factors also correlate with each other. For example, children of poverty are more likely than other children to live in single-parent households with low levels of parental education. Furthermore, analysis of Connecticut data reveals that the risk factors are not uniformly distributed geographically, but rather tend to cluster much more in some communities than in others.

Because the probability of poor outcomes increases with the number of risk factors, it is possible to conceptualize a group of “most-at-risk” children and “most-at-risk” communities. This framework defines “most-at-risk” young children as those experiencing two or more of the following risk factors: poverty, low levels of parental education or a single parent household.<sup>57</sup> “Most-at-risk” communities are defined as those where two or more of the risk factors touch at least 20 percent of all young children.



There are numerous other risks to young children's development, including child health problems such as low birth weight, lead poisoning and childhood asthma. Risk is also increased when young children do not have timely or adequate access to preventive health services that could identify and prescribe appropriate intervention. Children's development also can be jeopardized by serious family challenges, such as abuse and neglect, homelessness or frequent residential changes; domestic violence; maternal mental illness or smoking during the prenatal period; and parental substance abuse or incarceration.<sup>58</sup>

Although some of these risks correlate with socioeconomic variables, many of them are not unique to families living in poverty. They can be found among affluent, two-parent, well-educated families as well as among less-advantaged families. However, more-advantaged families have more options for purchasing needed services and support. Families without sufficient economic resources are dependent upon others — including state and local government — to help them identify and address these risks to their children's health and development.

### **Risk Factors for Reading Difficulties**

The research studies discussed so far have focused on relatively global predictors of children's overall school functioning. However, another body of research has concentrated specifically on predicting young children's likelihood of future success in reading. Among children aged 3 to 5, two aspects of language are especially significant predictors of later reading achievement in early elementary school. The first — children's awareness of sounds in spoken words — is called phonological awareness. In this age group, phonological awareness is often measured through oral rhyming or alliteration tasks. For example, children are asked to say a word that "rhymes with *funny*" or "starts with the same sound as *mother*." The second is expressive vocabulary, or the number of words children use in oral language.

Because overall language development is critical to learning to read, children with difficulties that affect oral language acquisition<sup>59</sup> are at substantially increased risk of reading difficulties, as are children with a family history of reading problems.<sup>60</sup> Several aspects of emergent literacy also are important predictors of later reading achievement. These include a child's knowledge of letters and basic print concepts, such as recognizing the front and back of a book, understanding that print conveys meaning, and understanding that print is read left-to-right and top-to-bottom on a page.

### **Targeting for Maximum Return**

Connecticut, like all other states and the federal government, has long employed a process of identifying groups of communities for special attention. One well-known organizing category is that of "distressed communities," based on a set of physical and economic distress thresholds set by the US Department of Housing and Urban Development.<sup>61</sup> Both the Connecticut Department of Economic Development and the Department of Environmental Protection award special status and additional resources to towns with this designation.

Similarly, the Department of Education's School Readiness Program<sup>62</sup> awards funds for "spaces in accredited or approved school readiness programs for eligible children in priority school districts and severe-need schools."<sup>63</sup> In SFY 2005-06, 19 communities were designated as priority school districts and an additional 35 communities were eligible because they house at least one severe-needs school:

***Priority School District Communities:*** Ansonia, Bloomfield, Bridgeport, Bristol, Danbury, East Hartford, Hartford, Meriden, Middletown, New Britain, New Haven, New London, Norwalk, Norwich, Putnam, Stamford, Waterbury, West Haven, Windham.

**Competitive Grant Communities:** Ashford, Branford, Brooklyn, Chaplin, Colchester, Coventry, Derby, East Haven, Enfield, Greenwich, Griswold, Groton, Hamden, Hampton, Killingly, Ledyard, Lisbon, Manchester, Mansfield, Milford, Naugatuck, Plainfield, Plymouth, Scotland, Sprague, Stafford, Stonington, Stratford, Thompson, Torrington, Vernon, West Hartford, Winchester, Windsor, Woodstock.

In examining various targeting strategies for early investment, the Connecticut Early Childhood Education Cabinet reviewed data on the presence of risk indicators by town. One analysis presented data on the percent of children living with each of the three main school un-readiness risk predictors: poverty; living in single-parent families; and living in a family where the mother had not achieved a high school diploma. Finding that some children in every town lived with these circumstances, the Cabinet next reviewed data on towns in which at least 20 percent<sup>64</sup> of the children lived with at least two of the three risk factors. Using this type of analysis, it was possible to identify with reasonable accuracy a set of “most-at-risk” towns serving as home to the state’s “most-at-risk” young children.

When data on the three risk factors was reviewed, it was found that 27 Connecticut towns could be considered to have a concentration of at-risk children. These towns were identified to have, on two or more factors, 20 percent or more of children at risk.<sup>65</sup>

Ansonia, Bridgeport, Bristol, Danbury, Derby, East Hartford, Griswold, Groton, Hartford, Killingly, Manchester, Meriden, Middletown, Naugatuck, New Britain, New Haven, New London, North Canaan, Norwich, Plainfield, Putnam, Sprague, Torrington, Vernon, Waterbury, Winchester, Windham.<sup>66</sup>

As noted above, a number of these 27 school districts also serve substantial percentages of youngsters from homes where the primary language is not English, including Bridgeport, Danbury, Hartford, New Britain and New Haven. If all of the young children living at or below 185 percent of the federal poverty level in these 27 “most-at-risk communities” were targeted for ongoing intervention, an early childhood investment would be required for about 51,500 children ages birth to 5. This figure includes about 10,250 infants; about 20,500 toddlers of ages 1 and 2; and about 20,500 children ages 3 and 4.<sup>67</sup>

Applying presumptive risk factors (e.g., poverty, low parental education and single parenthood), as well as data on other risks, such as primary home language, low birth weight, prematurity, early screening/assessment results or homelessness, it is possible to identify the majority of at-risk children early in their lives so that appropriate early interventions, family supports and other relevant services can be provided. With high-quality early interventions and services in the first few years of life—including more effective case management and improved access to services — most at-risk children’s development can be within age-typical milestones upon entry to kindergarten.

## Footnotes

<sup>48</sup> In addition to readiness and risk, a third “R” has relevance here: the concept of resilience. Simply put, resilience is the capacity to be strong in the face of adversity. A robust literature on resilience in childhood reveals that children, families and communities constitute a triad within which investment for early developmental success can be wisely made. Importantly, when one member of this triad – the child, or the family or the community – is

weakened, investment in the other two can yield remarkable resilience on the part of the child.

<sup>49</sup> “Getting a Good Start in School.” National Educational Goals Panel, 1997.

<sup>50</sup> “An Action Plan: Assessing School Readiness in Ventura County.” UCLA Center for Healthier Children, Families and Communities, March 2004, p.4. Information on the work of the Center is online at [www.healthychild.ucla.edu/](http://www.healthychild.ucla.edu/).

- <sup>51</sup> PA 05-245 Section 10-14n reads: “Within available appropriations, the Commissioner of Education shall, not later than October 1, 2009, develop and implement a statewide developmentally appropriate kindergarten assessment tool that measures a child’s level of preparedness for kindergarten.”
- <sup>52</sup> PA 06-135 Section 10-10a of the CT General Statutes, Subsection (d).
- <sup>53</sup> Online at <http://nces.ed.gov/ecls/pdf/ksum.pdf>.
- <sup>54</sup> See the ECLS report “Entering Kindergarten” for more detail. Online at [//nces.ed.gov/pubs2001/2001035.pdf](http://nces.ed.gov/pubs2001/2001035.pdf).
- <sup>55</sup> Because learning to read in any language requires a base of oral competence in that language, English language learners are at risk for reading difficulties in English, although they may learn to read with ease in their native language. English language learners are youngsters who lack knowledge of spoken English due to the fact that their primary home language is not English, a factor that, as previously noted, puts children at risk for school problems. Developing children’s oral competence in English is essential for developing English literacy. Ideally for children’s future school achievement, development of oral competence in English would begin in early childhood; this English-language development can easily occur along with development in the native language. See Genesee, F., Paradis, J., & Crago, M. (2004). *Dual language development & disorders: A handbook on bilingualism & second language learning*. Baltimore, MD: Brookes Publishing Co.
- <sup>56</sup> “Entering Kindergarten.” Early Childhood Longitudinal Study. Online at [//nces.ed.gov/pubs2001/2001035.pdf](http://nces.ed.gov/pubs2001/2001035.pdf).
- <sup>57</sup> The Connecticut Early Childhood Education Cabinet debated including the fourth risk factor – living in a family where English is not the primary home language – in its evolving framework of “most at risk.” No conclusion was reached to add it, but data show that it is of greatest concern when it co-occurs with poverty and the other factors.
- <sup>58</sup> In an ideal situation, School Readiness Councils or other local early childhood collaboratives would have regular access to town-specific data on these risk factors and the capacity to use the data effectively for both strategic planning efforts and individualized family and child interagency case management/case coordination activity.
- <sup>59</sup> These disabilities include hearing impairment, broad cognitive delays, specific language impairment and autism spectrum disorders.
- <sup>60</sup> Scarborough, H. S. (1998). “Early identification of children at risk for reading disabilities: Phonological awareness and some other promising predictors.” In B. K. Shapiro, P. J. Accardo & A. J. Capute (Eds.), *Specific reading disability: A view of the spectrum* (pp. 75-119). Timonium, MD: York Press; Whitehurst, G. J. & Lonigan, C. J. (2002). “Emergent literacy: Development from prereaders to readers.” In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 11-29). New York: Guilford Press.
- <sup>61</sup> As one example, the 2005 list of distressed communities compiled by the CT Department of Economic and Community Development (DECD) includes the following towns, ranked by greatest to least distress: Hartford, New Haven, New Britain, Waterbury, Bridgeport, East Hartford, West Haven, Winchester, Meriden, New London, Windham, Torrington, Norwich, Plainfield, Naugatuck, Sprague, Derby, Ansonia, Bristol, Killingly, Enfield, Putnam, East Windsor, Plymouth and Bloomfield. Data provided by DECD on July 20, 2006.
- <sup>62</sup> Public Act 97-259, An Act Concerning School Readiness and Child Day Care.
- <sup>63</sup> Online at [www.state.ct.us/sde/deps/readiness/SROverview.pdf](http://www.state.ct.us/sde/deps/readiness/SROverview.pdf).
- <sup>64</sup> Designation of the “20 percent rule” is an arbitrary decision point. The Cabinet could have defined “most-at-risk communities” as those in which 50 percent (or any other percentage) of children lived with two or more of the three risk factors.
- <sup>65</sup> Note that this analysis does not identify individual children, but rather communities based on magnitude of risk factors.
- <sup>66</sup> In 15 of these 27 Connecticut communities, 20 percent or more of the children born each year face all three risks and, *without effective early intervention*, are likely to be unequipped for early school success. About 8,360 “most-at-risk” babies are born and reside in these 15 communities each year: Bridgeport, Derby, Hartford, Killingly, Meriden, New Britain, New Haven, New London, Norwich, Plainfield, Putnam, Torrington, Waterbury, Winchester and Windham.
- <sup>67</sup> Other risk factors also must be taken into account in determinations of an individual child’s risk of un-readiness. For example, children with known developmental delays will be at risk for school problems whether or not they have socioeconomic risk factors (although the latter will tend to compound their risk). Youngsters with socioeconomic risk factors who also have specific risk factors for reading problems — such as a history of language delay or disorder — will be at especially high danger of reading difficulties and school failure. Conversely, children who lack socioeconomic risk factors but who do have specific reading-related risk factors are at jeopardy of poor reading despite coming from more advantaged backgrounds. In Connecticut, these young children will, in general, be eligible for early intervention and/or preschool special education without regard to family income or other structural risk factors.

## ACHIEVING CONNECTICUT'S GOALS FOR YOUNG CHILDREN

This document began with three broad policy goals aimed at giving all Connecticut children the best possible foundation for success in formal schooling. The second and third parts of the document explained why children's early years of life are critical to school achievement and how the state's children are faring now, across a series of domains. Part four examined Connecticut's challenge in developing proper ways of assessing both readiness and risk. This final section of Connecticut's Early Childhood Investment Framework outlines some challenges that will need to be addressed and the opportunities that await us, on behalf of the state's young children.

### Four Core Values

Connecticut's Early Childhood Investment Framework is grounded in four fundamental beliefs about children, families, communities, schools and the role of state government in achieving the goal of "all children ready for early educational success."

1. Families and communities raise children, with schools and the state as essential partners in early childhood investment.
2. All families need information in the years of early child development and some families need both information and support to assure that their children reach annual age-appropriate and grade-appropriate developmental milestones.
3. Learning begins at birth and requires intentional support during the years before schooling begins. All children should have an opportunity to develop the knowledge, skills and behaviors that enable them to be successful in the early years of schooling.
4. The quality, effectiveness and cultural competence of early childhood experiences are key to assuring children's preparation for success in the first years of schooling.

### **An Organizing Concept: Ready Families, Communities, Schools, State and Work Force<sup>68</sup>**

As described throughout this document, families, communities and schools all play critical roles in ensuring that children achieve success. Parents and families — children's first teachers — provide a cradle of care, attachment, safety and early learning; no agency or institution can replace them. "Ready families" need information about child development, child care and early learning; they need access to basic services such as health care and education; and some families need additional services, support and outreach, such as that offered by early intervention programs.

Families live – and children grow up — in neighborhoods and communities where informal and formal supports and services assist them. Through effective community collaboration, "ready communities" identify the needs of families with young children, assess the effectiveness and availability of essential services, develop strategic

plans to guide service improvement, and make sustained resource investments in an early childhood system at the local level.

Local public school systems must form strong partnerships with families and communities in order to educate all children well. “Ready schools” understand the communities they serve, respect the diversity of families, and provide for individual differences in their students. They implement research-based, effective teaching practices and curricula, implement effective preschool to kindergarten transition policies, and use ongoing assessment of student progress to ensure that children reach grade-level expectations during their elementary school years.

These three groups — families, communities and schools — must be supported by a “ready state” through policy, resource allocation and public accountability. A ready state brings a broad base of resources, as well as expectations about their use, to families, communities and schools. A ready state establishes itself as a partner with these groups to identify priority needs and develop statewide investment plans and strategies. Furthermore, families, communities, schools and the state rely upon a “ready work force” (including health-care workers, child-care providers, social service providers and early childhood educators) that is well prepared to meet the needs of at-risk youngster and all young children.<sup>69</sup>

### Service Challenges To Be Addressed

In a seminal report published in 2005, *Meeting the Need, Accepting the Challenge: The CT Early Care and Education Cost Model*, the Connecticut Early Childhood Alliance<sup>70</sup> outlined a series of five challenges to the delivery of early childhood services.

1. Interagency coordination of early Interventions	Responsibility for early intervention services delivered to children and families with special needs is spread across multiple units of five state agencies. As a result, there is fragmentation of planning, funding and delivery of services.
2. Parental access to services	Few mechanisms exist to assist families with finding, qualifying for and using the multiple supports and services they may need. Currently, the delivery of early childhood services is primarily organized around program eligibility criteria and funding streams, with too little attention paid to whether the services are actually reaching those eligible families.
3. Accountability reviews of services	Capacity and quality issues repeatedly surfaced across the programs reviewed as part of the Early Childhood Partners B-5 Strategic Planning Initiative. Limited resources allocated for state and local agencies to conduct essential accountability functions contribute to these challenges.
4. Implementation of successful programs	Despite the wealth of successful innovations developed in Connecticut that have served as national models, few have been brought to scale statewide. Family Resource Centers, state Head Start Supplements, Nurturing Families Networks, School Readiness, CT Charts-A-Course and the CT Birth-to-Three Program serve as examples.
5. Integration of data collection	Data collection and outcome measurement are agency- and program-specific, with few efforts to link and use them as a management and policy-making tool.

Ensuring that all children develop to their maximum potential requires the involvement of many stakeholders, including multiple agencies and service providers. As it worked toward identification of a multi-year action agenda, the Cabinet accepted five key principles of service provision:

- Families (and their children) are at the center of service delivery.
- Communities, including local service organizations, require support to develop their own strategic planning, service delivery and management capacity.
- Schools are a key service site for children over the age of 5, and must be better coordinated with community services.
- Early involvement with families, coordinated case management, interagency agreements, and resource flexibility and leveraging are required at the state and local levels.
- A multi-year period of strategic investment and management is required both to improve quality and to expand services.

### **Building Local Capacity: A Key Opportunity**

Recognizing the need to strengthen the organization and delivery of services to young children and their families at the local level, the Early Childhood Alliance October 2005 report identified four functions for local governing bodies:

- institutionalizing local roles and responsibilities in a coordinated early care and education governance structure in partnership with effective state governance;
- assessing local needs, assets and trends that impact young children and their families;
- community systems planning, resource allocation and monitoring; and
- connecting and improving a full set of early childhood services to ensure access by all children and their families.

The Early Childhood Partners initiative also has called for the presence of strong local governance and coordinating entities, including School Readiness Councils. To obtain current data on how School Readiness Councils view their roles and capacity, members of the Early Childhood Education Cabinet conducted an online survey during March 2006.<sup>71</sup> With regard to increasing their leadership role in local strategic planning on behalf of young children, seven communities reported having an early childhood strategic plan and 14 communities do not have one but would like to develop one. Seventeen districts reported being unsure of what data they would need for a plan; nine reported that child outcomes data were not available or outdated; six reported that agencies would not share data with them. Other areas of support that School Readiness Councils report needing include staffing, additional funding, technical assistance in needs assessment, and access to local fiscal data.

### **Building An Action Agenda**

In May and June 2006, the Connecticut Early Childhood Education Cabinet considered 50 action items. With facilitation from the United Way of Connecticut, Cabinet members ranked the items in terms of priority, based on when each item must be addressed. From this process, 10 top priorities emerged by vote. These constitute the Cabinet's highest immediate priority items.

These top 10 priorities require the collaborative work of communities, human services and educational agencies at the state and local level. The SDE and local school districts are expected to work with the various agencies of cognizance to remove impediments that may effect learning, and institutionalize within the school community the capacity to work with other state and community-based services to sustain healthy children, ready to benefit from a high-quality educational system.

- Assure fiscal support for high-quality preschool for all 3- and 4-year-olds in families at or below 185 percent of the Federal Poverty Level, and increase this income eligibility standard as state resources permit.
- Address state reimbursement inequities for center-based preschool programs.
- Develop a multi-year early childhood work force professional development plan to assure compliance with state law and selected national certification programs.
- Provide health, mental health and education consultation to preschool programs to enhance the skills of directors and teachers for meeting the comprehensive needs of children.
- Support the design and implementation of the kindergarten assessment (statewide implementation due in fall 2009).
- Develop a comprehensive strategic plan for serving infants and toddlers.
- Ensure that HUSKY children receive regular well child visits and an annual developmental assessment.
- Provide all families and caregivers (including noncustodial parents) with information about child development, prenatal through age 8.
- Expand eligibility categories in the Birth-to-Three Program to include mild developmental delays and environmental risks.
- Support local communities in developing birth-to-5 councils (e.g., using School Readiness Councils) for planning and monitoring early childhood services.

Many of these top priority action items reflect work already in progress, either through the Connecticut Early Childhood Education Cabinet, the Early Childhood Partners Initiative, or within individual state and local agencies. A brief update on each action item appears in Appendix A.

The remaining 40 action items also must be addressed as part of both the Cabinet's ongoing implementation work and the Early Childhood Research and Policy Council's multi-year Investment Plan. The remaining action items appear in Appendix B.

## Proposed Time Frame

The goals of Connecticut's Early Childhood Investment Framework focus on children born in the current fiscal year — 2006 and 2007 — and track those children's progress through entry to the third grade in 2015. This multi-year focus will require a sustained period of planning, funding, implementation and accountability.

To accomplish the goals of "Ready by 5 and Fine by 9," the Cabinet proposes a period of substantially increased investment and accountability, beginning in SFY 2007-08 with the next Biennial Budget and proceeding through three additional biennial budget periods ending in SFY 2014-15. Each two-year period provides the basis for continuous and public outcomes accountability, service realignment and expansion, and fiscal reallocation and investment. Also, each Biennial Budget affords an opportunity to integrate this effort with the emerging "2020 Prevention" initiative passed by the 2006 Connecticut General Assembly, requiring that by 2020, 10 percent of state agency budgets be allocated to prevention.

Beginning in the 2007-08 and 2008-09 biennium makes good sense, given the goals established earlier in this document. The overlap between plan years, child age and expected child outcomes, and budgetary periods is shown on page 24.

EARLY CHILDHOOD INVESTMENT PLAN KEY DATES								
SFY 06-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
1st Birth Cohort	Age 1 year; Infant services	Age 2 years; Toddler services	Age 3 years; Some enter PreK	Age 4 years; Rest enter PreK	Age 5 years; Enter K	Age 6 years; Enter first grade	Age 7 years; Enter second grade	Age 8 years; Enter third grade
	Goal 1: Birth cohort (and subsequent babies) is on target developmentally each year				Goal 2: All ready at K		Goal 3: Reading Mastery on CMT	
2nd Year Current Biennium	New Budget Biennium; First Early Childhood Investment Funds		New Budget Biennium; Begin 2020 Prevention Reallocation for Early Childhood		New Budget Biennium; Continue 2020 Prevention Reallocation		New Budget Biennium; Continue 2020 Prevention Reallocation	

**Next Steps: August through December 2006**

The chart that follows outlines a two-track process involving both the Cabinet and the Early Childhood Research and Policy Council, designed to assure timely production of Connecticut’s Early Childhood Investment Framework by the Council and continued implementation of Framework priorities by the Cabinet. It is expected that the Early Childhood Investment Framework will formally begin in July 2007 and will guide state investment and outcomes accountability over the period July 2007 through June 2015.

Work of the Early Childhood Research and Policy Council	Work of the Early Childhood Education Cabinet and its Implementation Team
The Early Childhood Investment Framework will be completed and adopted by the Cabinet by the end of July 2006 and transmitted to the Governor of the State of Connecticut, leadership of the Connecticut General Assembly and the Early Childhood Research and Policy Council.	Over the period July through September, the Cabinet’s Implementation Team will be assembled, tasked and will begin work to address immediate implementation issues. These will flow from the top 10 and the balance of action items in the Framework document, as well as issues raised by the draft Early Childhood Partners plan and remaining management issues identified not addressed to date.
Over the period August through October the Council, with staffing assistance from the United Way of Connecticut and other entities, will prepare and/or review policy briefs for each of the 10 top priorities as part of the business plan development process. Other tasks of the Council are outlined in Executive Order #13 and will be included in the Council evolving work plan.	In September, the Early Childhood Investment Framework will be shared with Connecticut citizens for comment at a series of Local Listening Forums organized by the United Way of Connecticut. <sup>72</sup> Comments and suggestions presented at these forums will be consolidated and reported back to the Cabinet and the Council.
Over the fall, the Council and Cabinet will continue to work with the Connecticut Office of Policy and Management on issues related to budget development for the state’s next Biennial Budget, 2007-08 and 2008-09. The Governor delivers the proposed Biennial Budget to the CT General Assembly in February 2007.	
In later November, the Connecticut Early Childhood Investment Plan will be presented to the Governor.	From fall 2006 through June 2007, continue work on implementation, with quarterly reports to the Cabinet.
In early January, the Early Childhood Research and Policy Council, together with the Early Childhood Education Cabinet, will present the Investment Plan at a Governor’s Summit on Early Childhood Investment for public review and comment.	



## Concluding Remarks

While many of Connecticut's young children enter school *without* significant health, safety and developmental risks, the needs are great within a large segment of the population. The recommendations of the Connecticut Early Childhood Education Cabinet will require the partnerships of families, schools, communities and the state. The investment of both human and fiscal resources in the lives and school readiness of our youngest children surely will be counted as dividends as we strive to prepare a quality work force for the future.

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## Footnotes

<sup>68</sup> The Cabinet has drawn from the recent work of the National Governor's Association's School Readiness Task Force in articulating our "ready" framework. This framework also mirrors, in important respects, goals in the Annie E. Casey Foundation's *Making Connections* initiative.

<sup>69</sup> This organizing concept is suggested by the report of The National Governor's Association Task Force on School Readiness, *Building the Foundation for Bright Futures*.

<sup>70</sup> The Connecticut Early Childhood Alliance, online at [www.readysetgrowctkids.org/ece.html](http://www.readysetgrowctkids.org/ece.html), is a public-private collaboration of organizations committed to ensuring children's health, safety, learning and economic security. The Alliance is supported by the William Caspar Graustein Memorial Fund. Core members are: Advocates for CT's Children and Youth, Inc., Bridgeport Child Advocacy Coalition, Child Care Learning Centers,

Child Health and Development Institute, Children's Investment Partnership, CT Association for the Education of Young Children, CT Association for Human Services, CT Center for School Change, CT Charts A Course, CT Family Resource Alliance, CT Oral Health Initiative, CT Permanent Commission on the Status of Women, CT School Readiness Network, CT Voices for Children, Danbury Children First, Hartford Area Child Care Coalition, Meriden Children First, Regional Educational Service Center Alliance, and the United Way of CT/Infoline.

<sup>71</sup> The survey was transmitted to 68 School Readiness Council chairs; responses were received from 24 Councils.

<sup>72</sup> For more information, contact Malia Sieve, United Way of Connecticut at [malia.sieve@ctunitedway.org](mailto:malia.sieve@ctunitedway.org).

## APPENDIX A

### ACTION ITEM UPDATES

1. **Assure fiscal support for high-quality preschool for all 3- and 4-year-olds in families at or below 185 percent of the Federal Poverty Level, and increase this income eligibility standard as state resources permit**
  - Data on eligible children by community will be reviewed by the Cabinet's Implementation Team and the Early Childhood Research and Policy Council in September.
  - Data on the costs associated with "high-quality" programs are available through the ECE Cost Modeling Tool. This tool, available from the CT Health and Education Facilities Authority (CHEFA), can produce a variety of cost scenarios for center-based preschool programs, taking into account the nature of the work force and the costs of facility modification or expansion. The modeling template was presented to the Cabinet in the fall of 2005 and to the Council in the spring of 2006.
  - The Council is examining strategies and timelines for expansion of the School Readiness Program, as well as delivery models in which the funding is more directly associated with individual children, giving families more choice among quality providers. Also, this spring the chairs of the Council engaged in a one-hour briefing call with Minneapolis Federal Reserve Bank Senior Vice President Art Rolnick to learn about the Minnesota preschool scholarship and mentoring program.
  - Technical assistance is currently being provided to two cities that have presented early childhood strategic blueprints: Hartford and Bridgeport. CHEFA is providing this assistance with a focus on facility development costs and strategies.
  - Work to review and update the Cabinet on Quality Rating Systems now being developed across the nation will begin in August, led by Council staff person Dr. Carlotta Schechter and the Director of Data CONNections, Susan Wilson. A plan to develop a Connecticut Quality Rating Scale for center-based ECE programs — as requested in the Governor's 2005-07 Biennial budget — will be presented over the fall. Parental access to a public Quality Rating System allows families to make better program choices based on program quality and provides a basis to link infrastructure funding support to the development and sustainability of high-quality programs.
  
2. **Address state reimbursement inequities for center-based preschool programs**
  - An analysis will be undertaken in August and September by the Early Childhood Research and Policy Council to identify current reimbursement patterns and develop a cost model for addressing existing state reimbursement inequities. Partners in this work include the Department of Social Services, State Department of Education and Office for Policy and Management.
  
3. **Develop a multi-year early childhood work force professional development plan to assure compliance with state law and selected national certification programs**
  - Using the state's seven educationally most-at-risk communities<sup>73</sup> as a case study, a working group is creating an estimate of costs and programs necessary to ensure availability of a preschool work force in compliance with state statutes and national certification requirements. This case study will be used by the Early Childhood Research and Policy Council to estimate costs and timelines for other communities as well, and is expected by mid-September.
  - A proposal to begin development of a first-ever Connecticut ECE work force data registry is in progress. The Cabinet will review the proposal in the fall for support in the current fiscal year, 2006-07.

- The Connecticut Department of Higher Education, along with other partners, is reviewing alternative routes to a bachelor's degree and certification for professionals who are or will be working in the ECE sector.
- 4. Provide health, mental health and education consultation to preschool programs to enhance the skills of directors and teachers for meeting the comprehensive needs of children**
- As the staff agent of the Early Childhood Research and Policy Council, the United Way of CT will work with organizations, beginning with the Child Health and Development Institute, to develop a cost model for multi-year expansion to these services. The proposal will then come to the Council, and be shared with the Cabinet in the early fall.
- 5. Support the design and implementation of the kindergarten assessment**
- The State Department of Education (SDE), working with other Cabinet members, is developing an entry to kindergarten "school readiness proxy assessment" for implementation in the fall of 2006. The survey is based on kindergarten teacher perceptions and will be used within the first month of school. A similar survey will be used in the spring to provide information on children's progress, as required by legislation enacted in the 2006 legislative session.
  - Conversations with the CT Association of Public School Superintendents, the CT Association of Boards of Education and other stakeholders in the field of elementary education are taking place to review and provide guidance on the use of the "school readiness proxy assessment" and analysis of proxy data. The proxy assessment will be used in 2006, 2007 and 2008.
  - In February 2006, SDE identified a series of policy issues requiring resolution and offered a working group process for development of the statewide, developmentally appropriate kindergarten assessment. That work will begin in earnest in the fall of 2006 for full implementation no later than the fall of 2009. Legislation passed in 2006 requires that the final assessment be developed and administered "within available resources." The SFY 2006-07 budget provides \$400,000 for this task.
- 6. Develop a comprehensive strategic plan for serving infants and toddlers**
- Recognizing that children's learning begins at birth, Cabinet members and others who are participants in the Cabinet's Implementation Team will begin work on this action item by late summer. The first area of focus will be on a proposal for development and appropriate support of a family-based early care and education "system" capable of meeting the child-care needs and preferences of families for their children, ages birth through age 3. The Commissioner of the Department of Social Services will lead this work and involve a broad-based and representative group of agencies and individuals.
  - A second area of focus will be on cross-agency care coordination at the state and local levels, with an emphasis on targeted outreach, family involvement and education, improved information exchange across organizations, and more effective data gathering, analysis and use regarding child and family outcomes. This work will draw on the draft plan of Early Childhood Partners.
  - The full comprehensive strategic plan will be completed by June 2007, However, the working group will provide initial detail and intent to the Early Childhood Research and Policy Council in the early fall 2006 for preliminary costing and management purposes.
- 7. Ensure that HUSKY children receive regular well child visits and an annual developmental assessment**
- Preliminary cost estimates and policy issues inherent in this action item will be addressed over the next 60 days. As staff to the Research and Policy Council, the United Way of Connecticut will work with the Department of Social Services to assure access to necessary information and the involvement of key stakeholders.

- 8. Provide all families and caregivers (including noncustodial parents) with information about child development, prenatal through age 8**
  - The Children's Trust Fund, working with the United Way of Connecticut, which hosts Connecticut's Help Me Grow program, has developed preliminary cost estimates for an expansion of the Help Me Grow program, along with the use of the Ages and Stages Questionnaire, already available free to Connecticut families who request it.
  - The State Department of Education has begun to identify resources for parents that specify academic expectations for children in the early elementary school years.
  
- 9. Expand eligibility categories in the Birth-to-Three Program to include mild developmental delays and environmental risks**
  - The Department of Mental Retardation has preliminary cost estimates and an analysis of policy implications for this action item. Cost information will be further developed in partnership with the Research and Policy Council.
  - Ongoing work, including cross-agency linkages to better serve children transitioning from the Birth-to-Three Program to preschool special education, will be guided by the Cabinet's Implementation Team.
  
- 10. Support local communities in developing birth-to-5 councils (e.g., using School Readiness Councils) for planning and monitoring early childhood services**
  - Results of a preliminary survey of School Readiness Councils were reported earlier in this document. Ongoing work on this action item will be guided by the Cabinet's Implementation Team in partnership with the School Readiness Council network, Discovery community representatives, and other key stakeholders, including the Early Childhood Funders Affinity Group.

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**Footnote**

- <sup>73</sup> These are the districts in Demographic Reference Group I: Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury and Windham.

## **APPENDIX B**

### **40 ADDITIONAL ACTION PLAN ITEMS**

#### **Ready Families**

- Provide all families with information about how to choose high-quality early care and education programs for children ages birth to 5.
- Increase family access to child development monitoring and early identification systems.
- Provide all families with information about developmental and academic expectations for children in grades K-3.
- Increase family access to training for parent engagement and leadership development.
- Expand access to home visitation programs.
- Increase access to adult literacy programs and other support services for parents and caregivers of young children.

#### **Ready Communities: Building Community Capacity**

- Build local capacity to create an early childhood investment plan for each community.
- Review “family service hub” models to determine their effectiveness in engaging families, making successful referrals to service providers, and providing interagency case coordination and program monitoring; and expand these models as appropriate.
- Research and support implementation of successful practices at the local level that assure efficient cross-agency information sharing, case management, and family involvement in service planning and delivery.

#### **Ready Communities: Healthy Development**

- Engage healthcare providers and community groups to increase screening of at-risk children.
- Ensure that all HUSKY-eligible children are enrolled.
- Pilot and evaluate the effectiveness of “medical homes” for at-risk children.
- Expand pediatric offices’ use of outreach programs to encourage parents to read to their children.

#### **Ready Communities: Quality Family Care for Infants and Toddlers**

- Revise and implement Connecticut’s draft Infant and Toddler Guidelines for early-care providers.
- Provide sufficient state payment rates for licensed family care for infants and toddlers in families that are at or below 185 percent of the federal poverty level, and increase this income eligibility standard as state resources permit.
- Expand support networks for licensed and kith & kin family child-care providers.
- Assist unlicensed family care providers to become licensed.

#### **Ready Communities: High-Quality Preschool**

- Foster educational models in at-risk communities that link preschool and early elementary education, including magnet and charter schools.
- Require that all centers receiving state funds implement this Framework or state-approved curriculum within three years.

- Provide all preschool programs with the *Connecticut Preschool Curriculum Framework* and with state-supported training opportunities.
- Develop a center-based preschool facility expansion plan that supports public-private development.
- Promote cross-income enrollment and family choice of providers.
- Support co-location of preschool and kindergarten sites in eligible communities that do not have full-day kindergarten.
- Provide technical assistance and venture funding for centers that develop innovative management and fiscal strategies.

**Ready Schools: Transition to School**

- Ensure vertical alignment of preschool curriculum with K-3 framework.
- As a readiness proxy measure, conduct an annual survey of kindergarten teachers' perceptions of child readiness (2006 through 2008).
- Implement a standard process for transition from preschools to kindergartens.
- Provide incentive funds for all-day kindergarten for all students.

**Ready Schools: Every Child a Successful Reader**

- Include parents as partners in their child's education and provide opportunities to enhance adult and family literacy skills through access to proven program models.
- Track and report on children's grade-appropriate reading progress at the end of kindergarten, and first and second grades.
- Expand the role of community and school libraries in public engagement.

**Ready State**

- Create a process for ongoing collaboration among all state agencies with early childhood responsibilities.
- Develop a data system that integrates student-specific information on preschool and other early childhood experience(s) into the Connecticut Public School Information System or other data management system.
- Implement an accountability system that clearly communicates results to the general public.
- Implement a public quality rating system for early care and education.
- Develop a process – in partnership with higher education — by which research and other “knowledge-development” activities related to early childhood investment can be shared with parents, providers and policymakers.
- Explore pilot strategies that would permit funding to follow the child.

**Ready Work Force**

- Implement scientifically based reading research, including the teacher mentor model, and train all Connecticut preschool and kindergarten teachers on how children learn to read.
- Provide training in developmental assessment and the importance of early intervention for health care, child care and social service providers.
- Increase professional development opportunities for licensed family-care providers.

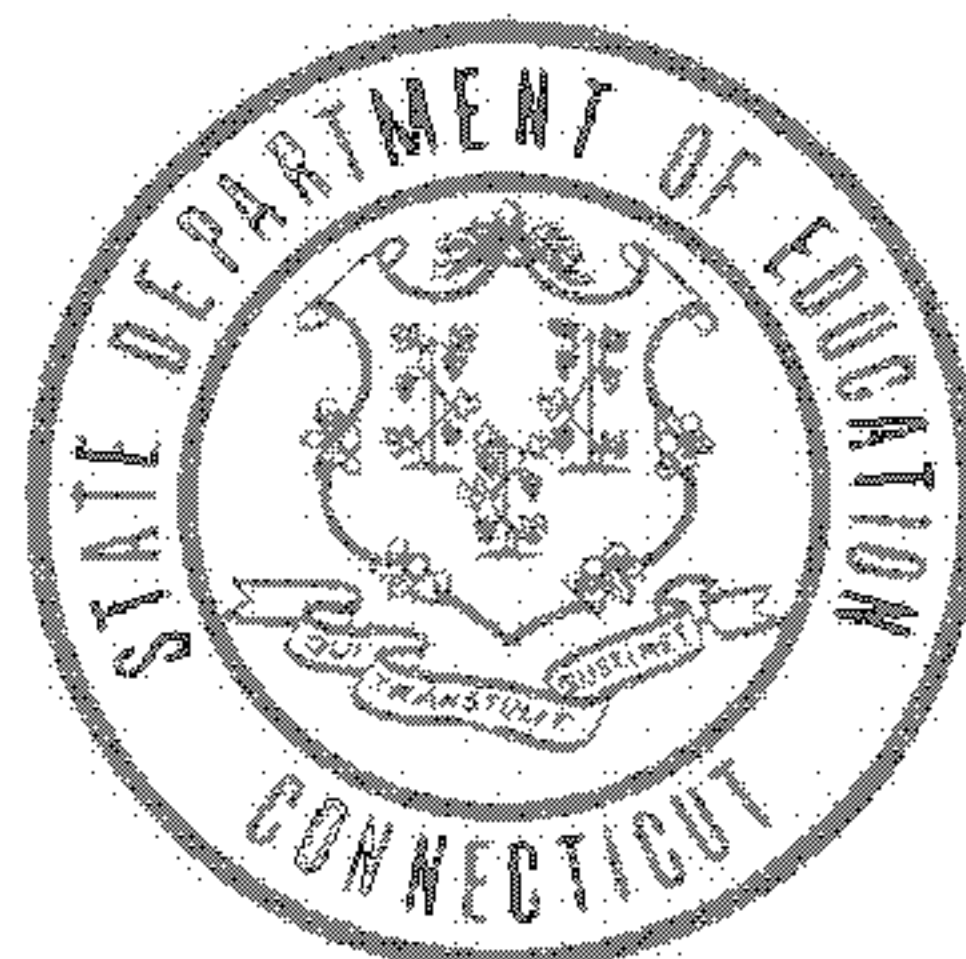
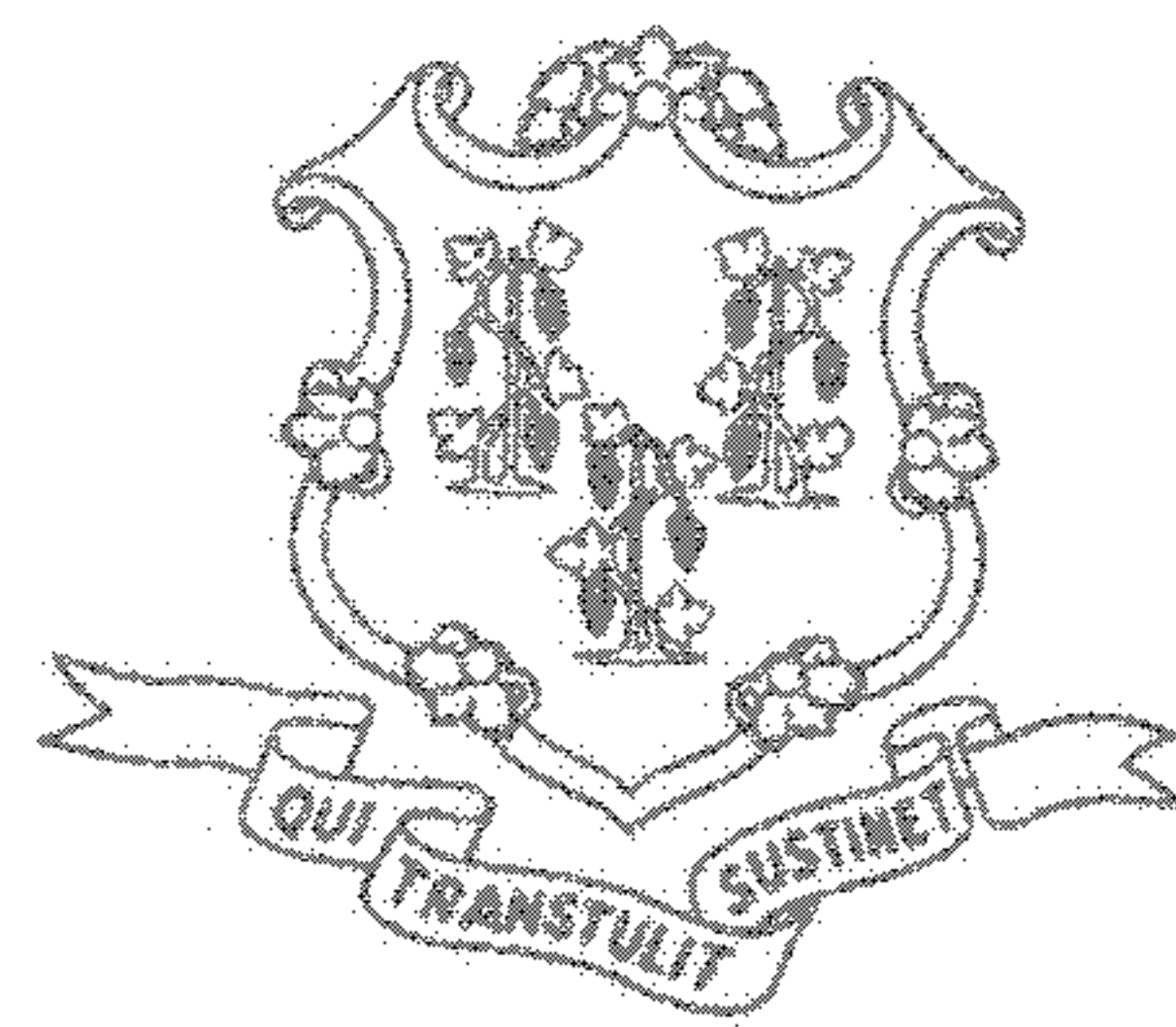
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# A Framework for Child Health Services

Supporting the Healthy Development and  
School Readiness of Connecticut's Children

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Prepared for the Child Health and Development Institute by

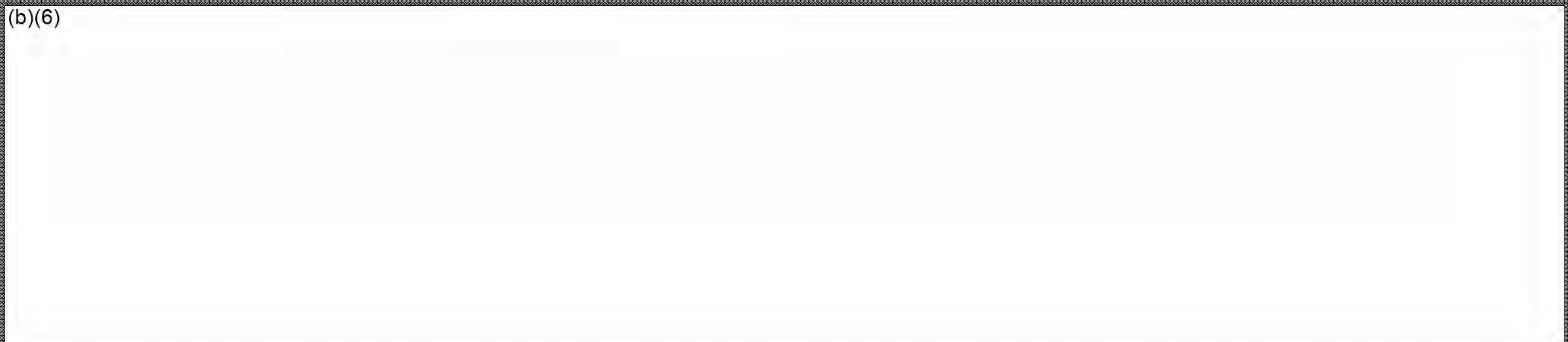
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(b)(6)



March 2009

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### About the Child Health and Development Institute of Connecticut

The Child Health and Development Institute of Connecticut (CHDI), a not-for-profit organization, promotes and maximizes the healthy physical, behavioral, emotional, cognitive and social development of children throughout Connecticut. CHDI's work focuses on ensuring that children in Connecticut will have access to and make use of a comprehensive, effective, community-based health and mental health care system.

## CHILD HEALTH EXPERT ROUNDTABLE

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**A Framework for Child Health Services:  
Supporting the Healthy Development and School Readiness  
of Connecticut's Children**

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**March 2009**

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# **A Framework for Child Health Services: Supporting the Healthy Development and School Readiness of Connecticut's Children**

## **EXECUTIVE SUMMARY**

Connecticut, through the Early Childhood Education (ECE) Cabinet, has devoted considerable resources to setting and achieving school readiness goals for the state's young children. These goals are captured in the ECE Cabinet's 2006 publication, *Ready by 5 & Fine by 9*.<sup>1</sup> It has been shown nationally that more than half of the children who enter kindergarten are found to be lagging in health, socio-emotional, and/or cognitive development. Physical and mental health-related issues, alone or in combination, account for all but 6% of the children each year who are not ready to begin academic learning.<sup>2</sup> In recognition of the role that health services play in ensuring school readiness, this report is written to benefit advocates, providers and policymakers by providing a Framework as a basis for action to improve delivery of child health services for infants, toddlers and pre-school age groups. The report draws upon the child health literature including work on early brain development.

Underlying the necessity of focusing on children during their earliest years of life is an explosion in knowledge of early brain development that points to the extraordinary influence of the early years on children's healthy development and learning. Indeed, research in neuroscience and the developmental and behavioral sciences proves unequivocally that the experiences of the first few years of life have a direct and enduring impact on children's future learning, behavior, and health, all important determinants of a child's readiness to succeed in school.<sup>3</sup>

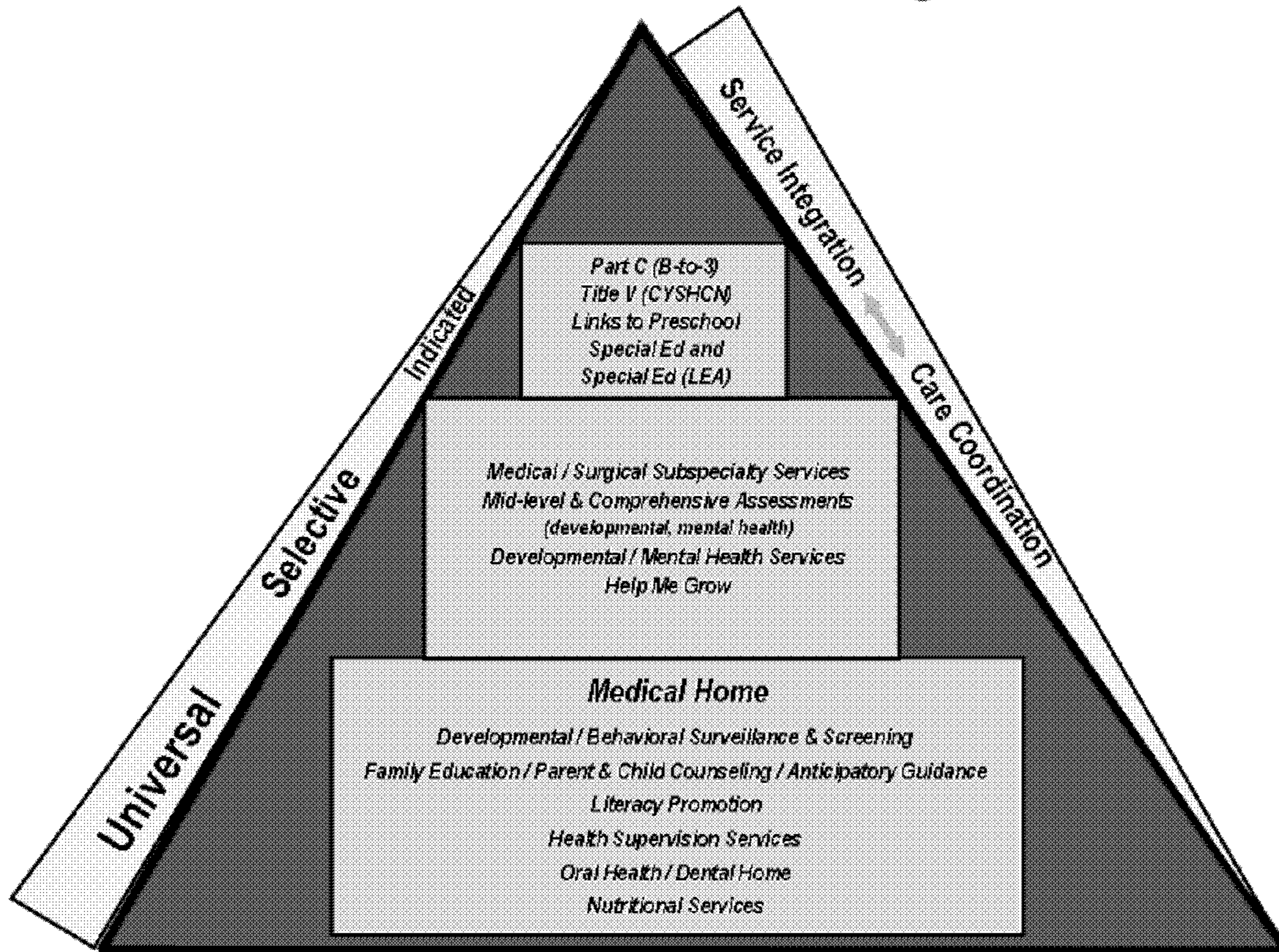
**The Framework, based on best practices, articulates the full continuum of child health services, from primary care to highly specialized services.** It places health services within a broader system with other sectors that serve children and families. The Framework suggests how child health services may contribute to children's school readiness through connecting with early care and education programs and family services and supports. The resulting system, when integrated, should ensure optimal healthy child development and school readiness. The Framework itself consists of "building blocks" describing the array and nature of child health services needed for three levels of care.

**The Framework emphasizes the critical importance of linkages across the sectors.** In particular, the Framework identifies care coordination, both within the child health services sector and across sectors, as the integrative component to a successful system.

The Framework, depicted in the figure below, identifies the essential components of child health services broken down by level of need as follows:

- **Universal services** provided to all children and families to support optimal healthy development and early identification of health and developmental concerns, ideally through a medical home;
- **Selected services**, including developmental, medical, and mental health services, available to all children and families and likely to be accessed by some for early intervention for health and developmental problems;
- **Indicated services**, such as those available through Birth to Three and Title V (for children with special health care needs), provided to those children that have identified difficulties and fulfill certain eligibility criteria.

### Child Health Services Building Blocks



**The children and families of Connecticut benefit from a robust set of medical resources ranging from primary care to subspecialty services.** In addition, several statewide and local initiatives support and promote the delivery of child health services and contribute to the school readiness of the state's children. One key child health asset in Connecticut is the United Way's 211 Child Development Infoline. This resource serves as the single point of entry for several important early childhood services including: Help Me Grow, Children with Special Health Care Needs, Birth to Three, and Preschool Special Education Services. Connecticut's child health services also are enriched by collaboration between the Department of Social Services (DSS) and the Department of Children and Families to address access to mental health services for children. Initiatives within DSS and the Department of Public Health promote care coordination and developmental monitoring in primary care settings. The Child Health and Development Institute supports several of these initiatives with practice education through the Educating Practices in the Community (EPIC) program.

**Despite the abundance of services in Connecticut, capacity is limited in many of the programs that serve young children.** This is especially true for indicated services. Modest investments in the child health system can have a major impact on school readiness for Connecticut's children. The following represent the most cost beneficial recommendations:

1. **Increase access to child health services**, including primary and preventive care and dental care, to improve child health outcomes, promote children's school readiness, and reduce health care costs.
2. **Provide care coordination services for children and their families** to increase the early detection of problems, improve management of acute and chronic disorders, promote adherence to interventions and treatment plans, and achieve efficiencies and cost savings in health care delivery.
3. **Implement developmental surveillance and screening** to ensure that children who require intervention services are identified as young as possible.
4. **Expand office-based education activities** through the EPIC (Educating Practices in the Community) program to better enable practices to function as effective medical homes.
5. **Improve mid-level assessment capacity** to enable more rapid and more efficient evaluation of at-risk children, facilitate access to helpful programs and services, and ensure the most appropriate use of expensive and scarce resources for comprehensive evaluations.
6. **Align and support state and local early childhood initiatives**, particularly those focusing on the integration of health into school readiness.

The following table outlines costs associated with implementing the above recommendations, totaling about \$14 million. At a time when Connecticut is facing extreme budget deficits, it is difficult to consider the increased expenditure. However, many of the benefits of these service investments will result in cost savings over the long term. Costs for more intensive services will decline as early preventive care and utilization of community-based interventions will lessen the need for more expensive tertiary care services.

**Estimated Annual Costs of Recommended Service Enhancements for All Eligible Children  
from Birth to Age Five**

<u>Service</u>	<u>Assumed Average Reimbursement</u>	<u>Total Visits per Year</u>	<u>Annual Cost (in millions)</u>
Well-child visits for uninsured children	\$90 per visit	11,900	\$2.75
Care coordination	\$7.50 per member per month	N/A	\$6.17
Developmental screening	\$18 per screening	77,600 screenings	\$1.62
Mid-level assessment	\$250	11,200	\$3.42
Educating Practices in the Community (EPIC)	Not applicable	85 practices	\$0.25
		<b>Total Cost</b>	<b>\$14.21</b>

In addition to yielding recommendations for immediate action, this report can also serve as the basis for the design of future strategies to promote children's healthy development and resulting school readiness. The Framework conceptualization offers provocative, but realistic, implications for program development, public policy, and resource allocation. Indeed, the Framework can serve as the unifying vision to guide Connecticut's efforts to strengthen its system in support of young children's healthy development. Connecticut's work can also serve as a model for other states in their own planning efforts.

<sup>1</sup>Connecticut Early Childhood Education Cabinet and Co-published with Connecticut State Department of Education. Ready by 5 & Fine by 9. Connecticut's Early Childhood Investment Framework. October 2006.

<sup>2</sup>Wertheimer R, Croan T, Moore KA, Hair EC. Attending kindergarten and already behind: a statistical portrait of vulnerable young children. Washington, DC: Child Trends; 2003.

<sup>3</sup>Center on the Developing Child at Harvard University (2007). A science-based framework for early childhood policy: Using evidence to improve outcomes in learning, behavior and health for vulnerable children. <http://www.developingchild.harvard.edu>.



## I. INTRODUCTION

Connecticut, through the Early Childhood Education (ECE) Cabinet, has devoted considerable resources to setting and achieving school readiness goals for the state's young children. These goals are captured in the ECE Cabinet's 2006 publication, *Ready by 5 & Fine by 9*.<sup>1</sup> It has been shown nationally that more than half of the children who enter kindergarten are found to be lagging in health, socio-emotional, and/or cognitive development. Physical and mental health-related issues, alone or in combination, account for all but 6% of the children each year who are not ready to begin academic learning.<sup>2</sup> This suggests that each year in Connecticut up to 20,000 children enter kindergarten with health and/or mental health issues that will keep them from achieving academic success. Mindful of the Cabinet's work, a Healthy Child Development Work Group concluded that an analytic review of the current organization of child health services and development of realistic recommendations for improvement would contribute significantly to school readiness in Connecticut.

To that end, this report is written to benefit advocates, providers and policymakers by offering a Framework as a basis for action to improve delivery of child health services for infants, toddlers and pre-

schoolers. The report draws upon the child health literature including work on early brain development. The Framework itself consists of "building blocks" describing the array and nature of services needed for optimal levels of care as well as a listing of Connecticut's child health services assets. While Connecticut's assets compare favorably to other states and the nation as a whole, many of the state's children still experience suboptimal health outcomes, and the delivery of child health services has many shortcomings. The Framework provides a basis for addressing the challenges to optimal delivery. Based on this conceptualization, the report offers a series of specific recommendations regarding access, coordination and integration of care and related services. Finally, there is a discussion of projected costs and offsetting benefits of these recommendations.

Recognized by the ECE Cabinet and local planning initiatives, the Framework provides a blueprint for a more robust child health services sector that is integrated within a comprehensive state system for young children's healthy development. It also suggests that implementing key recommendations for child health services should be a high priority in promoting school readiness.

## II. BACKGROUND

The development of Connecticut’s Framework for Child Health Services has been informed by scientific advances in the neurosciences and key concepts in developmental theory.

### Early Brain Development and Children’s Healthy Development

Underlying the necessity of focusing on children during their earliest years of life is an explosion in knowledge of early brain development that points to the extraordinary influence of the early years on children’s healthy development and learning. Indeed, research in neuroscience and the developmental and behavioral sciences proves unequivocally that the experiences of the first few years of life have a direct and enduring impact on children’s future learning, behavior, and health, all important determinants of a child’s readiness to succeed in school.<sup>3</sup> Enhanced appreciation of such critical concepts in brain

development as neural plasticity, critical periods, sequential development, and the role of early relationships and experiences has profound implications for programs and services, as well as for public policy and funding priorities. If children do not start out on the right path from birth, much of what follows is compensation for what was missed.

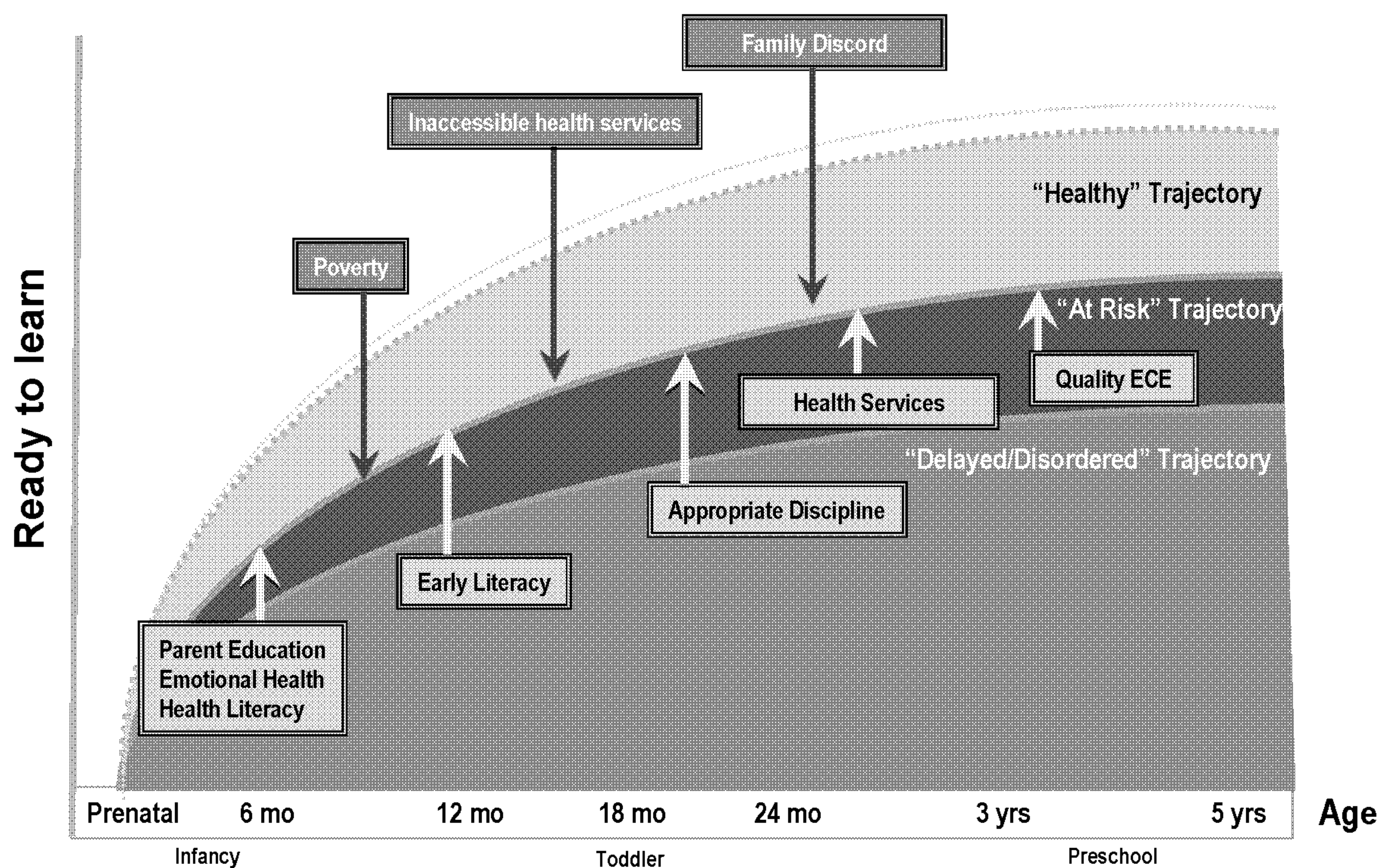
*As the oft-quoted Frederick Douglass said, “It is easier to build strong children than to repair broken men.”*

### The Concept of School Readiness Trajectories

The Framework draws from a developmental perspective articulated in the work of UCLA pediatrician, Neal Halfon, who speaks to the concept of “school readiness trajectories.” Halfon believes children progress towards school readiness along three trajectories. (Figure 1)

Figure 1. School Readiness Trajectories and Influence of Developmental Factors

## School Readiness Trajectories



Graphic Concept Adapted from Neal Halfon, UCLA

- A *healthy trajectory* in which children are ready to learn by kindergarten entry
- An *at risk trajectory*, in which children are exposed to negative influences that may interfere with their acquisition of school readiness skills
- A *delayed or disordered trajectory*, in which children are ill-prepared for success in school

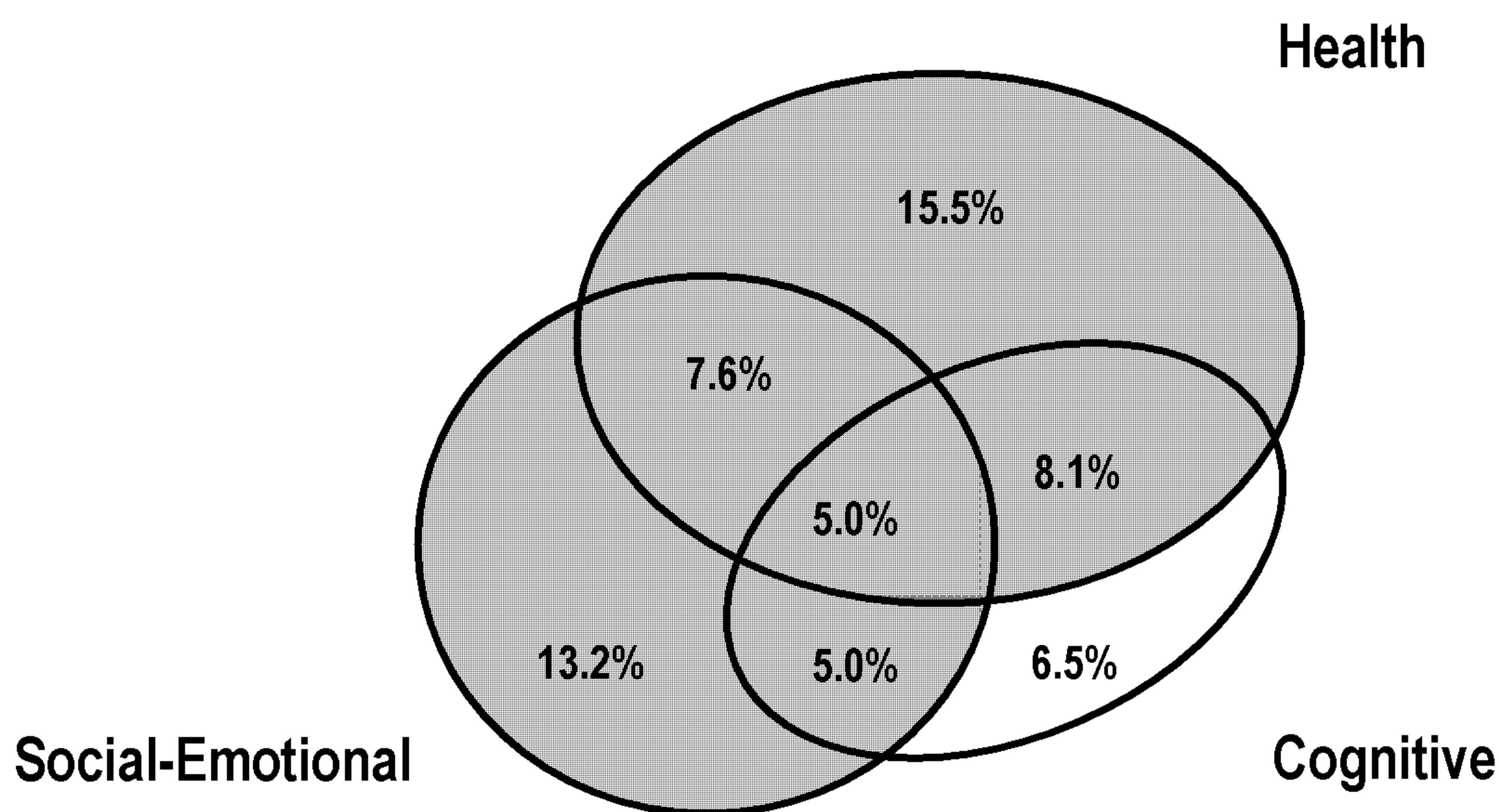
Beginning with the prenatal period and at all developmental stages, different factors have an impact on children’s school readiness.

Certain factors serve to favorably promote children’s readiness to learn. Examples include parents’ education, mental health, and health literacy; early childhood literacy promotion; appropriate discipline; access to high quality health services; and quality early care and education. Conversely, other factors may deleteriously affect children’s acquisition

of school readiness skills. Examples include the devastating impact of poverty; lack of access to health services; and family violence, discord, and stress. Children exposed to these conditions experience toxic stress that affects their developing brain at a critical time and subsequently all other aspects of their development. The more stressors a child experiences, the greater the impact, though it is possible that a child’s resiliency may allow him or her to defy simple prediction and overcome even the most unfavorable of circumstances.

The importance of a comprehensive developmental perspective is also underscored by a large national study of incoming kindergarten students deemed not ready for school. The 1998 Early Childhood Longitudinal Study of children in kindergarten used teacher- and parent-completed questionnaires asking about children’s abilities, temperaments and medical information, as well as standardized assessments to identify kindergarteners who were lagging in essential

**Figure 2. Health, Social / Emotional and Cognitive Concerns in Children Who Lagged Behind Upon Kindergarten Entry**



skills. Key findings were the following:

- Fifty-six percent of all children in the sample of 40,000 children were deemed not ready for kindergarten.
- Twenty-five percent of these children manifested delays in their cognitive development.
- A mere 6.5% of children lagged *only* in cognitive development.
- More than 30% of children lagged in socio-emotional development.
- More than 36% of children had one or more health concerns.

Typically, interventions to improve school readiness focus on the cognitive domain despite the fact that by itself it accounts for such a small percentage of

children who are not ready for kindergarten. For the majority of children, physical, social and emotional, *and* cognitive factors contributed to a lack of readiness to learn.<sup>2</sup> (Figure 2)

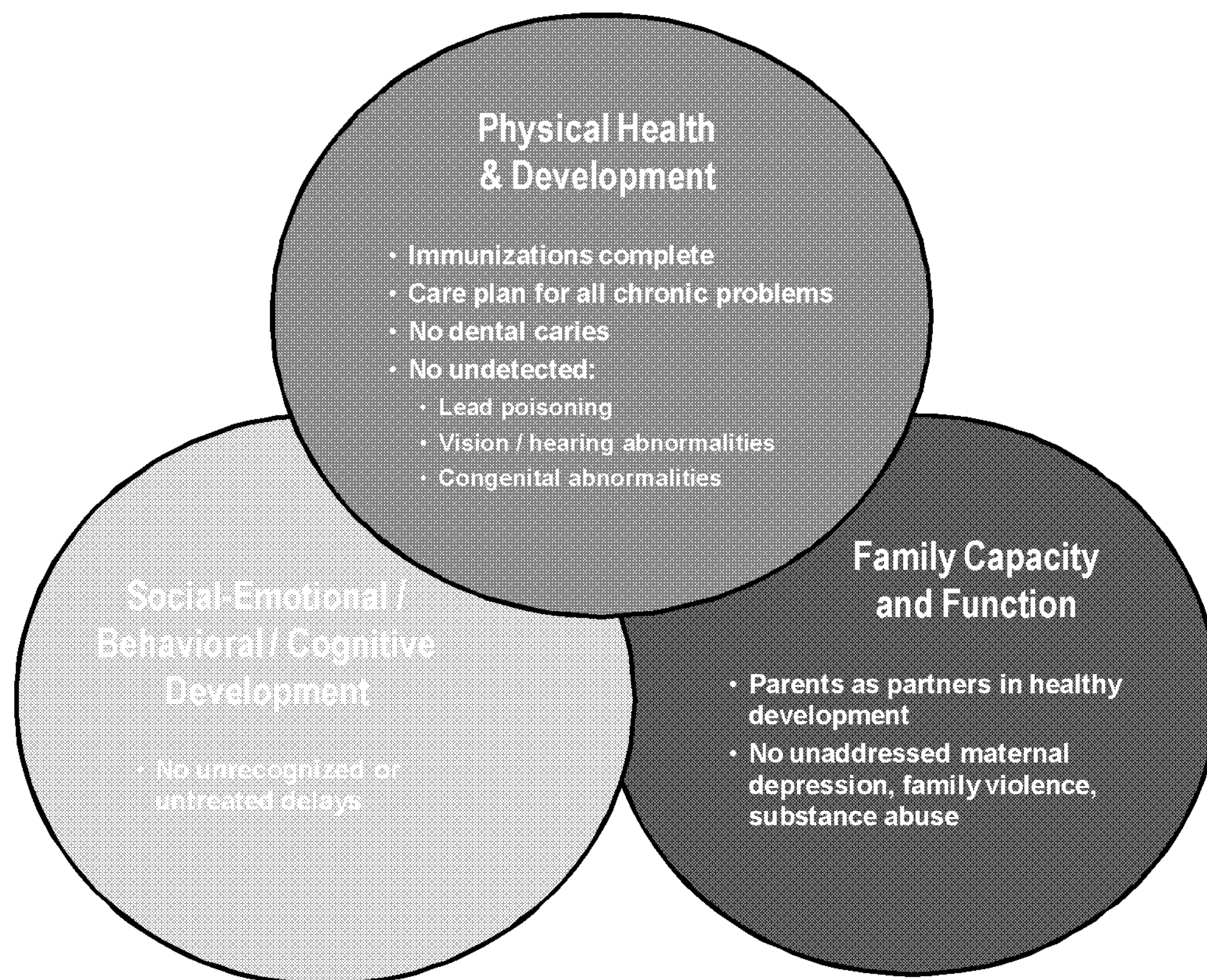
#### Health Related Outcomes for School Readiness

Given the multitude of factors that determine school readiness, such as secure attachment and early exposure to developmentally stimulating activities, the richest opportunities may well reside within the early care and education and family support sectors. Nonetheless, child health services offer the opportunity to address certain prerequisites for school success, particularly since they are the one point of contact that is nearly universal for children during the infant, toddler and preschool years.

Ed Schor, pediatrician and vice president of The

Figure 3.

### Minimum Health-Related Outcomes for School Readiness



Commonwealth Fund, has identified key outcomes for school readiness that have particular relevance for child health services (**Figure 3**). Examples within the realm of physical health and development include such outcomes as: immunizations being complete; all children having care plans for management of chronic problems; healthy teeth and gums; and no undetected lead poisoning, vision or hearing abnormalities, or congenital abnormalities (i.e., birth defects).

With respect to family capacity and function, key outcomes particularly influenced by child health services include parents serving as active partners in promoting children's healthy development and no undetected or untreated maternal depression, family violence, or substance abuse. Similarly, a relevant outcome for social-emotional, behavioral, and cognitive development is no unrecognized or untreated delays.

### III. CHILD HEALTH SERVICES WITHIN A COMPREHENSIVE SYSTEM

#### What is the Child Health Framework?

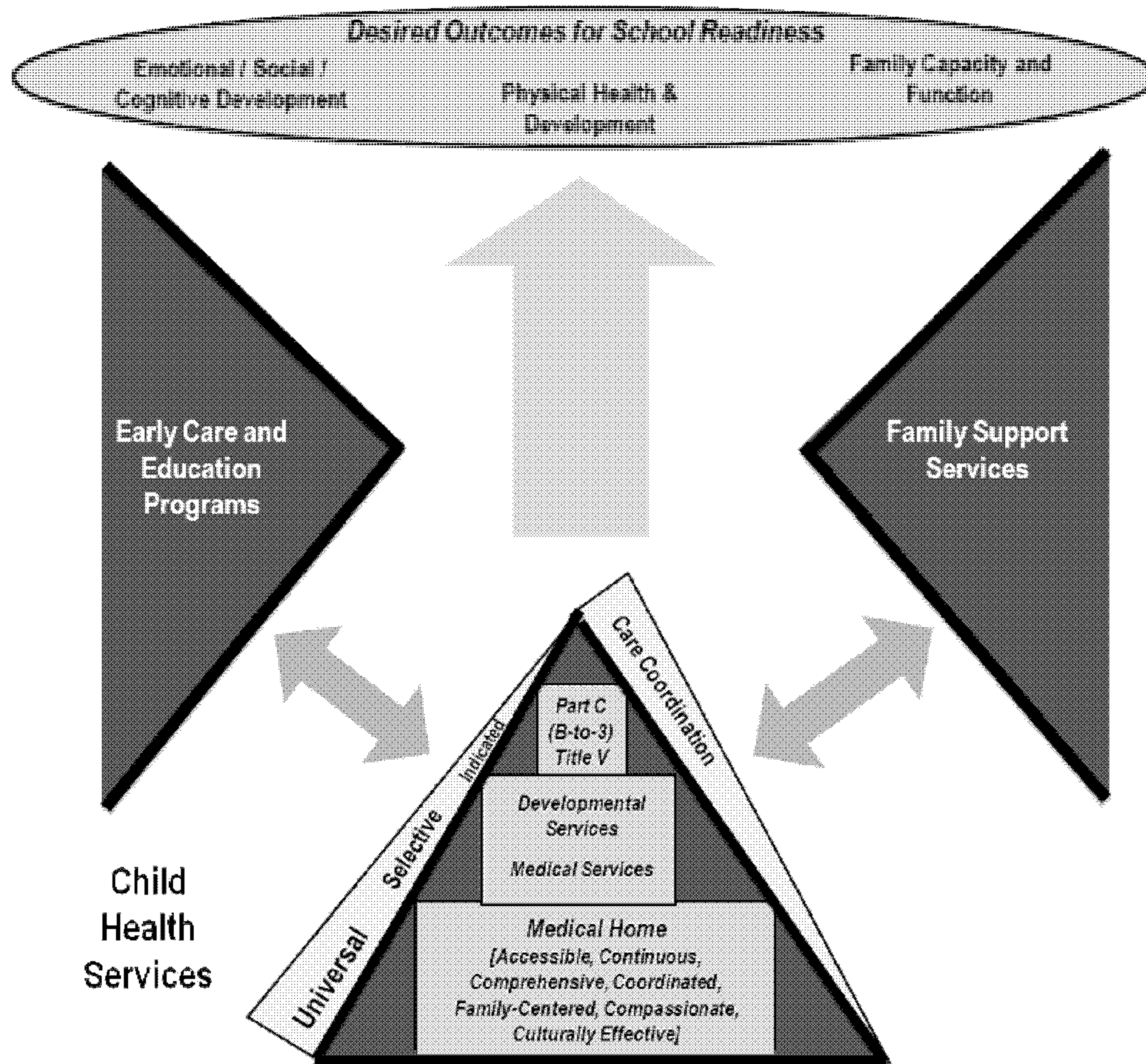
The Connecticut Framework, based on best practices, articulates the full continuum of child health services from primary care to highly specialized services. It also places health services within a broader system with other sectors that serve children and families, namely, early care and education and family support. (Figure 4) The Framework suggests how child health services may contribute to children’s school readiness

through connecting with early care and education programs and family services and supports. The resulting system, when fully integrated, should ensure optimal healthy child development and readiness for kindergarten and ongoing school success.

The Framework emphasizes the critical importance of linkages across the sectors. In particular, the Framework identifies care coordination, both within the child health services sector and across sectors, as the integrative component to a successful system. Indeed, the importance of such care coordination cannot be overemphasized.

Figure 4. Relationship Between Child Health Services, Family Support, and Early Care and Education

## Health Services in the Early Childhood System



**Child Health Services Building Blocks**

The Framework conceptualizes child health services as a series of three building blocks: (Figure 5)

- **Universal services** provided to all children and families to promote optimal healthy development and the early identification of developmental concerns;
- **Selective services** available to all children and families in need and likely to

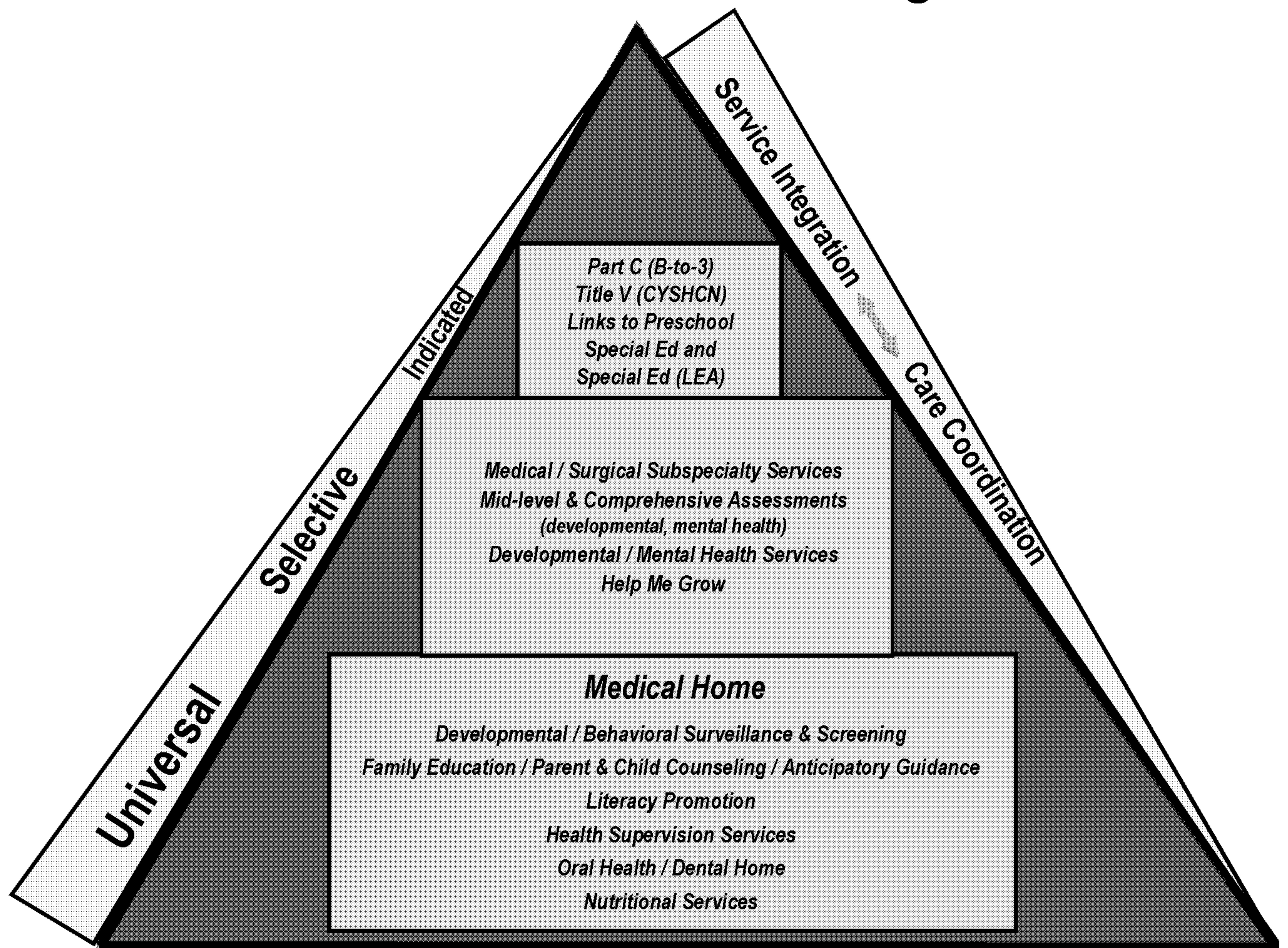
be accessed by some to promote early intervention;

- **Indicated services** provided to those children that have identified difficulties and fulfill certain eligibility criteria.

The Framework emphasizes the importance of care coordination and the critical need for linkages across the three building blocks as well as across service sectors (early care and education, family support).

Figure 5. The Framework for Child Health Services

**Child Health Services Building Blocks**



**Universal services** are accessible and provided to all children and their families to promote optimal healthy development and early identification of health and developmental concerns. The Framework proposes that pediatric primary health care services, delivered through a medical home, reach all children and are an opportune entrée to several aspects of care that are necessary for children's healthy development.

Health promotion should be the primary goal within the medical home since it supports families in ensuring optimal growth and development of children. Despite this emphasis, some proportion of children will develop illnesses and/or remain at risk for developmental delays. The medical home is responsible for identifying these children as young as possible and connecting them to services.

#### WHAT IS A MEDICAL HOME?

A model for health care delivery that ensures that families and children receive accessible, continuous, coordinated, comprehensive, family-centered and culturally competent services. The term was developed by the American Academy of Pediatrics (AAP) and was formerly applied to the care of children identified as children and youth with special health care needs (CYSHCN). The concept of medical home has been broadened to describe the optimal health care delivery approach for all children and a model for practice improvement.

Primary care services best provided within a medical home to promote development include:

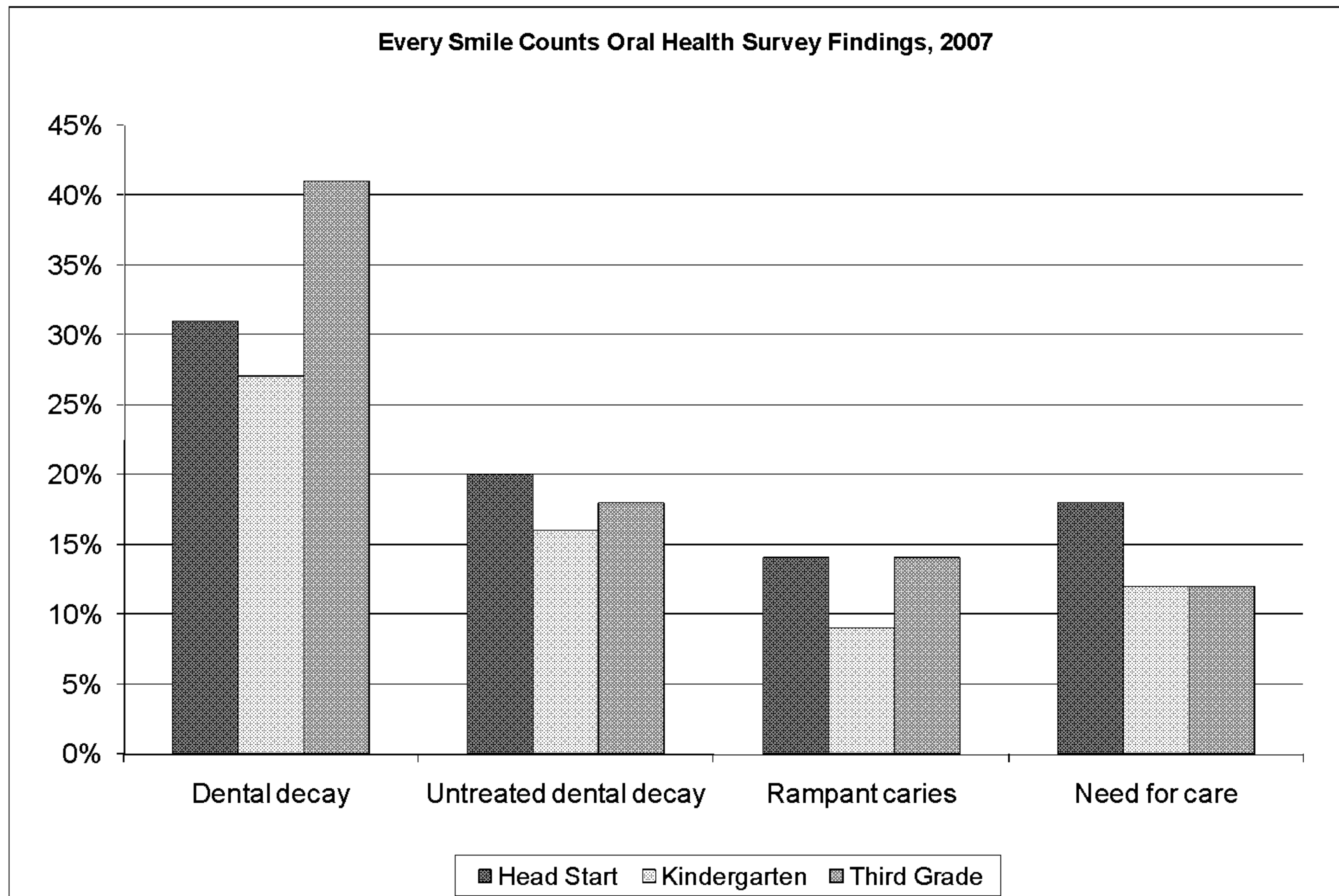
- Developmental and behavioral surveillance and screening to monitor children's behavior and development to identify children at risk for delays or disorders and to intervene when children manifest such delays as early as possible. Surveillance is performed at all health supervision visits and should include opinions of others familiar with a child. Formal developmental screening is recommended at select ages (9, 18, and 24 or 30 months).<sup>4</sup>

Developmental surveillance can accurately identify children with delays. However, formal screening can identify children at an earlier age. Few child health providers use standardized tools to screen their patients for developmental problems; the use of clinical impressions alone can delay identification of children's developmental needs.

- Anticipatory guidance, which is the provision of information to parents or children with the expected outcome being a change in parent attitude, knowledge, or behavior. Telzrow describes such counseling as discussions of "...ideas and opinions about normal parental responses to development," while Brazelton speaks of anticipatory guidance as "...the mechanism for strengthening a child's developmental potential."<sup>5,6</sup>
- Literacy promotion through such efforts as the *Reach Out and Read* program, which provides free books to children at health supervision visits and parent counseling on the importance of reading to children. Such activities are associated with gains in children's language development.<sup>7</sup>
- Oral health guidance and monitoring to ensure early preventive dental care and to link children to a dental home at an early age. **(Figure 6)**
- Nutritional services to promote healthy eating and active lifestyles, prevent obesity and to monitor growth. **(Figure 7)**

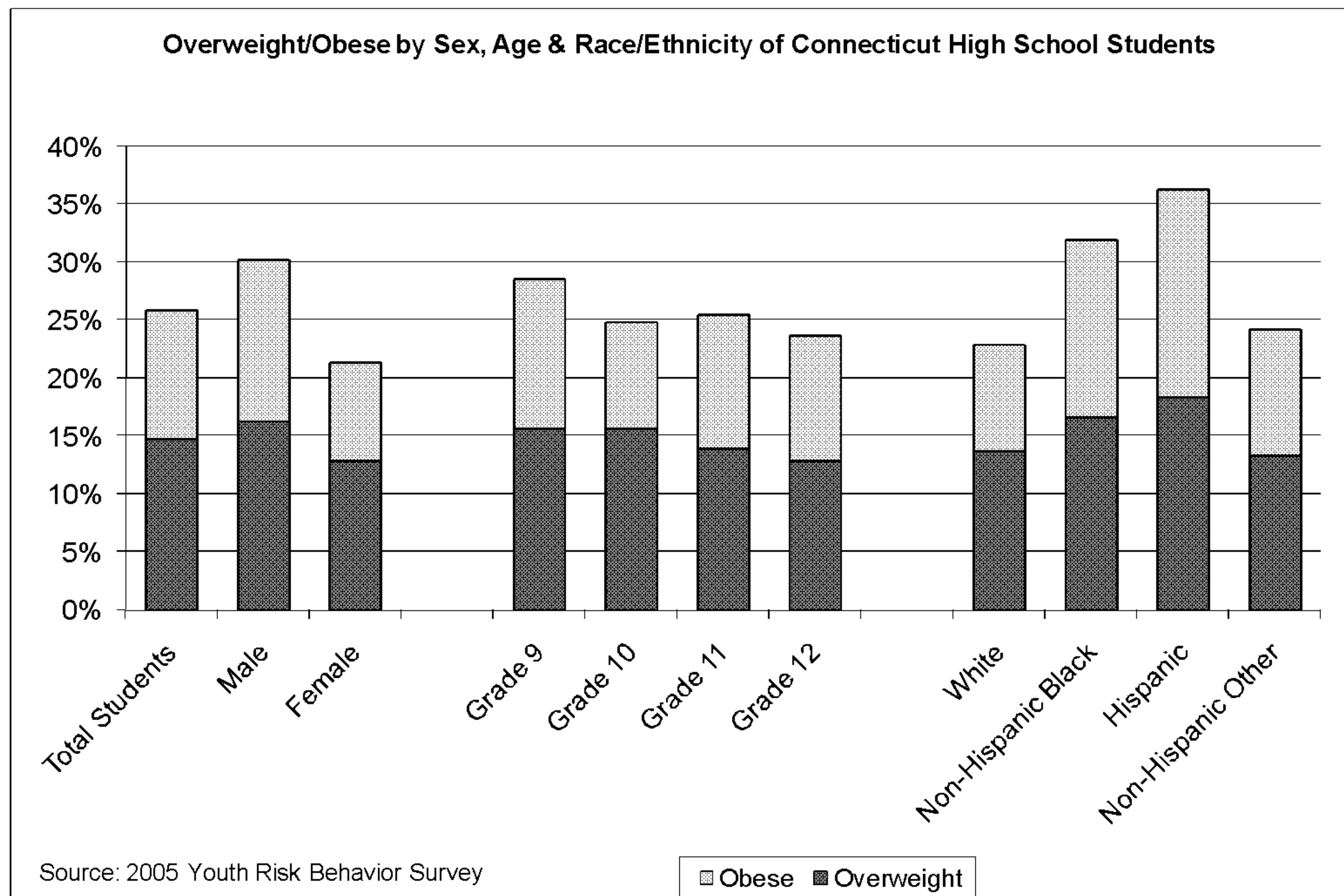


Figure 6.



Source: Connecticut Department of Public Health, December 2007

Figure 7.



Source: 2005 Youth Risk Behavior Survey

**According to a body mass index analysis conducted in 2007 by the Norwalk Health Department and the Norwalk Public Schools, 14.7% of kindergarteners were overweight and 15.9% were at risk for being overweight.**

Source: Norwalk Early Childhood Council

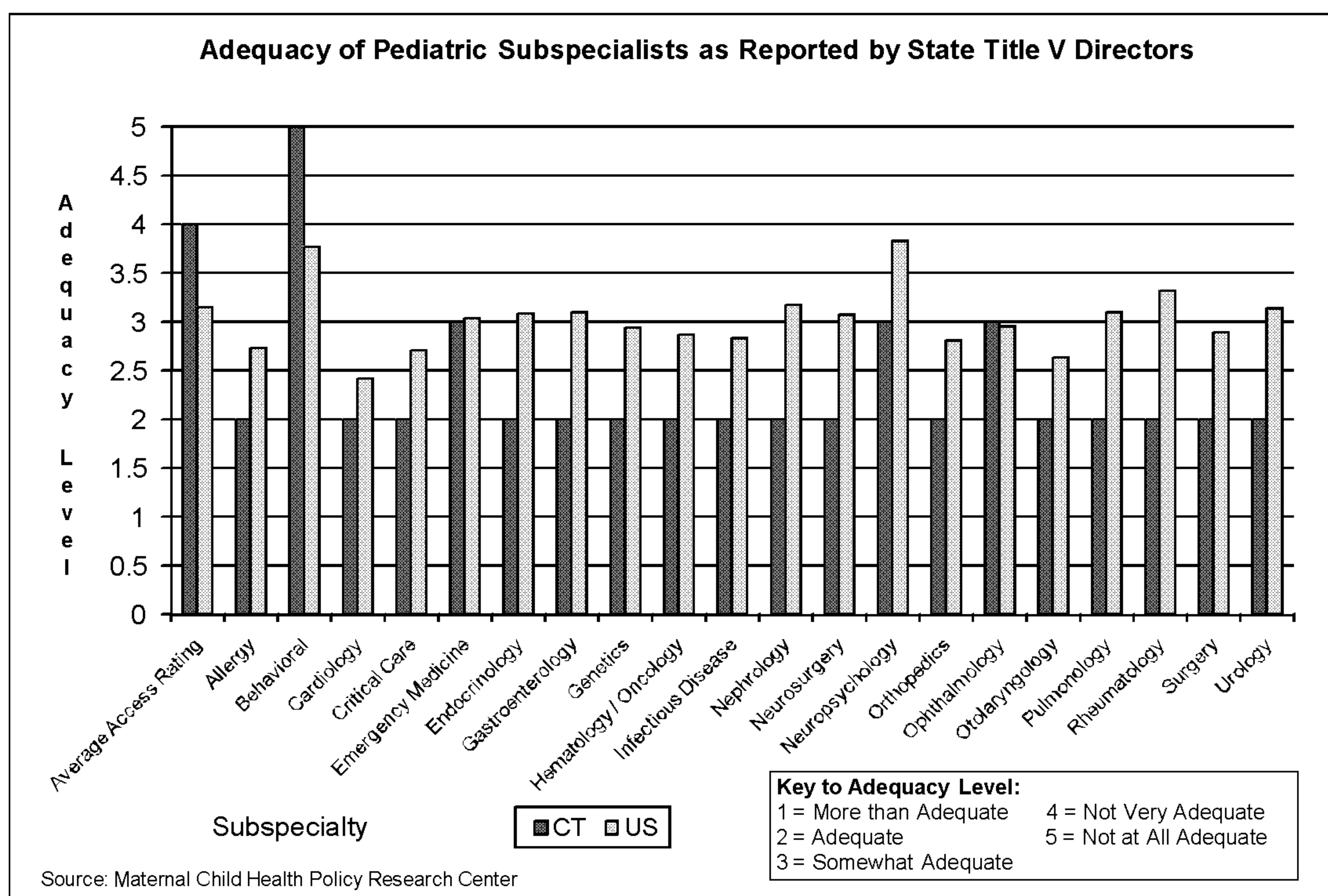
**Selected services** are conceptualized as those which are available to all children and families and likely to be accessed by some to promote early intervention for health and developmental problems. These services include:

- Developmental and behavioral health services for children who are experiencing delayed or disordered development or who are at increased risk for such delays and difficulties and require specialized intervention. If untreated, such disorders will adversely impact self-esteem, mood, behavior, relationships, academic performance, and family stability. Access to such services is facilitated by *Help Me Grow*, a program of the Connecticut Children’s Trust Fund, to promote the early detection of at-risk children and the linkage of such children and their families to community-based programs and services.
- Mid-level and comprehensive *assessments* to ensure that children identified through surveillance and screening will receive timely evaluations that efficiently and effectively use scarce resources. Forty-two percent of children referred to the state’s Birth to Three program in

2007 did not qualify for early intervention services.<sup>8</sup> Families typically learn of this after waiting for and ultimately receiving a full evaluation. A mid-level assessment program could triage such children to intervention services accessed through *Help Me Grow* more quickly and at lower cost, while preserving the capacity to conduct comprehensive evaluations for those children most likely to benefit. Similarly, mid-level assessments of children with behavioral problems could rapidly triage some children into community-based therapeutic support services, while preserving scarce and much more expensive and intensive children’s mental health services for children with more serious and complex needs.

- Pediatric medical and surgical subspecialty services to address acute and chronic disorders of childhood through the most appropriate treatments by professionals who are specially trained to address the unique developmental needs of children and their families. Access to such services is facilitated by care coordination, particularly for children with complex conditions. **(Figure 8)**

**Figure 8. Connecticut has many pediatric sub-specialists, yet access to services, particularly behavioral health services, is still not optimal.**



**Indicated services** are interventions provided to those children with identified difficulties, delays, and disorders who fulfill certain eligibility criteria. While residing within the early care and education and family support sectors, these programs and services may be accessed via the child health sector. Examples include:

- Birth to Three, a program of the Department of Developmental Services, which serves children with qualifying, documented disabilities or developmental delays during infancy and the toddler years and is authorized under Part C of the Individuals with Disability Education Act (IDEA). (Figure 9)
- Preschool Special Education, which is provided by local school districts (i.e., local education authorities - LEAs) to those children requiring individualized, special instruction by virtue of manifesting significant delays in at least one area of development. Provision of such services is mandated by Part B of federal IDEA legislation.
- The Children with Special Health Care Needs (CSHCN) program of the Department of Public Health, which services children who experience a chronic physical, developmental, behavioral, or emotional condition and require health and related services beyond that required for children in general. Children who meet this broad description and have family incomes below 300% of the federal poverty level are eligible for care coordination, technical support, and consultation for family advocacy, respite services for families, special equipment, and financial reimbursement to providers of subspecialty services. The program is funded under Title V of the state Maternal and Child Health Block Grant. (Figure 10)

The Framework emphasizes the critical importance of care coordination and the value of linkages within and across child health, early care and education, and family support service sectors.<sup>9</sup> Indeed, without such care coordination, children and families are unlikely to locate and access needed services and are more likely to seek episodic care within such expensive venues as hospital emergency departments. Ideally, providers work in collaboration with families to develop, implement, and monitor written care plans.

Children must be connected to both medical services beyond the primary care office and to such services as preschool and family centers that fall outside of the child health services sector. Although such care coordination demands special consideration, all attributes of a medical home are important to ensure that care is accessible, family-centered, compassionate, culturally effective, and comprehensive.

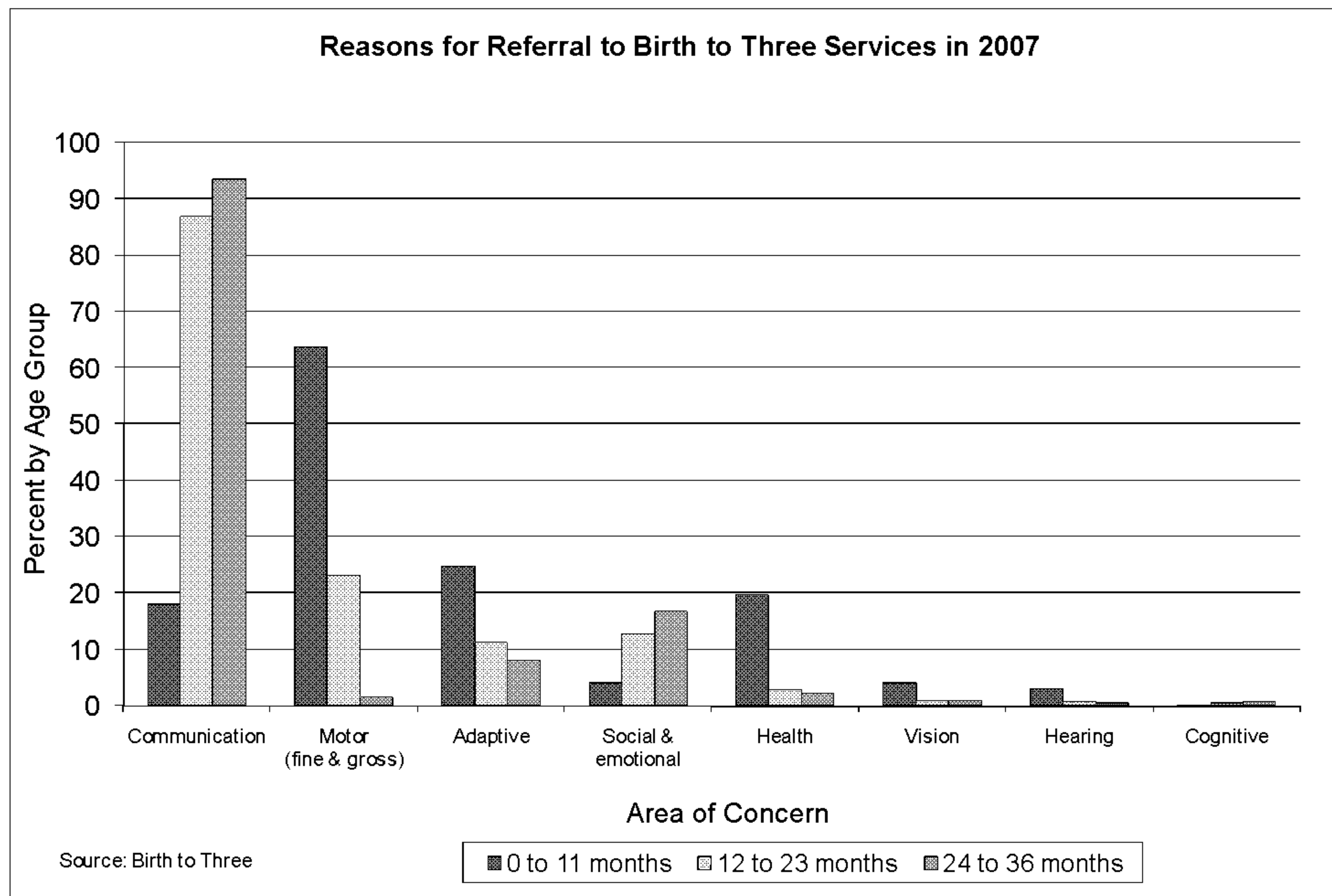
- 35.2% of Connecticut parents with children ages birth to five express one or more concerns about their child's learning, development or behavior, and 9.2% of parents with children three to 17 report moderate or severe difficulties in the area of emotions, concentration, behavior, or getting along with others.

Source: National Survey of Children's Health, 2003

- A survey of 48 pediatric and family medicine providers in Connecticut reported that 90% of their patients experience difficulty obtaining mental health services.

Source: Child Health and Development Institute, 2007

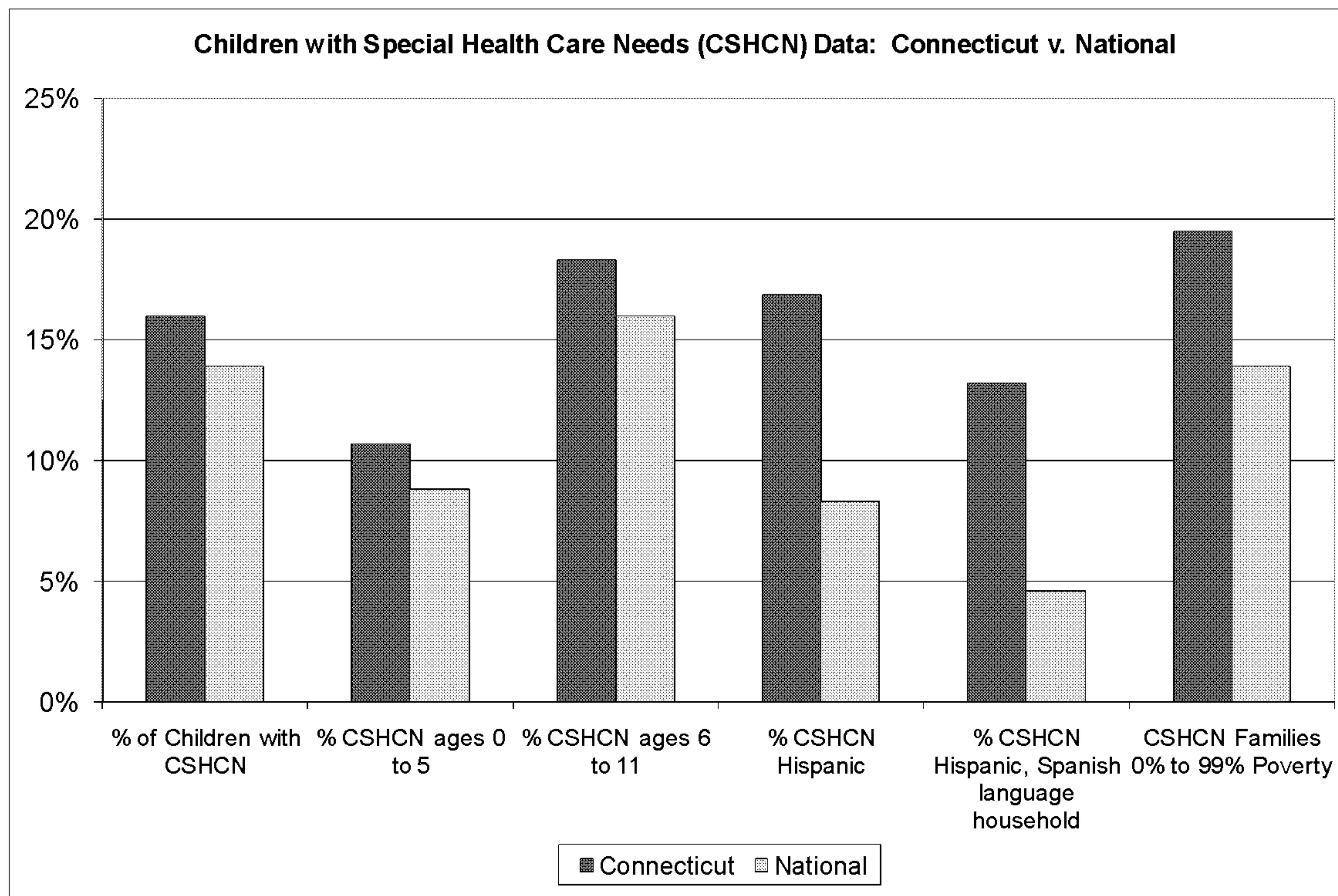
Figure 9.



Families, foster families, relatives or friends represent the most likely (62%) source of referral for Birth to Three followed by health care providers and hospitals (30%) and state agencies (5%). Sixty-seven percent of parents learned about the Birth to Three system from their primary health care provider.

Source: Birth to Three 2007 Annual Report

Figure 10.



Source: National Survey of Children's Health, 2003

#### IV. CONNECTICUT'S CHILD HEALTH SERVICES ASSETS

The children and families of Connecticut are fortunate to benefit from several statewide and local initiatives that support and promote the delivery of child health services and contribute to the school readiness of the state's children. These assets facilitate to the integration of child health services with other key sectors within a comprehensive system. They include:

- Child Development Infoline
- Help Me Grow
- EPIC (Educating Practices in the Community)
- Connecticut Behavioral Health Partnership
- Children with Special Health Care Needs
- Primary Care Case Management
- Payment for Developmental Screening
- Pay for Performance
- Connecticut's Child Health Workforce

These unique assets should be key elements in the development of a statewide system of child health services in support of young children's healthy development.

Child Development Infoline (CDI) (1-800-505-7000) is maintained by Connecticut United Way's 211 information and referral program. CDI provides a single portal of entry to programs and services for families of children at risk for developmental and behavioral problems. Children, depending on their needs, are linked to a variety of early childhood programs and services, including Birth to Three, the Children with Special Health Care Needs (CSHCN) program, and Preschool Special Education.

For at-risk children ineligible for these programs, a referral to *Help Me Grow* identifies geographically- and culturally-appropriate programs and services and facilitates linkage to such resources. The statewide triage program is supported by regional *Help Me Grow* child development liaisons, who locate services and maintain regional resource inventories and facilitate access for children and families. *Help Me Grow/Child Development Infoline* is an exemplary model of blended funding

(Children's Trust Fund, Department of Public Health, Department of Education, Department of Developmental Services, United Way of Connecticut) supporting a multi-sector system that cuts across state agencies to services for all children for whom there are concerns.

During 2006-2007, the number of parents, pediatricians and other providers (2,774 in total) who contacted *Help Me Grow* to discuss a concern about a child's behavior, learning or development increased by 16%. Most calls were from parents (63%) followed by calls from pediatricians (17%).

Source: Children's Trust Fund, *Help Me Grow Annual Report, 2008*

Educating Practices in the Community (EPIC) is a program of the Child Health and Development Institute of Connecticut, with support from the state chapters of the American Academy of Pediatrics and American Academy of Family Physicians. EPIC uses so-called *academic detailing* to provide practice-based education to pediatric and family medicine providers on a wide range of issues and topics. EPIC presentations are delivered to the entire practice team, including nurses, physicians, and office staff. Current EPIC modules that support primary care practice improvement within the context of the Framework include: care coordination; family-centered care; infant oral health; developmental surveillance and screening; connecting children to behavioral health services; and brief, office-based counseling for common behavioral issues. An evaluation of the module on surveillance and screening showed a significant increase in the identification of children with developmental and behavioral concerns and an increase in referrals to Child Development Infoline.<sup>10</sup>

The Connecticut Behavioral Health Partnership is a collaboration between the State's Departments of Social Services (DSS) and Children and Families (DCF). The Partnership employs a single administrative entity to manage the provision of behavioral health services to children insured by Medicaid and also those within DCF's Voluntary Services program. Among several initiatives, the Partnership has designated a subset of behavioral health agencies as Enhanced Care Clinics (ECCs). Such clinics are

required to ensure access to their services for referred children according to specific criteria: two hours for emergency care; two days for urgent care; and two weeks for routine care. As of September 2008, ECCs are also required to develop formal memoranda of understanding with primary care practices to ensure seamless referral, coordination of services through communication protocols, and periodic education of primary care providers. Clinics designated as ECCs receive payment that is 25% more than prevailing Medicaid reimbursement rates.

Services for Children with Special Health Care Needs (CSHCN), supported by the Title V Maternal and Child Health Block Grant, were reorganized by the State Department of Public Health (DPH) in 2005. DPH now funds five regional care coordination contractors. Contractors work in their region's primary care sites to ensure the linkage of children to specialized medical services, as well as respite and community resources. The care coordination contractors are also expected to support practices in their regions in implementing medical home principles. A statewide Family Support Network, also funded by Title V, works with families and practices to support parents and other caretakers of children with special health care needs.

In 2009, the State Department of Social Services began supporting practice-based care coordination through a pilot program of Primary Care Case Management (PCCM). Providers who enroll in the PCCM Medicaid pilot program receive \$7.50 per member per month for those patients who select this option, as well as fee for service reimbursement for services rendered. Providers are expected to offer timely preventive visits, authorize referrals, offer weekend and evening hours, develop care plans, perform periodic risk assessments, and implement an electronic medical record or patient registry. Families can enroll in PCCM rather than the plan of a managed care organization. A provider advisory group working with DSS will assess family and providers participating in PCCM as well as the program's impact on health service utilization and costs.

DSS has recently begun two other initiatives to increase the effectiveness of child health supervision services within the Medicaid (HUSKY) program. DSS has authorized payment for developmental

screening performed with a standardized tool at the American Academy of Pediatrics' recommended ages of 9, 18, and 24 (or 30) months. Providers can bill for this screening performed on the same day as a health supervision visit. DSS also will be providing an additional incentive to child health providers to perform screening under a Pay for Performance Program. Funding to support this is included in contracts with Medicaid managed care providers.

Connecticut's child health workforce is also an important and strong asset. Connecticut averages 127 pediatricians per 100,000 children, which compares favorably to other states which range from 28 per 100,000 in Idaho to 165 in Massachusetts.<sup>11</sup> Pediatric medical and surgical sub-specialists are primarily, although not exclusively, based in the state's two children's hospitals (Connecticut Children's Medical Center and the Yale-New Haven Children's Hospital) and their affiliated medical schools (University of Connecticut and Yale University). **Table 1** shows that in most pediatric disciplines, Connecticut experiences higher ratios of subspecialists per 100,000 children than the nation as a whole. Connecticut's child health workforce facilitates access to pediatric medical and surgical subspecialty services - critical components of the Framework's *selective services*.

<b>Subspecialty Area</b>	<b>CT</b>	<b>US</b>
Cardiology	2.0	1.9
Developmental	1.8	0.7
Endocrinology	2.2	1.2
Gastroenterology	1.0	1.2
Hematology / Oncology	2.7	2.1
Infectious Diseases	2.2	1.3
Neonatal/Perinatal	7.2	4.8
Nephrology	0.9	0.6
Pulmonology	1.8	0.9
Rheumatology	0.4	0.3

Source: American Board of Pediatrics Workforce Data 2007

## V. CHALLENGES TO THE EFFECTIVENESS OF CHILD HEALTH SERVICES

Although the State of Connecticut compares favorably to other states and the nation with respect to such child health services benchmarks as access, quality, family costs, and children's potential to lead healthy lives (**Table 2**), the health of Connecticut's children is not optimal. Too many children live in poverty. Not enough children receive follow-up or coordinated services. The health insurance premiums that families pay are high, as is personal health care spending. Several factors converge to compromise the potential of child health services to meet children's needs. These include:

- Lack of access to primary care services
- Demographic changes
- Increase in chronic diseases
- Lack of coordination of services within the health sector
- Limited behavioral health capacity
- Inadequate reimbursement for primary care services, including care coordination
- Lack of integration of health with other sectors serving young children

As a result, more than one third of children are estimated to use emergency departments for conditions that can be treated in primary care settings. Also, fewer than 2% of children in need of behavioral health services actually receive them. Access to mental health services is a problem for all children and families, but poor children disproportionately experience several health problems, such as dental decay, obesity, and asthma. Connecticut is a state of contrasts, having the highest per capita income in the nation while housing three of the nation's ten poorest cities. These contrasts are clearly reflected in the health status of Connecticut's children.

Access is one factor that contributes to suboptimal outcomes. Despite impressive gains in the number of children insured by Medicaid, the State's Child Health Insurance Program (SCHIP), almost 50,000 of Connecticut's children still lack health insurance. Such children use fewer primary care visits,<sup>12</sup> setting

the stage for inefficient, uncoordinated care within emergency departments and other episodic care settings. Only 15% of Connecticut's dentists accept Medicaid due to poor reimbursement rates, significantly impeding access to dental care for many of the state's children.

The impending shift in the demographic make up of Connecticut's population can also be expected to affect the content and delivery of health services to children. The Connecticut State Data Center estimates that the percentage of Hispanic residents will increase from 9.4% of the state's population in 2000 to 20.4% in 2030. The median age of the Hispanic population is much younger than that of other races, meaning that an unprecedented number of Hispanic children will be served by the early childhood system over the next ten years. Culturally and linguistically competent and family-centered care will be increasingly important to ensure that all children can benefit from child health services.

Increases in such childhood chronic diseases as obesity and asthma, as well as the high prevalence of developmental and behavioral problems also have significant implications for the delivery of the state's child health services. The percent of children requiring care for asthma increased by 20% between 2005 and 2006. Twenty-five percent of the state's children are obese. Children with chronic illnesses are more likely to rely on hospital-based services (emergency department, subspecialty, and inpatient) than healthy children.

The coordination of subspecialty services with primary care services remains challenging in parts of the state that are far from the two major medical centers. Improved care coordination and co-location of subspecialty services, such as child psychiatric services, in outlying health care sites is beginning to improve access and outcomes for families. It is also strengthening the ability of primary care services to provide follow-up and ongoing management of acute and chronic illnesses. Care coordination plays a critical role in enabling co-management of conditions that involve subspecialty and primary care specialists.

**Table 2. Variations in Child Health System Performance: Connecticut v. National Benchmarks**

Indicator	CT	CT Rank	National Average	Best
<b>Access</b>				
Percent of children at or below 200% poverty who are uninsured, two year average, ages 0 -17	<b>20.1%</b>	<b>36</b>	19.0%	7.0%
Percent of children who are uninsured, two year average, ages 0 -17	<b>6.8%</b>	11	11.3%	4.9%
<b>Quality</b>				
Percent of children ages 19 - 35 months receiving all recommended doses of five key vaccines	<b>86.1%</b>	4	80.8%	93.5%
Percent of children ages 0 -17 with both a medical and dental preventive care visit in the past year	<b>71.6%</b>	4	58.8%	74.9%
Percent of children ages 1-17 with emotional, behavioral, or developmental problems receiving some mental health care in the past year	<b>74.1%</b>	3	58.7%	77.2%
Percent of children ages 0 -17 with a medical home	<b>59.1%</b>	4	46.1%	61.0%
Percent of children ages 0 -17 whose personal doctor or nurse follows up after they get specialty care services	<b>57.5%</b>	<b>29</b>	57.8%	68.0%
Percent of children ages 0 -17 with special health care needs who have problems getting referrals to specialty care services, 2001	<b>18.8%</b>	17	21.9%	13.5%
Hospital admissions for pediatric asthma per 100,000 children ages 0 -17	**	**	187.6	54.9
<b>Family Costs</b>				
Personal health care spending per capita, 2004	<b>\$6,344</b>	<b>46</b>	\$5,283	\$3,972
Average family premium per enrolled employee for employer-based health insurance, FY 2005	<b>\$11,717</b>	<b>49</b>	\$10,728	\$8,334
<b>Potential to Lead Healthy Lives</b>				
Infant mortality, deaths per 1,000 live births	<b>6.5</b>	21	7.0	4.3
Percent of children ages 1-5 years at moderate/high risk for developmental delay	<b>23.4%</b>	22	24.5%	16.4%
The shaded areas reflect where Connecticut ranks in the bottom half of states. Source: The Commonwealth Fund: U.S. Variations in Child Health System Performance: A State Scorecard, 2008				



Access to behavioral health services is particularly problematic, with 90% of child health providers believing that their patients have difficulty getting an appointment with a behavioral health specialist.<sup>13</sup> Children with behavioral health disorders and their families use more types of pediatric health care services more often and at higher overall costs than other children and families. Demand for behavioral health services exceeds supply and results in lengthy waiting times for appointments and low levels of follow-through with evaluation and intervention.

The delivery of child health services is also constrained by inadequate reimbursement for primary care and subspecialty services. HUSKY provides relatively low reimbursement for physician services, especially evaluation and management, resulting in physicians limiting the number of children served who are poor. As a result, families turn to more expensive emergency department services even for conditions amenable to primary care management. Furthermore, the inability to perform early detection and intervention results in the need for more costly testing and treatments later in life. For example, untreated obesity leads to diabetes and hypertension, which require more costly care.

The lack of reimbursement for care coordination also inhibits efficient utilization of services and increases costs. With the anticipated exception of the

implementation of Primary Care Case Management (PCCM) within the Medicaid program, neither HUSKY nor private insurers reimburse child health providers for coordination of care for their patients. When care is not coordinated through a single provider, duplication of services and utilization of unnecessary services are inevitable consequences, and children are less likely to receive necessary interventions.

Finally, child health services are not effectively integrated either within the health services sector or across the critical sectors of early care and education and family support. Children grow, learn, and develop within a variety of settings, including traditional and extended families, neighborhoods, and child care facilities. Yet such community-based services are often delivered in isolation, dampening the potentially positive impact of such services on children's optimal development. Similarly, opportunities to share opinions on and concerns for children's development across the sectors in which children live and learn are limited, undermining the effectiveness of developmental surveillance and hindering the earliest detection of children at risk for developmental and behavioral problems and delays. An additional consequence of the lack of integration of services across sectors is that parents and early care and education providers do not have the opportunity to learn about the health sector's role in promoting healthy growth and development.

## VI. RECOMMENDATIONS

Connecticut's Framework for child health services can serve as the basis for the development of a robust child health services sector that is integrated with early care and education and family support services within a comprehensive system in support of young children's healthy development. The following discussion describes how this system may best ensure that the state's children are "ready by five and fine by nine," and how child health services may specifically promote certain prerequisites for school success.

Despite the acute challenges of limited resources and the state's enormous fiscal challenges, the following recommendations deserve timely and thoughtful consideration:

**1. Promote increased access to child health services, including primary and preventive care and dental care, to improve child health outcomes, promote children's school readiness, and reduce health care costs.**

As previously noted, despite gains in Medicaid and SCHIP enrollment, almost 50,000 of Connecticut's children lack health insurance. The strengthening of child health services and integration of such services within a state system to support young children's healthy development cannot have the desired impact unless all children, particularly those at increased risk for adverse developmental and behavioral outcomes as a consequence of poverty, have access to such services. Advocacy must be focused on achieving universal coverage and access for *all* children.

Expanding insurance coverage is critical to addressing access, but not sufficient. Additional strategies such as eliminating deductibles and co-payments for child health supervision visits and improving reimbursement may also enhance access in the private sector.

**2. Provide care coordination services for children and their families to increase the early detection of problems, improve management of acute and chronic disorders, promote adherence to interventions and treatment plans, and achieve efficiencies and**

**cost savings in health care delivery.** Care coordination, which includes written care plans developed and implemented in collaboration with families and all service providers, is critical. Care coordination ensures that at-risk children and their families are effectively linked to programs and services.

Experience with Connecticut's *Help Me Grow* program has demonstrated the critical importance of such efforts. Even when at-risk children are detected and appropriate programs and services are identified, approximately seven contacts are required to ensure the successful linkage of children and their families to programs and services.<sup>14</sup>

Despite the importance of such activities, neither HUSKY nor private insurance have reimbursed providers for their efforts in coordinating their patients' care. Although such reimbursement will now be introduced through the PCC Management option within the HUSKY program, the impact of such a reimbursement strategy remains to be determined and the program will not enhance care coordination efforts within the private sector. Pilot programs in select locales, such as the HOME (Health Outreach for Medical Equality) program in Hartford, are evaluating the effectiveness of different care coordination models. (See page 20 for a description of Project HOME.)

- One study of care coordination in pediatric practice estimated that it costs \$23,000 - \$28,000 for a practice with 5,800 patients to provide care coordination services.
- An investment of \$400 per child for care coordination services can significantly decrease the number of days parents miss work because of caring for their children with special health care needs.
- Studies have indicated decreased emergency room usage and per-member-per-month Medicaid costs associated with pediatric practices that have added dedicated care coordination staff.

Source: CHOI, 2007<sup>12</sup>

3. **Expand developmental surveillance and screening to ensure that children who require intervention services are identified as early as possible.** The early identification of and intervention for developmental delays represents a critical component of pediatric health services. The American Academy of Pediatrics (AAP) recommends that child health providers perform developmental surveillance at every well child visit by gathering and maintaining longitudinal and cumulative knowledge about each patient's development. The AAP further recommends that this process be flexible and supplemented with formal screening with a standardized and validated tool at the 9, 18 and 24 (or 30) month well child visits.<sup>4</sup> Child health providers need to be supported with reimbursement and training to perform developmental surveillance, including soliciting input from families and early childhood professionals, and screening to meet AAP guidelines.
4. **Expand office-based education activities through the EPIC (Educating Practices in the Community) program to better enable practices to function more effectively as medical homes, strengthen developmental and behavioral services, enhance early and ongoing detection of developmental and behavioral problems, and expand prevention and intervention strategies.** EPIC has demonstrated success in changing practice behavior and increasing the effectiveness of early detection efforts. This program should be expanded in both scope and content to strengthen child health services within both pediatric and family medicine practices.
5. **Develop mid-level assessment capacity to enable more rapid and more efficient evaluation of at-risk children, facilitate access to helpful programs and services, and ensure the most appropriate use of expensive and scarce resources for comprehensive evaluations.** A mid-level assessment program would promote earlier intervention for some children by allowing them to bypass full diagnostic evaluations and begin services right away. Currently, children wait several weeks for full evaluations or for appointments with specialists, such as neurologists and

psychiatrists. For many of these children, their intervention needs could be determined with a less comprehensive and extensive work up. Such an alternative route to services would facilitate earlier interventions and preserve access to scarce child psychiatry services for those children with more extensive needs. Pilot programs in select locales, such as the *Child FIRST* program in Bridgeport, are evaluating the effectiveness of different mid-level assessment models.

Bridgeport's *Child FIRST* provides a local "system of care" for young children and their families identified with socio-emotional concerns. The program screens children and mothers in a variety of early childhood settings, including pediatric primary care. Mental health providers follow up with those who screen positive. A system of intensive care coordination ensures that families do not fall through the cracks and continue to have their needs addressed through local service providers.

6. **Align state and local early childhood initiatives, particularly those focusing on the integration of health into school readiness.** In addition to yielding implications for program development, public policy, and financing at the state level, the Framework is also pertinent to planning of early childhood services at the community level. For example, when the Hartford Blueprint for Young Children<sup>15</sup> is considered within the context of the Framework, the need for care coordination services and mid-level assessment capacity is quickly apparent. The Framework components identify needs, service gaps and capacity issues, and emphasize the critical importance of linkages across the key sectors of early care and education, family support, and child health services. Illustrations of how health is addressed in community plans in Hartford and Norwalk are provided on page 20.

### **Hartford's Blueprint for Young Children, Building Block 6: Universal Access and Use of Primary Health Care**

- Create a comprehensive system that reaches every family with a young child (outreach), organizes care at the places where families obtain health services (care coordination), and helps families to manage the care (case management), thus providing children a "Medical Home."
- Consolidate and unify into a single delivery network, hospital and community-based primary care providers, creating a multi-site, single primary care model in Hartford.
- Advocate changes in the HUSKY program to remove barriers that deny children uninterrupted access to health services.
- Assure key preventive and behavioral health services are in place to address issues affecting children, including early prenatal care services to every pregnant woman in Hartford.
- Create a comprehensive system to link school-based clinics with hospital and community-based primary care centers in Hartford.

### **Early Childhood Health Goals from Norwalk's Early Childhood Action Plan**

#### **Goal 2: All Norwalk children have healthy bodies, healthy teeth and healthy minds.**

**Now:** Too many Norwalk children are obese, suffer from dental decay and have behavioral or developmental problems that seriously hurt overall health and wellbeing.

**By 2010:** 95% of children in Norwalk ages birth to eight will have their own pediatrician, regular dental care, and be appropriately screened for behavioral/developmental health issues.

#### **Measurable health objectives for young children in Norwalk by 2010**

- 95% children ages birth to eight have their own pediatrician
- Behavioral health screening is a regular part of pediatric health care practice
- Health care providers refer young patients (ages birth to eight) and their families to services as needed
- All children have a dental screening before kindergarten
- A decrease in obesity of kindergarten students

**Project HOME (Health Outreach for Medical Equality)** intends to demonstrate the feasibility and effectiveness of practice-based care coordination at the Connecticut Children Medical Center's Primary Care Center in Hartford. HOME uses practice-based care coordinators and community outreach workers to improve access to primary care and other services, medical and non-medical, for inner-city families, largely of Hispanic origin. HOME staff contact families when children do not show up for scheduled well child visits or important follow-up visits and re-connect them to their medical home. HOME staff conduct family needs assessments to identify barriers for using well child services as well as needs for and barriers to other services. HOME staff develop care plans with families, link them to services, and monitor progress in collaboration with families and the primary care, medical specialty and community service providers. The Children's Fund of Connecticut, the Hartford Foundation for Public Giving, and the Connecticut Department of Social Services fund Project HOME through grants. The Project HOME sustainability and replication plan will rely on public and private reimbursement for practice-based care coordination.

## VII. COST ESTIMATES

The costs of addressing key recommendations in this report are difficult to assess prior to the design and implementation of the specific solutions. Nonetheless, estimations are possible based on certain assumptions. For example, cost estimates of improving access for all children may be based on the number of uninsured children from birth to age five years. The cost of care coordination services may be estimated on a capitated per member per month amount based on experience in other states. The need for mid-level assessment may be assumed for 20% of the population. **Table 3** outlines cost estimates using a set of simple assumptions.

These costs represent the provision of recommended services to all targeted children and would likely be phased in over several years, as practices adopt recommended protocols and programs are designed to facilitate service delivery. The full cost of \$14 million would represent a mere 1.5% increase in the total annual budget of \$800 million for HUSKY A (state and federal). Furthermore, federal reimbursement is available to cover an estimated 50% of the additional cost for HUSKY services, resulting in a cost to the state of less than \$7 million.

At a time when Connecticut is facing extreme budget deficits, it is difficult to consider the increased expenditure. However, many of the benefits of these service investments will accrue over the long term. Costs for more intensive services will decline as early preventive care and utilization of community-based interventions will lessen the need for more expensive

tertiary care services. For example, with the implementation of *Help Me Grow* and *Child Development Infoline*, 67% of referrals are to services at no cost to either family or health plan.<sup>14</sup> Furthermore, as children arrive at school ready to learn, the demand for special education services will be reduced, as will other societal costs associated with school failure. In a 2007 report, the Child Health and Development Institute (CHDI) has summarized recent studies of the shorter term cost savings of care coordination and has estimated the potential for short term cost savings in two specific areas: reduction in emergency department usage for ambulatory conditions and reduction in hospitalizations.<sup>9</sup> Based on HUSKY encounter data and estimated costs of emergency department care and hospitalization, full implementation of care coordination could result in savings of \$6.4 million, offsetting the entire estimated cost of care coordination and greater than 50% of the costs of all service enhancements.

Cost estimates for the additional recommendations at the system and practice levels are based on the experiences of CHDI in supporting EPIC and local planning efforts. The cost to continue the successful work in EPIC to promote a number of high impact practice changes are estimated at \$250,000 per year for trainers and related expenses, in order to reach 85% of the child health providers in the state (255 of 300 pediatric and family medicine practices). This cost estimate is based on the experience with EPIC over the past three years and the need to revisit practices as new systems are put in place to support primary care practice change.

Service	Assumed Average Reimbursement	Total Visits per Year	Annual Cost (in millions)
Well-child visits for uninsured children	\$90 per visit	11,900	\$2.75
Care coordination	\$7.50 per member per month	N/A	\$6.17
Developmental screening	\$18 per screening	77,600 screenings	\$1.62
Mid-level assessment	\$250	11,200	\$3.42
Educating Practices in the Community (EPIC)	Not applicable	85 practices	\$0.25
<b>Total Cost</b>			<b>\$14.21</b>

The Children's Fund of Connecticut and the Graustein Memorial Fund awarded grants to eight communities in 2008 to integrate health components into comprehensive local early childhood planning efforts. Additional funding will allow the eight communities to put their plans into action. Costs are

estimated at \$350,000 (\$40,000 per community with \$30,000 to support the administration and evaluation of the initiative). A portion of these costs can be born by the continued investments of private funders.

## VIII. FURTHER IMPLICATIONS

The forgoing analysis of the Framework for Child Health Services should serve as the basis for the development of additional recommendations to promote children's school readiness and healthy development. A number of potential opportunities to strengthen such services by addressing gaps and capacity issues and implementing evidence-based innovations proven to enhance children's developmental outcomes are evident. Several of these are outlined in detail with supporting documentation in a series of technical reference documents available from the Child Health and Development Institute. Select examples include:

- Enhancing geographical access to pediatric subspecialty services
- Expanding oral health assessments and access to pediatric dental services

- Promotion of the use of electronic health records and the sharing of data across sectors
- Implementing a pediatric primary care quality improvement initiative
- Promoting co-management of chronic disorders by primary care and subspecialty providers
- Increasing family-centered care and cultural competence

Such strategies should be critically considered within the context of state and community goals for child health services in promoting school readiness, and child health services assets and challenges. Such analysis should readily yield priorities for future program development and funding.

## IX. SUMMARY

Profound advances in our understanding of early brain development have stimulated and informed Connecticut's ambitious efforts to promote young children's healthy development and learning. The focus of the State's Early Childhood Education (ECE) Cabinet on early care and education and family support and complementary planning efforts at the community level have encouraged the Healthy Child Development Work Group to similarly focus on the role of child health services in ensuring that the state's children are "ready by five and fine by nine." Their work has resulted in the development of a vision and a Framework for child health services that has been endorsed by the ECE Cabinet and embraced by local planning initiatives.

The Framework for Child Health Services in a Connecticut system in support of young children's healthy development is designed to achieve the desired health related outcomes for school readiness. The Framework provides a conceptualization of child health services and recognizes the critical interrelationships among child health, early care and education, and family support services, and emphasizes the crucial importance of linkages across sectors. More specifically, the Framework conceptualizes child health services as a series of three building blocks: *universal services*; *selective services*; and *indicated services*, while emphasizing the critical need for linkages across service sectors (ECE, family support) through care coordination. This report has proposed implementation of the Framework in the context of Connecticut's unique child health assets, while addressing the many challenges to the effectiveness of the state's child health services.

The Framework serves as the basis for the development of a robust child health services sector that is integrated with early care and education and family support services within a comprehensive state system for young children's healthy development. This work can inform and guide the state's program and policy development, as well as the commitment of resources in support of young children and their families. It also suggests key recommendations for child health services as a high priority in promoting

school readiness. Such recommendations focus on ensuring all children's *access* to child health services, strengthening *care coordination* within and across sectors, promoting *training* of child health providers in developmentally enhancing best practices, creating *mid-level assessment* capacity, and aligning state and local *planning efforts*. The incremental costs associated with such activities are ultimately offset by savings across the key sectors of the system.

In addition to yielding recommendations for immediate action, this report can also serve as the basis for the design of future strategies to promote children's school readiness and healthy development. The Framework conceptualization offers provocative, but realistic, implications for program development, public policy, and resource allocation. Indeed, the Framework can serve as the unifying vision to guide Connecticut's efforts to strengthen its system in support of young children's healthy development. In addition to benefiting the state's children, Connecticut's work can also serve as a model for other states in their own planning efforts.



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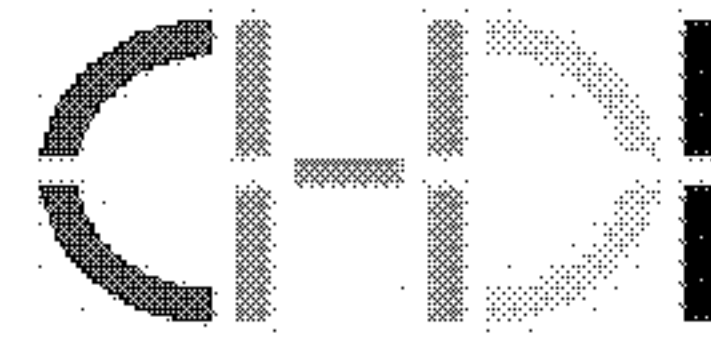
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# **Recommendations for a Connecticut Quality Rating and Improvement System**

*“... the quality of a child’s early environment and the availability of appropriate experiences at the right stages of development are crucial in determining the strength or weakness of the brain’s architecture, which, in turn, determines how well he or she will be able to think and to regulate emotions.”<sup>1</sup>”*

## **Introduction and Background**

Connecticut General Statutes 10-16s (b) (1) (2) established the Early Childhood Education Cabinet (ECEC) in 2005. These statutes were amended by Public Act 07-03 (Appendix A for relevant legislation)<sup>2</sup> and charged the Cabinet with developing *“minimum standards and a range of higher standards of quality for all early care and education programs receiving state funding”* and with the development and implementation of *“an accountability plan for early childhood education services.”* The Cabinet is required to report on these plans to the relevant committees of the General Assembly no later than December 31, 2008.

Established by Executive Order of the Governor of the State of Connecticut in 2006, the Governor’s Early Childhood Research and Policy Council (Council), advises the ECE Cabinet on investments in early childhood initiatives. The ECE Cabinet asked the 31 member Council to develop a set of recommendations for a Quality Rating and Improvement System (QRIS). In response, a 25-member Quality Rating and Improvement System Work Group (QRIS Work Group) was convened representing early childhood care and education organizations, state agencies, programs, providers, parents and other related stakeholders to generate the recommendations (see Appendix E for Work Group members). This group has met for a full day each month between February and October of 2008.

To support and oversee this work, the Council established the Quality Rating and Improvement System Guiding Committee. This committee ensures that there is a shared and consistent perspective between the Work Group and the Council on the emerging recommendations. Members of the Guiding Committee met on a monthly basis and reviewed the Work Group’s progress, provided input on behalf of the Council and addressed any barriers to progress that arose in the process. Recommendations regarding providing sufficient funding and incentives necessary to implement this system (see systemic recommendations, p.4) were supported by the Guiding Committee early in the development process.

In order to solicit public input, the Early Childhood Education Cabinet and the Governor’s Early Childhood Research and Policy Council, hosted a number of public forums. A Community Forum to launch the development of a QRIS was held in February, 2008. Anne Mitchell and Louise Stoney, co-founders of the Alliance for Early Childhood Finance and national experts on the development of QRIS, presented the purpose and basic components of a state QRIS, the experiences and choices made by other states and the benefits a QRIS can impart to children, families and the ECE community. A diverse assembly of 150 stakeholders had the opportunity to exchange ideas and information around the concept of a QRIS for Connecticut. In May, 2008 two additional community forums were held, these forums hosted experts from Maine, Pennsylvania and Rhode Island, who shared the QRIS development and implementation processes in their states. Over one hundred citizens attended these forums. An additional set of community forums were held in August, 2008 to share emerging recommendations with the ECE community and receive public feedback. These meetings were hosted by Work Group members. Additional forums are contemplated to gather community feedback on the recommendations put forth to the Council.

QRIS Work Group meetings were open to the public, and offered an opportunity for public input. Meeting and forum documents were posted on [ecpolicycouncil.org](http://ecpolicycouncil.org) for public access and dissemination.

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<sup>1</sup> Handoff, J.P. (2007) Working Paper: The Timing and Quality of Early Experiences Combine to Shape Brain Architecture. <http://developingchild.net/pubs/wp-abstracts/wp5.html>

<sup>2</sup> Connecticut statute reference section 20 of Public Act 07-03; and Connecticut statute reference section 19 (d) (1) of Public Act 07-03.

The QRIS Work Group identified the following goals and guiding principles as a foundation for their work<sup>3</sup>.

**In developing and implementing a Quality Rating and Improvement System for early care and education and after school programs in Connecticut we are committed to recommendations that:**

Improve the well-being of children in Connecticut;

Achieve high quality across ALL early care and education programs in all areas of Connecticut by providing:

- financial and other resources to programs to continually improve;
- information to parents so that they can make educated decisions; and
- a common system of accountability for ALL public agencies and funders.

**The Connecticut Quality Rating and Improvement System will:**

- Create a meaningful and commonly accepted understanding of early care and education and school age program quality;
- Be a reliable, trustworthy and dynamic system with high integrity;
- Coordinate the existing early care and education standards in Connecticut to strengthen and simplify the regulatory and monitoring environment;
- Promote parent and provider buy-in and public investments by ensuring the integrity of the quality assessments and information it provides;
- Advance the availability of high quality early care and education and school age programs for all children and particularly for children most at risk;
- Support alignment across all sectors involved with early care and education and school age care programs and reduce redundancy for community participants in these programs;
- Provide reliable information about the quality of early care and education and school age care programs to families who are consumers of those services; and
- Provide reliable information about the quality of early care and education and school age care programs and the resources available to support continuous quality improvement of these programs to policy makers to inform decision making at all levels.

### **What is a Quality Rating and Improvement System?**

The National Child Care Information Center (NCCIC) defines a Quality Rating and Improvement System (QRIS) as “a systemic approach to assess, improve, and communicate the level of quality in early care and education programs. QRIS can be an effective strategy for aligning components of the early care and education system for increased accountability in improving quality of care.” A well designed QRIS uses valid and reliable assessment tools to measure and monitor a set of research-based standards and indicators of quality. A QRIS “can help maximize resources, inform the general public about quality, enhance coordination of related initiatives, and align efforts related to licensing, standards, professional development, and program accountability.”<sup>4</sup> A QRIS in Connecticut can offer programs, practitioners, policy makers, parents, and other stakeholders a more uniform and complete understanding of what high quality care looks like and should articulate what Connecticut stakeholders value as indicators of high quality for young children and families in our state.

<sup>3</sup> Work Group members are in full agreement that a fully developed QRIS in Connecticut must encompass programs serving all children from birth through age twelve. Given time constraints on this development process and the focus of the convening Children’s Cabinet on early care and education, this set of recommendations addresses early care and education programs specifically for an initial phase of QRIS development focused on birth – age five. The Work Group strongly recommends that any QRIS that is established in Connecticut expand as quickly as possible through a second phase that includes standards and processes for school age programs serving children birth – age nine.

<sup>4</sup> Child Care Bureau. (2007/2008) Child Care Bulletin: Systematic Approaches to Improving Quality and Care. <http://www.nccic.acf.hhs.gov/ccb/issue32.pdf>

Components of a Quality Rating and Improvement System include<sup>5</sup>:

1. **Standards** based on early care and education research
2. **Accountability**, through assessment and monitoring of identified quality indicators
3. **Program and Practitioner Supports**, include all efforts to encourage participation and support individuals and programs in improving and maintaining quality.
4. **Financing Incentives** which are intentionally linked to program participation and level of quality rating
5. **Parent Education** to ensure parents understand the QRIS and its benefits for their families

Oklahoma was the first state to develop and implement a QRIS 1998. This process for rating quality and supporting improvement in early care and education programs has evolved quickly, emerging as a national movement. Currently 17<sup>6</sup> states have implemented statewide Quality Rating and Improvement Systems (QRIS) for early childhood education and care programs and almost all remaining states are developing, piloting or implementing a QRIS at this time.

### Systemic Recommendations

The QRIS Work Group was asked to deliberate on the core components of a QRIS in the context of Connecticut's early care and education landscape and provide recommendations to the Early Childhood Cabinet about the development and implementation of a QRIS for Connecticut. Within the constraints of the time frame and resources available to the group, a set of broad recommendations were agreed upon that provides a framework for further development. In most areas, there is additional refinement and expansion on these recommendations that need to take place before the full definition and form of a QRIS for Connecticut is clearly and fully expressed. In some areas, clear consensus could not be established and further deliberation on key questions is advised as the work moves forward. There are two systemic recommendations that represent strong consensus from Work Group members and consistent feedback from community stakeholders that should be considered as required conditions for the success of a QRIS effort in Connecticut.

**Advancing and maintaining quality in early care and education requires a substantial increase in investments.**

Financial investment in the CT QRIS and early care and education in Connecticut must be sufficient to build and sustain quality programs for all children. The priority of the CT QRIS must be to increase direct funding to programs to support quality and support optimal learning environments for children and staff. Funds allocated to administer the QRIS are necessary but must be secondary to this priority. Funding must be identified to support essential components of a CT QRIS including:

- establishing assessment and monitoring capacities that ensure integrity;
- providing incentives for initial and on-going program participation in a QRIS;
- fully supporting program improvements as well as technical assistance to effectively plan and implement program improvements;
- building administrative capacity and information systems to carry out and communicate quality assessments;
- supporting the current early childhood workforce, and identifying and resolving critical shortages and;
- providing due process protocols and remediation support for programs that fail to maintain the level of quality required for the rating they hold.

<sup>5</sup> Mitchell, A. (2005) Stair Steps to Quality, p.4.

<sup>6</sup> The states and years each was launched are: Colorado (2000); District of Columbia (2000); Indiana (2007); Iowa (2006); Kentucky (2001); Maine (2007); Maryland (2001); Montana (2002); New Hampshire (2006); New Mexico (2005); North Carolina (1999); Ohio (2006); Oklahoma (1998); Pennsylvania (2002); Rhode Island (2008); Tennessee (2001); and Vermont (2003)

A number of well-researched recommendations around financing are included in this report to help identify what resources will be needed for each component. *Without a commitment of sufficient resources, the work cannot move forward.*

**A true system of early care and education will include all programs and providers serving young children in Connecticut. An effective QRIS must align and coordinate state and local agencies and entities involved with early care and education programs in order to advance a common agenda to promote continuous quality improvement that makes high quality early learning experiences available to every child in Connecticut.**

Stakeholders across Early Childhood sectors share a commitment to the core values established by the Early Childhood Cabinet and the goals for investment laid out in Ready by 5 and Fine by 9. However, the methods of measuring how they contribute toward those ends create confusion and administrative burden for the front line providers responsible for delivering high quality early learning experiences for Connecticut's youngest and most vulnerable children. Early Care and Education in Connecticut encompasses a complex array of state and local agencies and entities distributing federal, state and local funds to a varied set of service providers or programs held to several different sets of program standards. Complexity, duplication of reporting processes and lack of consistency across funding streams and program types was a common concern voiced by Work Group members and community stakeholders.

The opportunity presented by a QRIS for Connecticut is the creation of a set of common standards and processes related to early childhood program quality and program assessment that reduces duplication and administrative burden and establishes a consistent set of high quality benchmarks that all programs may work toward and all funders may support. The Work Group recommendations outline priority standards and measurable criteria that coordinate and align standards and measurement systems already in use in Connecticut. *State and local agencies responsible for overseeing and funding early childhood programs must agree to use these common standards and processes in place of what currently exists*, or the envisioned QRIS potentially increases, rather than decreases, the administrative burden on providers further detracting from their primary mission to serve children and families and giving rise to a disincentive for the voluntary participation in continuous quality improvement that is necessary to move early care and education in Connecticut forward systemically.

### **Advancing a Universal System**

*“Children who participate in high-quality preschool demonstrate higher academic achievement, are less likely to repeat a grade or require special education classes, and are more likely to graduate from high school and enroll in college. As adults, former preschool students are also less likely to be unemployed and more likely to have higher earnings than similar students who do not participate in preschool programs. The positive impact from preschool programs on students’ lives increases the likelihood that these students will become net economic and social contributors to society.”<sup>7</sup>*

The CT QRIS is intended to increase the availability of high quality early care and education programs for all children and particularly for children most at risk. It must provide information on quality about all available programs to help families make informed decisions about their early care and education options and choices. It must reliably measure how well programs meet quality standards that have been proven to support positive outcomes for young children and ensure that public and private investments are effectively directed to impact those outcomes for children enrolled in early care and education programs, including infants and toddlers.

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<sup>7</sup> Committee for Economic Development (2006). The Economic Promise of Investing in High Quality Preschool. <http://www.ced.org/projects/educ.shtml>



Only broad participation of diverse programs – a robust universal system - can achieve these ends. The Work Group recommends that the system be open to all early care and education programs and that it provides incentives and rewards that are strong enough to draw the majority of programs in and quality improvement supports effective enough to move participating programs forward. Specifically, the Work Group recommends that the CT QRIS actively seek to engage: all center-based early care and education settings including those that are licensed and those that are exempt from licensing, including public schools; and all home-based early care and education settings, those that are licensed (commonly called family home day care) and Kith and Kin providers seeking a path to licensing and continuous quality improvement.

### Family Day Care Homes

Family Day Care Home providers serve a large number of young children in Connecticut, particularly infants and toddlers. Given that all young children from birth to five should have access to high quality services regardless of the setting their parents choose, Work Group members are in strong agreement that Family Day Care Homes need to be included in the CT QRIS from the outset. Also, given the prevalent use of license-exempt Kith and Kin providers for infants and toddlers in the Care4Kids subsidy program, the Work Group recommends that Kith and Kin providers be given the same opportunity as license-exempt center-based programs to enter QRIS as an unrated program (entry level) willing to commit to becoming licensed and improving quality over time.

There was not sufficient time for this Work Group to develop Program Standards customized for Family Day Care Homes in addition to those proposed for center-based programs and there is agreement that participants with greater knowledge of and experience in Family Day Care Home care must be included in any group drafting those standards. Therefore, it is the recommendation of the Work Group that an ad hoc Family Day Care Home sub-committee should be convened as quickly as possible and supported to build on the proposed set of Standards for center-based programs to create a set of aligned and equivalent Standards for use with Family Day Care Homes. Representatives from the current Work Group should participate in this sub-committee with Family Day Care Homes providers and others with relevant expertise.

The charge to the sub-committee should specify that their primary task is to create a set of Family Day Care Home Standards that essentially customize those established for center-based programs for the particular characteristics of Family Day Care Home. To ensure integrity and consistency in the QRIS, parity of quality at each level must be maintained across settings. During this process, National Association of Family Child Care (NAFCC) Accreditation requirements should be evaluated against those accreditation/approval systems recommended for center-based program standards to see where NAFCC accreditation would fit on a quality continuum established by setting specific standards that are equivalent at each level.

The sub-committee should also review Work Group recommendations for other elements of a CT QRIS to identify where specific incentives and TA/program supports should be customized to address the needs of Family Day Care Home providers.

The legislation cited at the beginning of this report mandates participation in the QRIS for any program receiving state funds. The Work Group identified programs receiving state funds as including, but not limited to: Department of Social Services contracted Centers; State Department of Education School Readiness Programs; State funded Head Start Programs; Public Pre-Schools (both Regular and Special

Education); Magnet Schools; and State Charter Schools. It is the recommendation of Work Group that programs and providers receiving Care4Kids reimbursements<sup>8</sup> are not mandated to participate.

## **Developing the Elements of a Quality Rating System for Connecticut**

### **Standards and Accountability**

#### **Levels of Quality**

QRIS Standards establish the set of expectations for program quality that must be achieved at each level of a QRIS. Accountability ensures that the Standards are assessed with rigor, reliability and integrity.

The Work Group has developed a preliminary draft of priority standards and measurable criteria for center based programs that predict/indicate increasing levels of quality using standards and measurement systems already utilized in Connecticut wherever possible. These need additional refinement and must be customized to be applied to all eligible program types but are a sound beginning.

The recommended Standards define a continuum of quality, beginning with state licensing requirements and progressing to specific standards that have been identified as exemplary practices in the field of early care and education and are highly valued in Connecticut. National accreditation and approval systems are included as a means of demonstrating a high level of quality.

The recommended Standards have been developed using a “building blocks” model.<sup>9</sup> This means that all participating programs will have to meet the same set of specified quality criteria to achieve each level of quality and will not be rated at any level without achieving all of the requirements for that and all preceding levels.

An un-rated entry level and five rated levels are defined as follows:

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<sup>8</sup> It is of particular importance that Care4Kids subsidies, which support early care and education services for economically disadvantaged families, be invested in programs that provide high quality services that improve outcomes for vulnerable young children in those families. However, the Work Group expressed serious concerns that some programs currently accepting Care4Kids subsidies may take a ‘wait and see’ attitude toward an emerging QRIS and stop accepting subsidized children rather than engage as a mandated program. This would create serious access issues for subsidized families seeking services for their children.

Paying higher rates of reimbursements for higher levels of quality (tiered reimbursement) will provide an incentive for high quality and improving programs to accept subsidies. The Work Group recommends that programs accepting Care4Kids reimbursements as their only source of state funding be exempted from mandatory participation in QRIS until it is clear that tiered reimbursements and other incentives have built a capacity of rated programs accepting Care4Kids subsidies sufficient to allow subsidized families access to choices that work for themselves and their children.

<sup>9</sup> A discussion of this model and alternative models may be found in the United Way Success by 6 publication “Stair Steps to Quality” by Anne Mitchell (p23-25).

Entry	<p>Entry level is open to all legally operating, license-exempt programs and providers as a means to enter the CT QRIS and engage in a process of continuous quality improvement with support. Programs entering at this level must agree to become licensed within a designated time frame. They will be oriented to the quality improvement process and have access to technical assistance, quality improvement grants and other appropriate QRIS supports and incentives.</p> <p>Programs participating at this level will be assessed and will develop and implement <b>Individual Program Improvement Plans (IPIP)</b> that include: expected outcomes; timelines; strategies; individuals responsible for implementation; and resources available to the program through QRIS and other sources to address the quality issues identified in the QRIS program assessment.</p> <p>Programs will not be rated at this level.</p>
Level 1	<p><b>Licensing</b></p> <p>Licensing regulations provide a foundation of minimum standards related to health, safety, and support for child development that all early care and education programs should be required to meet. In order to achieve this level, programs must hold a valid license from Connecticut Department of Public Health (DPH). The licensing division at DPH will be responsible for accountability at this level. DPH must be given adequate resources to monitor additional programs entering through the QRIS, to visit all licensed programs annually, and to provide staff training and supervision to ensure consistent and reliable application of the established regulatory standards</p>
Level 2	<p><b>Improving Beyond Licensing</b></p> <p>Program is licensed and implements good practices above and beyond licensing expectations. Programs at this level will have to submit documentation of compliance with standards for certain criteria.</p> <p>The QRIS administrative entity will be responsible for accountability at this level.</p>
Level 3	<p><b>Consistent Commitment to High Quality Practices</b></p> <p>Program is licensed, has met all required criteria in Levels 1 and 2, and consistently implements good practices above and beyond licensing expectations in all domains of quality.</p> <p>Programs at this level will have to submit documentation of compliance with standards for certain criteria. The QRIS administrative entity will be responsible for accountability at this level.</p>
Level 4	<p><b>Moving Toward National Accreditation/Approval</b></p> <p>Program is licensed, has met all required criteria in Levels 1-3, consistently implements good practices above and beyond licensing expectations and has demonstrated progress toward achieving national accreditation/approval by meeting critical criteria in all domains of quality.</p> <p>Programs at this level will have to submit documentation of compliance with standards in certain domains and will participate in a valid and reliable ERS observation at no cost to the program. At this level, an overall average score of 5 or above in the ERS observation will be required to demonstrate compliance with certain criteria. Programs demonstrate progress toward becoming accredited by embarking on an appropriate Self Assessment Process. The QRIS administrative entity will be responsible for accountability at this level.</p>
Level 5	<p><b>Nationally Accredited or Approved</b></p> <p>Program is licensed, has met all required criteria for Levels 1 – 4, and has demonstrated a commitment to establishing and maintaining high quality services for children and families by achieving accreditation by the National Academy of Early Childhood Programs (NAEYC) or approval as a Head Start by the Head Start Bureau<sup>10</sup>.</p> <p>The appropriate accrediting/approval organization will be responsible for accountability at this level. Programs will have to provide documentation of current and valid accreditation/approval to the QRIS administrative entity.</p>

<sup>10</sup> The Work Group recommends that the National Association for the Education of Young Children (NAEYC); the National Association of Family day care (NAFCC) and Head Start (HS) be recognized as accrediting/approval bodies for the CT QRIS at this time and that a process be developed for evaluating any new systems proposed for acceptance in the CT QRIS in the future.

## Domains and Criteria

The Work Group recognizes the need to link choices in quality standards to those scientifically shown to produce positive child outcomes. The domains for program quality were selected after reviewing current national research and recognized evidence-based best practices. The Work Group recommends five domains of program quality encompassing 21 measurable criteria that specify how programs will demonstrate increasing levels of quality in the system.

These are:

- I. Staff Qualification and Professional Development
  - A. Director/Administrator Qualifications
  - B. Teacher Qualifications
  - C. Teacher Assistant Qualifications
  - D. On-going Professional Development Plans
- II. Learning Environment
  - A. Space, Routines, Activities and Materials
  - B. Curriculum
  - C. Child assessment
  - D. Adult Child Interactions
  - E. Daily Program Experiences
- III. Health and Safety
  - A. Implementation of Safe and Healthy Policies and Practices
  - B. CPR and First Aid Training
  - C. Nutrition and Physical Activity
- IV. Leadership and Management
  - A. Staff Orientation
  - B. Staff Supervision and Performance
  - C. Staff Compensation and Benefits
  - D. Fiscal Operations (Budget Management)
  - E. Program Evaluation and Data-Driven Improvement
  - F. Consultants and Contract Services
- V. Family Engagement and Support
  - A. Relationships with Families
  - B. Communication with Families
  - C. Cultural Competence

The Work Group recommends that the draft standards be evaluated to ensure that they:

- Are reliable;
- Are transparent and easily understood by families, providers and policy makers;
- Are cost effective;
- Promote continuous improvement and
- Are based on evidence-based best practices for children and families.

Appendix B includes a detailed description of recommended criteria at each level and how these are assessed.

## Program and Practitioner Outreach and Supports

In order to improve and maintain quality in early care and education programs and motivate and retain participation in the QRIS, an infrastructure that is separate from the measurement and rating process in terms of personnel and structure must be in place in order to assist programs to meet the program standards endorsed by the Cabinet and embedded in the quality rating system. The process will draw on other resources for professional development and practice improvement and encourage and support programs to take advantage of those efforts.

The program improvement process will include the development of a quality improvement plan and engagement of approved consultants with expertise and training who will work on-site to establish a relationship with staff and assist the programs in implementing quality improvement plans. Programs will be encouraged to use approved consultants to meet licensing requirements, and thus have an ongoing relationships with consultants for professional guidance and support. The consultant with an ongoing relationship with a program will be able to effectively participate in the quality improvement plan as well as provide ongoing support for its implementation. Consultants who are currently working with the program will be used whenever appropriate and involved in the program improvement plan.

Create an outreach mechanism using technical assistance staff that will provide:

- Orientation to the QRIS system for programs interested in the process
- Information for parents
- Supports to unlicensed programs at the Entry Level, in order to facilitate the process of achieving licensure.
- Assistance to rated programs in applying for support in developing an individualized program improvement plan. The plan should incorporate all grants, resources, reimbursements, licensing/accreditation/approval improvement plans and existing consultants that the program uses. Plans should be based on the assessment of the needs of the program informed by the rating and have clear goals and a timeline.

It is recommended that approved consultants, those consultants who meet discipline specific competencies and are enrolled in the registry, will be engaged to implement the plan. As needed, the consultants will be matched to the needs of the program, as identified by the QRIS, and will take into account any existing consultants or assistance currently involved in the program.

The program improvement process must include the following infrastructure to be effective:

- A pool of approved consultants (for consistency) professionals and agencies able to work with diverse populations and with expertise in education, health, mental health, special needs, English language learners, nutrition and family support.
- Practice and practitioner standards, minimum qualifications, certification and ethical standards for experts and agencies delivering consultation. Recommendations for minimum education and experience requirements for Early Childhood Consultants have been generated by a Consultation Work Group, the CT QRIS should align with these recommendations (See Appendix C for specific degree requirements and training requirements).
- An infrastructure for initial and ongoing training and updates for consultants in early childhood content and consultation skills and knowledge as defined by the Consultation Work Group.
- Use of approved consultants enrolled in the Consultation Registry. The quality improvement process must use approved individual consultants enrolled in the registry to deliver consultation to program.
- Financing sufficient to ensure readily available quality consultation and technical assistance, and support programs, the infrastructure components, and delivery of the quality improvement process. Programs and the state should share the costs of the quality improvement process based on program need and resources and leverage funding and supports for which the program is eligible. The plan should document program and state contributions that will be used.

## Financing and Incentives

### Financing Structure

Encouraging participation in a voluntary Quality Rating Improvement System (QRIS) requires a variety of incentives that foster both initial interest and ongoing improvements of Connecticut's early care education centers and family homes. For programs mandated to participate, incentives are designed to encourage and support their efforts to maintain and improve the quality of their programs.

**The development of recommendations for financing and providing incentives within a QRIS were guided by the following principles:**

- Advancing and maintaining quality in early care and education requires increased investments. Financial investment [in the CT QRIS and] early care and education in Connecticut must be sufficient to build and sustain quality programs for all children.
- The CT QRIS will establish and provide a consistent array of financial incentives and a system of coordinated quality improvement supports for all participating programs, both those that enter voluntarily and those that enter as a condition of state funding.
- A consolidated and uniform rate structure aligned with quality ratings in the CT QRIS will be established for all programs receiving state funding from any source. Current rates will be the minimum starting point (which will be at a level higher than 1 but less than 5) and programs demonstrating higher quality will receive higher rates.
- Technical Assistance, financial and other incentives available to programs participating in the CT QRIS will be directly and intentionally aligned with the strengths and needs identified in the QRIS program assessment.

### Incentives

The recommended incentives outlined below best compliment Connecticut's existing infrastructure, are the most cost-effective to implement and will promote engagement in the QRIS system from providers and parents alike. The incentives assume initial and increasing levels of participation by providers across these four categories. Incentives are tailored to target four audiences: Programs (organizations or family day care homes providing early care and education services); directors/teachers; consumers; and businesses.

#### Provider Incentives

Targeted Incentives which are proposed as new investments tied directly to implementing the QRIS system, and

Linked Incentives refer to incentives or initiatives that already exist or are being proposed through other Cabinet-related planning efforts and can be adjusted or enhanced to reinforce the objective of QRIS of achieving broad participation. The Work Group recommends that whenever feasible any state or philanthropic assistance to providers be linked to or conditioned on their participation in QRIS.

#### Incentive Options for Directors/Teachers

The Program and Provider Supports Work Group has identified a number of practitioner supports to encourage further education and retention of the ECE workforce. These will be aligned with the work of

the Cabinet Workforce Committee. The components, all of which have been used in other states, include: scholarships; wage subsidy; bonuses; loan forgiveness; health benefits; and tax incentives.

The QRIS should use the existing infrastructures of ECE professional development programs such as scholarship pools, Higher Education, State Department of Education, Social Services, Public Health, Children and Families, State Education Resource Centers, Head Start, Public Schools, Accreditation Facilitation Project, Connecticut Charts-a-Course and Regional Education Service Centers, which offer training, counseling and scholarships to individual practitioners. Centers are currently eligible for professional development planning, director training and quality improvement assistance in order to attain accreditation.

The QRIS Work Group recommends that the individual's workplace must participate in QRIS as a condition of their receiving personal financial support for whatever staff professional development or retention incentives are ultimately recommended by the Workforce Committee.

The CT QRIS should align with the Consultation Work Group Recommendations for creating and sustaining a pool of consultants who meet the education, experience and training minimum requirements:

- *Create a network* through strengthening existing networks of quality consultants and supporting the training of qualified individuals to become consultants, under the entity that manages the QRIS.
- Develop a process to support and fund regularly scheduled consultation for early childhood programs
- Recruit consultants with discipline specific expertise and training and coaching in working with young children
- Provide certificates of competency to consultants that meet the requirements and a uniform system to provide accessibility for all programs.

### **Tax Incentives**

Several states, including Maine, Louisiana, and North Carolina, have or are considering tax incentives as part of their QRIS financial model. These are being presented as economic development tax incentives to build and strengthen the ECE industry and support laying a strong foundation for workforce development.

Tax incentives have targeted families, providers/businesses, and practitioners (to support either professional development or retention) and have been scheduled to increase with the quality level of the center or home involved. The Finance Work Group has included some of the most promising models below.

For any tax incentives to be effective, the QRIS rating system must be clear and consistent, and the process of claiming credits, especially for parents, must be simple. The system must ensure that lower income families still benefit from this type of credit even if they do not owe taxes.<sup>11</sup> Existing resources like 2-1-1 Child Care and Connecticut Charts a Course can help with outreach to parents, providers, and practitioners to use this incentive.

*For each of the incentives listed below dollar amounts will determine in the next stage of system design. Final incentive amounts will take into account the Connecticut standards and the ranges of grants provided in other states.*

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<sup>11</sup> Stoney, p. 23.

Incentive Options	Summary of Program Incentive Options
<b>New Incentives</b>	<b>Targeted</b>
	<b>Sign On Grants</b> Non state funded Voluntary Program <p>A small grant should be awarded on sign-up and initial rating to providers who voluntarily enter the QRIS system as an incentive to join and a recognition of the cost in staff time for the work involved in the initial stages of participation.</p>
	<b>Attainment Grants</b> Non state funded programs <p>Attainment Grants are designed to compensate providers for investing the necessary time and resources to join QRIS and progress up through the levels of quality. These grants will target providers (both center-based and home-based) that <u>do not</u> receive state grant funds as a way to draw them into the system (on the assumption that state grant funded programs are eligible for tiered reimbursement).</p>
	<b>Program Improvement TA</b> <p>Ongoing technical assistance increases provider buy-in and is essential for sustainability. (See Program and Practitioner Supports Recommendations)</p>
	<b>Program Improvement Grants</b> <p>These would be one-time grants for work specified in their plan, developed after the QRIS rating, drawn from a pool of funding established for this purpose. Staff professional development to address identified skill needs would be accomplished either through these small grants or through other systematic professional development programs that may emerge from the Workforce Committee.</p>
<b>Existing Incentives</b>	<b>Linked</b>
	<b>Tiered Grants (SR, DSS)</b> <p>Targets the estimated 300 Child Care Centers that receive state grant funds under the School Readiness Program or the DSS Child Development Center Program. Currently through these programs, the state contributes to the cost of serving almost 11,600 children annually. It is required that these providers must participate in QRIS to be eligible for state funding thus creating a powerful incentive for providers to participate in QRIS in order to maintain eligibility for state funding.</p>
	<b>Tiered Reimbursement (C4K)</b> <p>Tiered Care4Kids reimbursement based on QRIS levels will support higher quality with higher reimbursement levels, recognizing the cost associated with providing a higher quality program and expanding the range of options available to low income families. While it is not proposed that these providers must participate in QRIS to be eligible for Care4Kids, tiered reimbursement creates a powerful incentive for providers to participate. The tiered structure for Care4Kids providers who enroll in QRIS insures further incentives for providers to improve quality over time.</p>
	<b>Facility: Small Direct Loan Fund (CHEFA)</b> <p>The Small Direct Loan Fund provides loans of up to \$25,000 for minor renovations, licensure, or upgrading educational equipment for family day care homes and pre-development loans for child care centers.</p>
	<b>Facility: Guaranteed Loan Fund (CHEFA)</b> <p>The Guaranteed Loan Fund provides loans of up to \$2 million for new construction or renovation of facilities. They may also be used for any purpose including working capital and equipment acquisition. These low-interest rate funds are available to experienced, center-based providers.</p>
<b>Facility: Tax Exempt Bond Program</b> <p>The CHEFA Tax-Exempt Financing Program provides subsidized loans with the state paying at least 80% of the annual debt service for the expansion of child care facilities. Borrowers must be a municipality, local board of education or 501(c)(3) not-for-profit center-based provider. For any project moving forward once the implementation of the QRIS it is proposed that any owner would have to ensure that the program using the space created participates in the QRIS as a condition of their occupancy.</p>	



## **Implementation and Administration**

### **Building the System to Support the Quality Rating and Improvement System**

The following is a framework for envisioning the system for QRIS. It includes administration of QRIS and linkages that will be needed to fully implement to initiative.

This scope will require an infrastructure to oversee and manage the system. The QRIS Work Group has several global recommendations for administration which include:

- Utilize a competitive process in order to achieve the lowest cost and highest quality of an administrative entity.
- Utilize and redirect current resources, including agreements with state agencies that currently fund and monitor programs.
- Funds should be directed first to programs and providers; and second to administrative infrastructure

The administration of the QRIS can be in a state agency or contractor. It will need to provide or manage the following scope of services:

#### **Licensing System**

The existing licensing systems at DPH will need to be augmented to include the recommended inclusion of public schools, and frequency of licensing visits.

#### **Assessment and Ratings of Participating Programs**

Assessments of participating program and providers include: training and monitoring reviewers, scheduling and tracking assessments and importing data for an environmental rating, assessment of the workforce and other assessment data on standards.

Calculations of rating and dissemination of reports includes: collecting data from different sources and assigning an environmental rating; data system to record data in records for each participating program or provider (a unique identifier system must be in place); data system to calculate rating and generate a program report on the components of the rating, change from previous ratings, areas for improvement to advance and eligibility for supports and incentives.

Administrative function for the financial incentives and supports includes: taking applications, determining eligibility and administering financial incentives; and referring eligible programs to CHEFA and others with related financial supports.

#### **Consultation and Technical Assistance**

Consultation for program improvement includes: operating or contracting the improvement process; outreach to rated programs; an administrative entity to support the consultation recommendations (located in program and practitioner supports, page 10); development of program improvement plan; deploying and monitoring consultation assistance; accessing financial supports; and reporting on results.

Communications and outreach to providers and families include: outreach plan to providers to promote and explain the QRIS; and outreach plan to families who use ECE on the meaning, benefits and usefulness of QRIS.

**Evaluation**

An independent evaluation of the system and standards involves the continuous refinement of the standards following implementation.

Monitoring, evaluation, research and reporting include: monitoring the performance of the system; research on the effects of the system on programs, families and children; and reporting through RBA to policymakers and the public.

**The QRIS will need to develop linkages to the following:**

- Early learning and provider standards;
- Licensing;
- Workforce registry;
- Professional development system and programs;
- Facilities improvement programs;
- Consumer and provider engagement initiatives;
- Public financing systems including center funding and Care4Kids;
- Monitoring and accountability through RBA; and
- Supporting a consultation system, referenced in the Early Childhood Investment Plan.

**Phased Implementation: A three year plan**

Based on the systems design completed to date and recognizing the economic challenges facing the state in the next two years. The Work Group recommends a three-year plan for further development and phased implantation of the QRIS. This schedule recognizes the work remaining to be done and the resources needed to complete it.

**Objectives for Year 1:**

- Identification of all of the current programs investing resources to the early childhood education and care systems
- The development of the registry and data monitoring systems.
- An understand of how all existing programs can be linked to the QRIS standards and integration of all of the segmented agencies providing services to young children within the QRIS
- Resources need to be focused to providing quality care and education for all children, particularly those at risk. Identification of needed policy changes and rectification of identified changes
- Need for parity of reimbursement across all publicly funded programs.
- Design of the administrative structure to implement the system

**Objectives for Year 2:**

- Strengthening the infrastructure, administrative body, and all of the linkages highlighted below.
- Continued development of a web-based data management system

Year 3: Applications are accepted for the first year of Implementation.

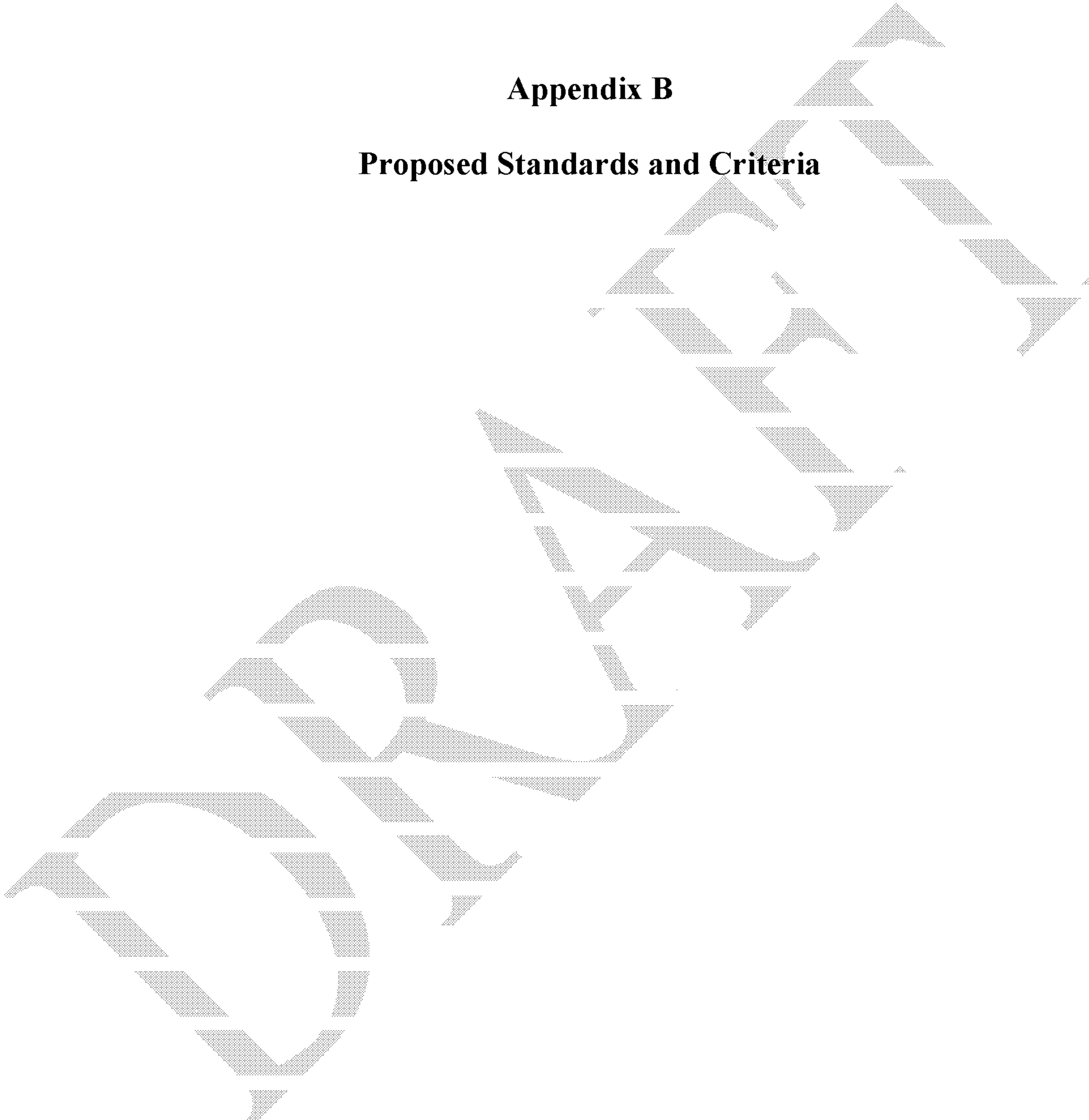
- Programs will be enrolled (mandated) and invited to participate (voluntary)
- Estimated capacity for the first year of implementation is 10% of programs

**Appendix A****Statue/Legislative Mandate**

Public Act 07-03 section 20 which states: "The Early Childhood Education Cabinet established under section 10-16s of the general statutes, as amended by this act, shall develop minimum standards and a range of higher standards of quality for all early care and education programs receiving state funding. Not later than December 31, 2008, and annually thereafter, the cabinet shall report, in accordance with the provisions of section 11-14a of the general statutes, on the plan developed in accordance with this section to the joint standing committees of the General Assembly having cognizance of matters relating to appropriations and the budgets of state agencies, education, human service and higher education and employment advancement."

Public Act 07-03 section 19 (d)(1) requires that the Early Childhood Education Cabinet "...shall develop and implement an accountability plan for early childhood education services. The plan shall identify and define appropriate population indicators and program and system measures of the readiness of children to enter kindergarten."

**Appendix B**  
**Proposed Standards and Criteria**



**I. Staff Qualifications and Professional Development**

The program employs highly qualified individuals at every level and requires and supports on-going professional development as a means of improving professional skills and increasing professional knowledge.

*NOTE: The QRIS Work Group recommends that criteria for Staff Qualifications and Professional Development ultimately match the final recommendations that emerge from the Work Force Work Group*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>I. A. Director/Administrator Qualifications</p> <p>The program administrator, responsible for overall program operations, meets educational requirements. <i>Measured by verification of education in the CT Work Force Registry. Programs participating in the QRIS must submit all staff qualifications to the Registry for verification. Directors/Administrators are expected to submit professional development experiences to the Registry to keep records up to date.</i></p> <p>Meets licensing requirements including Criminal Background &amp; Child Protection clearances</p> <p>3 Administrative Credits (no degree requirements)</p>	<p>Associates degree</p> <p>and</p> <p>Initial Connecticut Director's Credential</p> <p>↓</p> <p>Associates degree</p> <p>+ 12 ECE/ASE credits or ECE/ASE degree</p> <p>+ 3 credits introductory administration course</p> <p>6 credits in 2 of 4 program administration competency areas</p> <p>+ supervisory experience requirements</p>	<p>Bachelors degree</p> <p>and</p> <p>Initial Connecticut Director's Credential</p>	<p>Bachelors degree</p> <p>and</p> <p>Standard Connecticut Director's Credential</p> <p>↓</p> <p>Bachelors degree</p> <p>+ 12 ECE/ASE credits or ECE/ASE degree</p> <p>+ 3 credits introductory administration course</p> <p>9 credits in 3 of 4 program administration competency areas</p> <p>+ supervisory experience requirements</p>	<p>Bachelors degree</p> <p>and</p> <p>Standard Connecticut Director's Credential</p> <p>Exceeds NAEYC Accreditation or Head Start Approval Standards</p> <p>(Bachelors degree WITH 12 credits of specialized college-level course work in administration, leadership, and management AND 24 credits of specialized college-level course work in ECE, CD, elementary education, or early childhood special education that includes specified content)</p>

### I. Staff Qualifications and Professional Development

The program employs highly qualified individuals at every level and requires and supports on-going professional development as a means of improving professional skills and increasing professional knowledge.

*NOTE: The QRIS Work Group recommends that criteria for Staff Qualifications and Professional Development ultimately match the final recommendations that emerge from the Work Force Work Group*

#### I. B. Teacher Qualifications

Teachers, with responsibility to plan and implement experiences that support the development and learning of a group of children, meet educational requirements.

*Measured by verification of education in the CT Work Force Registry. Programs participating in the QRIS must submit all staff qualifications to the Registry for verification. Teachers are expected to submit professional development experiences to the Registry to keep records up to date.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements including Criminal Background &amp; Child Protection clearances</p> <p>1 designated head teacher (present at least 60% of program hours) must: be at least 20 years of age; have a HS degree or GED; have a current center-based Child Development Associates Credential (CDA) OR 12 credits in Early Childhood Education (ECE) or Child Development (CD); AND at least 1080 hours of documented supervised experience over a 9 month span of time.</p>	<p>100% of teachers have at least a CDA + 12 credits in ECE or CD that includes specified content</p> <p>OR</p> <p>have a CT Early Childhood Certificate (30 credits)</p>	<p>50% of teachers have at least an Associates degree + CT Early Childhood Credential (CECC) as defined by the work of the CT Work Force Work Group</p> <p><i>Preliminary Work Force Recommendation is at least 50% of teachers with AA and at least 50% of teachers with 12 Credits in EC or CD</i></p>	<p>100% of teachers have at least an Associates degree + CT Early Childhood Credential (CECC) as defined by the work of the CT Work Force Work Group</p> <p><i>Preliminary Work Force Recommendation is at least 50% of teachers with AA and at least 50% of teachers with BA</i></p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p>At least 75% of teachers have a BA + CECC</p> <p><i>(NAEYC includes a phased in requirement that culminates in all teachers with a minimum of an AA and 75% of teachers with a BA in a relevant concentration with courses that encompass specified ECE/CD content)</i></p> <p><i>(Head Start requires: Classrooms without a BA teacher must have an AA by 9/30/2011; 50% of HS teachers must have BA by 9/30/2013)</i></p>

**I. Staff Qualifications and Professional Development**

The program employs highly qualified individuals at every level and requires and supports on-going professional development as a means of improving professional skills and increasing professional knowledge.

*NOTE: The QRIS Work Group recommends that criteria for Staff Qualifications and Professional Development ultimately match the final recommendations that emerge from the Work Force Work Group*

**I. C. Assistant Teacher Qualifications**

Assistant Teachers, with responsibility for supporting implementation of experiences that support the development and learning of a group of children under the direct supervision of a qualified teacher, meet educational requirements.

*Measured by verification of education in the CT Work Force Registry. Programs participating in the QRIS must submit all staff qualifications to the Registry for verification. Assistant Teachers are expected to submit professional development experiences to the Registry to keep records up to date.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements including Criminal Background &amp; Child Protection clearances</p> <p>Must be at least 18 years of age and have at least a high school diploma, OR an equivalency certificate, OR at least five hundred and forty (540) hours documented experience in working with unrelated children of the same age(s) to be served in this child day care center or group day care home.</p>	<p>100% of Teacher Assistants are working toward a CDA or enrolled in ECE or CD classes</p>	<p>50% of Teacher Assistants have a valid and current CDA and the remaining 50% who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and demonstrate ability to achieve a CDA or equivalent within two years</p> <p>OR</p> <p>have a CT Early Childhood Certificate (30 credits)</p>	<p>50% of Teacher Assistants must have at least an Associates Degree in ECE and the remaining 50% must have a valid and current CDA</p> <p>OR</p> <p>have a CT Early Childhood Certificate (30 credits)</p>	<p>Meets/exceeds NAEYC Accreditation or Head Start Approval Standards</p> <p>(NAEYC: (6.A.06) 50% of assistant teachers-teacher aides have at least a Child Development Associate Credential (CDA) or equivalent.)</p> <p>(Head Start: By 09/2013 at least CDA credential; enrolled in a program leading to BA or associates)</p>

### I. Staff Qualifications and Professional Development

The program employs highly qualified individuals at every level and requires and supports on-going professional development as a means of improving professional skills and increasing professional knowledge.

*NOTE: The QRIS Work Group recommends that criteria for Staff Qualifications and Professional Development ultimately match the final recommendations that emerge from the Work Force Work Group*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>The program has an implementation plan for professional development that improves staff credentials and competencies and is updated at least annually based on an evaluation process and the need to keep staff's knowledge current, or other identified needs.</p> <p>An individual professional development plan is generated from the staff-evaluation process and is updated at least annually.</p> <p>Continuing education for program staff shall be required for 1% of the total annual hours worked.</p>	<p>All staff have written Individual Professional Development Plans that are individualized for their position and utilize a standardized format appropriate to their position as developed by the CT Work Force Task Force</p> <p>All staff participate annually in child abuse mandated reporter training in addition to required continuing education hours</p>	<p>The program's professional development plan includes a discussion of the Code of Ethical Conduct for Early Childhood Educators for all staff.</p> <p>Staff are actively engaged in implementing Individual Professional Development Plans that are aligned with the Program Professional Development Plan and the Program's Strategic Plan</p>	<p>The program's professional development plan includes coaching and mentoring and other professional development opportunities for all staff.</p> <p>Individual Professional Development Plans include professional development in skills and knowledge that includes specified content relevant for each position and identified through the staff evaluation process.</p> <p>Continuing education for program staff shall be required for 2% of the total annual hours worked.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards (NAEYC requires that the program's professional development plan: is based on needs identified through staff evaluation and from other information from program evaluation processes; is written and shared with staff; includes mentoring, coaching, and other professional development opportunities for all staff; includes discussions of ethical issues; includes training in the policies and procedures of the program; includes professional development in skills and knowledge that encompasses specified ECE/CD content)</p>

#### I.D. Ongoing Professional Development Plans

The program has an overall professional development plan to improve staff credentials and competencies. The program develops and monitors individualized professional development plans for each staff that advance relevant knowledge and skills, are based on the results of performance evaluation, and are updated at least annually. The number of on-going professional development required is based on a specified percent of the employee's usual work hours.

*Measured by documented evidence of annual Program Professional Development Plans, annual Individual Staff Professional Development Plans, and increasing staff credentials and competencies (Work Force Registry)*



## II. Learning Environment

The program provides an engaging and developmentally appropriate learning environment that advances the physical, cognitive, creative and social-emotional development of young children and contributes to school readiness and success. The individual strengths and needs of each child are addressed.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs must provide and maintain a safely equipped physical plant and programs and services to meet the needs of the children.</p> <p>A number of regulations related to the physical plant and required equipment are specified.</p> <p>Policies, procedures and activities must meet and enhance the individual needs of the diverse population of children served, which includes children with cultural, language and developmental differences.</p> <p>The program shall include: child-initiated and teacher-initiated activities;</p>	<p>Programs conduct an annual self assessment of classroom environments related to space, routines, activities and materials to evaluate the following attributes:</p> <p>Child sized furniture to support routine care, play and learning is available and in good repair.</p> <p>Classrooms are organized into defined interest/learning centers equipped with materials appropriate to the age of children in the group.</p> <p>Appropriate materials, including photos of the children and children's work are displayed in classrooms.</p> <p>There is appropriate equipment and adequate</p>	<p>Program administrators, supervisors and classroom staff have been oriented to the Preschool Curriculum Framework and to Infant Toddler Early Learning Guidelines</p>	<p>Program administrators, supervisors and classroom staff receive training in developmentally appropriate practice, Preschool Curriculum Framework (PCF), Infant Toddler Early Learning Guidelines AND the ten standards of program excellence that are assessed in the NAEYC Program Accreditation Process OR in the current Head Start PRISM Protocol as related to these program areas.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC broadly requires that "the program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment and materials to facilitate child and staff learning and development." and specifies four topic areas and over 35 individual criteria related to this standard)</i></p>

**II. Learning Environment**

The program provides an engaging and developmentally appropriate learning environment that advances the physical, cognitive, creative and social-emotional development of young children and contributes to school readiness and success. The individual strengths and needs of each child are addressed.

<p>exploration and discovery; varied choices for children in materials and equipment; individual and small group activities; active and quiet play; rest, sleep or quiet activity; nutritious snacks and meals; Toileting and clean up.</p>	<p>space indoors and outdoors for play that advances gross motor development.  Children are actively engaged in play and learning activities.  An appropriate daily routine is posted in the classroom and observed routines match what is posted.  Daily routine is well balanced and provides ample time for children to engage in learning through play with self-selected materials and peers.</p>			
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**II. Learning Environment**

The program provides an engaging and developmentally appropriate learning environment that advances the physical, cognitive, creative and social-emotional development of young children and contributes to school readiness and success. The individual strengths and needs of each child are addressed.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs must develop and implement a written plan for the daily program. They must have policies, procedures and activities that meet and enhance the individual needs of the diverse population of children served, which includes children with cultural, language and developmental differences.</p>	<p>Program implements a developmentally appropriate written curricula or curriculum framework for all ages of children it serves</p> <p>Program obtains and maintains copies of the appropriate learning standards for all age groups in the program</p> <p>Program provides or supports approved training in the program curriculum.</p> <p>Staff participates annually in training related to identification of children with special needs.</p>	<p>The program's curriculum is carefully planned to meet both short-term and long-term goals for each group of children and for individual children in the group AND addresses goals and objectives of the CT Preschool Curriculum Framework and CT Infant Toddler Early Learning Guidelines.</p> <p>50% of the staff have received training in the program curriculum</p> <p>Teaching staff, program staff of both work as a team to implement daily teaching and learning activities including Individualized Family Service Plans (IFSP) and Individual education programs (IEP) and other individual plans as needed.</p>	<p>Program curriculum is aligned with Preschool Curriculum Framework and CT Infant Toddler Early Learning Guidelines</p> <p>90% of staff have received training in the program curriculum</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards (NAEYC broadly requires that "A program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language and cognitive... (2.A.10) The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.)</p>

**II. B. Curriculum**  
 The program implements one or more written curricula or curriculum frameworks consistent with its philosophy that addresses central aspects of child development.  
*Measured by documentation of program philosophy and written curriculum and documentation of regular program planning and staff training in specified content.*

## II. Learning Environment

The program provides an engaging and developmentally appropriate learning environment that advances the physical, cognitive, creative and social-emotional development of young children and contributes to school readiness and success. The individual strengths and needs of each child are addressed.

### II. C. Child Assessment

The program has and implements a written plan for assessment that describes assessment purposes, procedures and uses of the results. Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children's abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children. Results of child assessments are used to individualize learning experiences for children.

*Measured by documentation of written assessment plan and procedures and sampling of children's files and program planning tools to see evidence of implementation*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Program is required to maintain records pertaining to child health and immunizations.</p>	<p>Child observations are completed at the beginning of the child's time in the program and at least once annually after initial observation.</p>	<p>Program develops and implements an observation and assessment process (i.e. anecdotal observations or a developmental checklist) that informs program planning and involves families through inviting their input and sharing individual assessments at least twice per year.</p> <p>If the program uses published instruments, it evaluates information from the publisher about the standardization procedures, scoring, reliability, and validity to ensure that the results obtained with the instruments are valid for the program's purposes.</p>	<p>Assessment procedures are: aligned with curriculum goals; provide an accurate picture of children's abilities and progress; are appropriate and valid for their stated purposes; provide meaningful results for all learners including English language learners and children with special needs; provide teachers with clear ideas for curriculum development and daily planning; and are regularly reviewed to be certain that they are providing the needed information.</p> <p>Teachers and other program professionals associated with the program regularly and</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards (NAEYC (4.A.02) broadly requires that accredited programs create an assessment plan that uses appropriate assessment methods; identifies children's interests and needs and describes progress; and is used to adapt curriculum and individualize teaching, and inform program development. Program must communicate assessment strategies and results with families and involve families in the assessment process)</p>

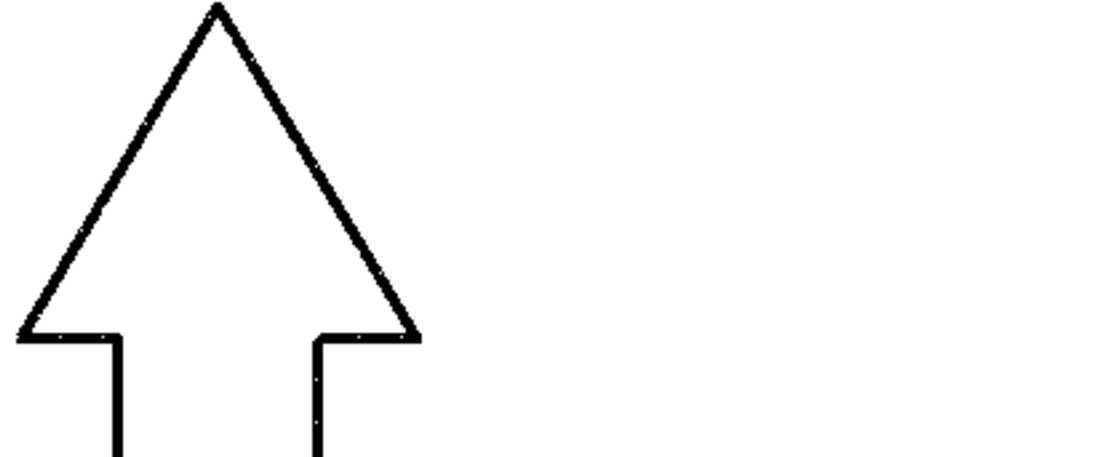
**II. Learning Environment**

The program provides an engaging and developmentally appropriate learning environment that advances the physical, cognitive, creative and social-emotional development of young children and contributes to school readiness and success. The individual strengths and needs of each child are addressed.

		<p>Classroom staff works as a team to implement daily teaching and learning activities, including individualized family service plans (IFSPs), individualized education programs (IEPs), and other individual plans as needed.</p>	<p>routinely use assessment methods and information to design goals for individual children as well as guide curriculum planning and monitor progress.</p>	
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**II. Learning Environment**

The program provides an engaging and developmentally appropriate learning environment that advances the physical, cognitive, creative and social-emotional development of young children and contributes to school readiness and success. The individual strengths and needs of each child are addressed.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs are required to document policies, plans, and procedures that include those related to Discipline (“including but not necessarily limited to positive guidance, redirection, setting clear limits, continuous supervision by staff during disciplinary action; specifically prohibiting abusive, neglectful, corporal, humiliating, or frightening punishment, and physical restraint, unless such restraint is necessary to protect the health and safety of the child or other people”) and appropriate and adequate supervision of children at all times.</p>	<p>Programs conduct an annual self assessment of classroom environments related to adult child interactions to evaluate the following attributes:</p> <p>Classroom environments are welcoming, nurturing and safe for children to have interactions and experiences that promote their physical, social and emotional well being.</p> <p>Classroom staff communicate and with and listen to children (verbally and non-verbally) with frequent positive one-to-one attention throughout the day usually at children’s eye level.</p> <p>Classroom staff refrain from negative verbal or physical responses to children at all times.</p>	<div style="text-align: center;">  </div>	<p>Programs administrators, supervisors and classroom staff receive training in developmentally appropriate practice AND the ten standards of program excellence that are assessed in the NAEYC Program Accreditation Process OR in the current Head Start PRISM Protocol as related to these program areas.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>NAEYC broadly requires that the program “promotes positive relationships among all children and adults to encourage each child’s sense of individual worth and belonging as part of a community and to foster each child’s ability to contribute as a responsible community member” ... AND that program staff “uses developmentally, culturally and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the programs’ curriculum goals” and specifies at least eleven topic areas and</i></p>

**II. Learning Environment**

The program provides an engaging and developmentally appropriate learning environment that advances the physical, cognitive, creative and social-emotional development of young children and contributes to school readiness and success. The individual strengths and needs of each child are addressed.

	<p>Destructive or disruptive behavior is addressed appropriately with the child, at the child's level, by classroom staff that explain the effect of the child's behavior, state the desired behavior and redirect, helping the child to make alternate choices.</p> <p>Classroom staff joins in children's play, expanding on their ideas and playing interactively.</p>			<p><i>over 80 individual criteria related to this standard)</i></p>
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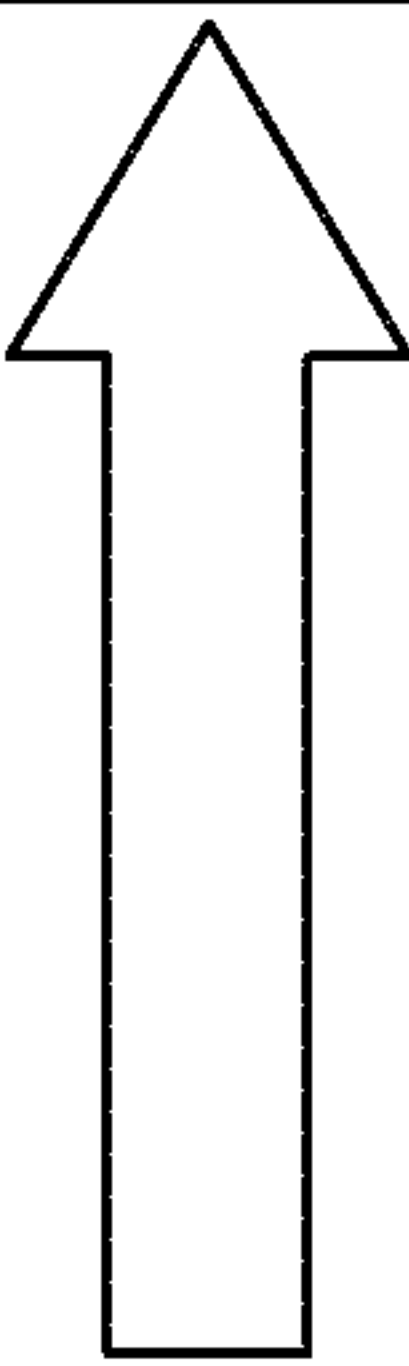
**II. Learning Environment**

The program provides an engaging and developmentally appropriate learning environment that advances the physical, cognitive, creative and social-emotional development of young children and contributes to school readiness and success. The individual strengths and needs of each child are addressed.

**II. E. Daily Program Experiences**

Daily activities and interactions show that the program is providing a safe, healthy and stimulating environment. Interactions demonstrate that staff respect, care for and enjoy working with children. The program provides many opportunities for children to learn and practice skills across a broad range of developmental areas including social, emotional, cognitive and language. The program supports inclusion of children with disabilities, responds to the cultural and linguistic diversity of the population it serves, and promotes the acceptance of diversity among staff, families and children

*Measured through direct observation of interactions between classroom staff and children ( by Licensing monitors at Levels 1 - 3, ERS observers at Level 4 and NAEYC validators/Head Start reviewers at Level 5)*

Level 1	Level 2	Level 3	Level 4	Level 5
Licensing inspection in past 12 months resulting in a valid and current DPH license		Program completes an Environmental Rating Scale self-assessment and creates and improvement plan for low scores	Classrooms are assessed for global quality using an ECERS or ITERS by an ERS observer who is impartial and trained to reliability and achieve an overall average score of 5 or above.	Meets NAEYC Accreditation or Head Start Approval Standards



**III. Health and Safety**

The program promotes the nutrition and health of children and protects children and staff from illness and injury.

**III. A. Implementation of Safe and Healthy Policies and Practices**

The program has a comprehensive set of written policies and procedures that promote wellness and safeguard the health and safety of children and adults (based on current recommendations of the American Academy Of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education) and trains and directs staff to maintain safe and healthy practices at all times. The program regularly reviews health and safety policies, monitors health and safety practices and holds itself accountable to keeping children and staff healthy and safe.

*Measured through documentation of completed checklist and action plan and written statement from approved CC Health Consultant (Level 3).*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs are required to maintain specified health records for each child including evidence of up-to-date immunizations, and to report and document injuries, illness, and accidents that occur when children are in care.</p> <p>Staff members must be knowledgeable about signs and symptoms of childhood illness and are responsible for observing each child upon arrival and throughout the day for any signs and symptoms of illness.</p> <p>Children who become ill in care must be separated from other children under staff supervision to avoid contagion and a parent or other authorized adult must be called immediately to</p>	<p>The program completes a review of health and safety policies and practices using a nationally recognized Health and Safety Checklist developed for use in child care programs, and adapted as needed for Connecticut, and develop and implement an action plan to improve health and safety policies and practices.</p> <p>(for example, see CCHP Health and Safety Checklist developed by The California Childcare Health Program <a href="http://www.ucsfchildcarehealth.org/pdfs/Checklists/UCSF_Ch_ecklist_rev2.0802.pdf">http://www.ucsfchildcarehealth.org/pdfs/Checklists/UCSF_Ch_ecklist_rev2.0802.pdf</a>)</p>	<p>The program completes a review of health and safety policies and practices using a nationally recognized Health and Safety Checklist developed for use in child care programs, and adapted as needed for Connecticut.</p> <p>The program consults with an approved CC Health consultant to develop and implement an action plan for improving health and safety policies and practices based on the results of the checklist review and the ECERS observation.</p>	<p>Program completes and annual review of health and safety policies and practices using a nationally recognized Health and Safety Checklist developed for use in child care programs, and adapted as needed for Connecticut.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC broadly requires that programs “promote and protect children’s health and control infectious disease” and “maintain a healthful environment”. There are 32 individual and detailed criteria related to this area)</i></p> <p><i>(Head Start broadly requires center-based programs must establish and implement policies and procedures to respond to medical and dental health emergencies, exclusion criteria, medicine administration, injury prevention, record keeping, hygiene and which all staff are familiar and trained. Include minimum requirements for policies</i></p>

**III. Health and Safety**

The program promotes the nutrition and health of children and protects children and staff from illness and injury.

<p>remove the child from care.</p> <p>Programs are required to have well stocked first aid kits available to staff at all times both on and off site.</p> <p>Separate hand washing facilities for meal preparation are required. Sinks with running water must be readily accessible to the toileting areas. Toilet tissue, soap, single use disposable towels and a covered waste receptacle must be accessible to the toilets and sinks.</p> <p>There are specific criteria related to administration of medications.</p> <p>There are specific requirements related to maintaining a safe and healthy environment that is free of toxins.</p> <p>(19a-79-5a. Record keeping/19a-79-6a. Health and safety/19a-79-9a. Administration of medications/19a-79-7a. Physical plant)</p>				<p><i>and procedures)</i></p>
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**III. Health and Safety**

The program promotes the nutrition and health of children and protects children and staff from illness and injury.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs are required to have one person with current DPH approved CPR and First Aid training on site at all times</p>	<p>At least two people with current DPH approved CPR and First Aid training are on site at all times.</p>	<p>At least one person with current DPH approved certification in Pediatric First Aid and Child CPR is assigned to each group of children.</p>	<p>At least one person with current DPH approved certification in Pediatric First Aid and Child CPR is present with each group of children at all times that the program is in operation.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC requires "at least one staff member has certificate showing satisfactory completion of pediatric first aid training ... is always present with each group of children. When the program include swimming and wading and when a child in the group has special health condition that might require CPR, one staff person who has successfully completed training in CPR is present at all times).</i></p> <p><i>(Head Start broadly requires training in first aid, contacting emergency care providers, seeing to emergency transportation and contacting parents)</i></p>

**III. Health and Safety**

The program promotes the nutrition and health of children and protects children and staff from illness and injury.

**III. C. Nutrition and Physical Activity**

The program actively promotes and supports nutrition education for children and families, healthy eating in the child care program and physical activity and fitness.

*Measured through analysis of posted menus and individual dietary considerations, and documentation of nutrition information that is shared with parents.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs must provide nutritious (in accord with recommendations by The United States Department of Agriculture, Code of Federal Regulations 226.20), meals and snacks, plan and post menus, properly store and transport food, and maintain safe and sanitary conditions in food preparation and kitchen areas.</p> <p>Programs must have an educational program that includes motor activity.</p>	<p>If children bring meals and snacks from home the program provides guidelines for parents about FDA nutrition guidelines.</p>	<p>The program serves meals and snacks at regularly scheduled times that are appropriate to each age group.</p> <p>Children's food allergies are posted and food/beverage substitutions are made.</p>	<p>Dietary restrictions for individual children are posted and followed.</p> <p>Menus reflect the cultural diversity of families.</p> <p>Age appropriate independence in serving, eating, and cleaning up is supported and encouraged.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC broadly requires that programs "ensure children's nutritional well-being." There are 16 individual criteria related to this area)</i></p> <p><i>(Head Start broadly includes standards in five areas: identification of nutritional needs, nutritional services, meal service, family assistance with nutrition, and food safety and sanitation)</i></p>

**IV. Leadership and Management**

The program effectively implements policies, procedures and systems that support stable staff and strong personnel, program and fiscal management so that all children, families and staff have high quality experiences.

<p><b>IV. A. Staff Orientation</b>                  When new staff members are hired, they are oriented to the philosophy, policies and procedures of the program and are well prepared to contribute to positive outcomes for children as part of a professional team.  <i>Measured through submission of orientation procedures and documentation of staff orientation experiences.</i></p>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Meets licensing requirements	All new staff are given a systematic introduction that covers their basic responsibilities and requirements for carrying out a program with the children. This includes, at minimum, the emergency, safety, and health procedures required.	All new staff receive a thorough orientation in the policies and procedures of the program that includes guidelines for interaction with children and parents, discipline methods and instruction about appropriate activities for the children and an introduction to the program's curriculum.	New staff receive Level 3 orientation within six weeks after start of employment Training in the program's curriculum is provided over the first year of employment and can be counted toward professional development requirements.	Meets NAEYC Accreditation or Head Start Approval Standards

**IV. Leadership and Management**

The program effectively implements policies, procedures and systems that support stable staff and strong personnel, program and fiscal management so that all children, families and staff have high quality experiences.

**IV. B. Staff Supervision and Performance**

The program has policies related to staff evaluation and individual professional development planning. All staff are evaluated at least annually, participate in self-evaluation and are given written and verbal feedback to help set professional goals and improve relevant skills and knowledge. *Measured through submission of staff evaluation procedures and documentation of staff evaluations and Individual Professional Development Plans.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>Programs are required to have operating policies that include supervision of staff and a probationary period for staff.</p> <p>(19a-79-3a. Administration)</p>	<p>Program operating policies and observed practices include staff evaluation and individual professional development planning.</p>	<p>Annual written performance evaluations are provided to employees.</p> <p>Strengths of staff as well as areas needing improvement are identified in the evaluation.</p> <p>Staff Individual Professional Development Plans are based on evaluation and feedback.</p>	<p>Staff participates in self-evaluation at least annually.</p> <p>All staff are evaluated by a supervisor who has observed their practice at least annually and are provided with both written and verbal feedback given in a helpful, supportive manner.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC requires that new staff competence is assessed by a qualified person during an introductory period of employment and that all staff are evaluated at least annually by a supervisor, or, in the case of an administrator, by the program's governing body.)</i></p>

**IV. Leadership and Management**

The program effectively implements policies, procedures and systems that support stable staff and strong personnel, program and fiscal management so that all children, families and staff have high quality experiences.

**IV. C. Staff Compensation and Benefits**

The program makes every effort to maintain a stable staff by offering a fair wage scale based on professional qualifications, longevity and performance and employee benefits like health insurance, employee leave (including but not limited to sick, vacation, holiday and personal leave), education benefits and retirement. Staff is afforded space and time away from children during the work day.  
*Measured through documentation of wage scale and personnel policies describing benefits offered.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Licensing requirements do not address this criterion.</p>	<p>Staff compensation is based on at least professional qualifications and length of employment.</p> <p>An employee benefits package is offered to staff</p>	<p>A written salary scale exists and is shared with staff.</p> <p>An employee benefits package is offered to staff</p> <p>Staff have paid planning time at least monthly</p>	<p>A written salary scale includes increments based on one or more of the following criteria: professional qualifications; length of employment; cost of living adjustments; and performance evaluations.</p> <p>An employee benefits package is offered to staff</p> <p>Benefits are available on a pro-rated basis for part-time staff.</p> <p>Staff have paid planning time at least weekly.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC requires that full time staff are offered a benefits package. Written policies detailing health insurance, employee leave, education benefits and retirement are provided to every employee. Benefits for part-time employees are available on pro-rated basis. Written salary scales include increments based on professional qualifications, length of employment and performance evaluations. Staff are afforded space and time away from the work day.) (NAEYC 10.C)</i></p>

**IV. Leadership and Management**

The program effectively implements policies, procedures and systems that support stable staff and strong personnel, program and fiscal management so that all children, families and staff have high quality experiences.

**IV. D. Fiscal Operations (Budget Management)**

The program has financial resources to support the program’s vision, philosophy, mission, goals, operations and expected child outcomes. Program managers and other program leaders actively work to generate and responsibly manage the resources necessary to support a program of excellence.

*Measured by documentation of financial policies and an annual budget or an affidavit from a corporate fiscal officer attesting that these criteria are met.*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Licensing requirements do not address this criterion.</p>	<p>Program has an annual operating budget and financial record keeping system.</p>	<p>Financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practice. Annual budgets are reviewed and amended as needed. Fiscal records are maintained.</p>	<p>Financial policies are consistent with the program’s vision, philosophy, mission, goals, operations and expected child outcomes. The person responsible for program implementation is included in long range fiscal planning and in operating budget preparation, reconciliation and review. Operating budgets are prepared annually and there is at least quarterly reconciliation of expenses to budget. At least annually there is an independent review of the accounting records by someone who as accounting or bookkeeping expertise.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards  (NAEYC broadly requires financial policies and the procedures to implement them provide evidence of sound fiscal accountability using standard accounting practices. Operating budgets are prepared annually, and there is at least quarterly reconciliation of expenses to the budget)</p>



**IV. Leadership and Management**

The program effectively implements policies, procedures and systems that support stable staff and strong personnel, program and fiscal management so that all children, families and staff have high quality experiences.

IV.E. Program Evaluation and Data-Driven Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Licensing requirements do not address this criterion.	Program conducts and annual self-assessment of program operations and quality.	Program conducts and annual self-assessment of program operations and quality and uses the results to develop a program improvement plan.	Program conducts and annual self-assessment of program operations and quality and uses the results to develop a program improvement plan.  Results of the evaluation and the program improvement plan are shared with staff, parents and Governing or Advisory Board as applicable.	Meets NAEYC Accreditation or Head Start Approval Standards  <i>(NAEYC requires that annual evaluation processes include gathering evidence on all areas of program functioning, including: policies and procedures; program quality; children's progress and learning; family involvement and satisfaction; and community awareness and satisfaction.</i>  <i>A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards, and the results are used as a basis for continuing successful activities and for changing those that need improvement)</i> <i>(NAEYC 10.F.02)</i>

**IV. Leadership and Management**

The program effectively implements policies, procedures and systems that support stable staff and strong personnel, program and fiscal management so that all children, families and staff have high quality experiences.

**IV.F. Consultants and Contract Services**

*The program uses the services of expert consultants to inform and improve high quality services for children and families.*

*Measured by documentation of consultation services used and verified through written statements of consultants with appropriate credentials*

*NOTE: The QRIS Work Group recommends that criteria for Consultants and Contract Services be developed to match the final recommendations that emerge from the Early Childhood Consultation Work Group (see Appendix C.)*

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Meets licensing requirements</p> <p>A written plan for consultation services shall be developed and implemented.</p> <p>These services shall include: an early childhood educational (ECE) consultant available to the operator and staff for advice and support regarding the educational content of the program; a physician, physician assistant, advanced practice registered nurse or registered nurse consultant available to the operator and staff for advice regarding the health of the children and the health program; a dentist or dental hygienist consultant available to the operator and staff for advice regarding the dental health of children or a dental</p>		<p>Program uses recommendations of the consultants to develop and carry out program improvement activities.</p>		<p>Meets/Exceeds NAEYC Accreditation or Head Start Approval Standards (NAEYC recommends that the program has and implements a written agreement with a health consultant who is either a licensed pediatric health professional or health professional with specific training in health consultation for early childhood programs. The health consultant visits at least two times a year and as needed. Where infants and toddlers/twos are in care, the health consultant visits the program at least four times a year and as needed. The health consultant observes program practices and reviews and makes recommendations about the program's practices and written health policies to ensure health promotion</p>

**IV. Leadership and Management**

The program effectively implements policies, procedures and systems that support stable staff and strong personnel, program and fiscal management so that all children, families and staff have high quality experiences.

<p>health education program; a social service consultant available to the operator and staff for advice regarding the emotional needs, staff support and the social service program; a registered dietitian consultant available to the operator and staff for advice regarding nutrition and food service for those programs that serve meals. The written plan for each consultative service shall include but not necessarily be limited to: annual review of policies; annual review of in-service education programs; availability by telecommunication for advice regarding problems; availability, in person, of the consultant to the program. Program staff may not serve as consultants for programs in which they provide direct care or direct program supervision (19a-79-4a. Staffing)</p>			<p><i>and prevention of infection and injury. The consultation addresses physical, socio-emotional, nutritional, and oral health, including the care and exclusion of ill children. Unless the program participates in the United States Department of Agriculture's Child and Adult Care Food Program, at least two times a year a registered dietitian or pediatric public health nutritionist evaluates the menus for nutritional content; portion sizes; nationally recommended limits on juice, sugar, sodium, and saturated fats; food service operations; special feeding needs to be met by the program; and procedures used for food brought from home. The program documents compliance and implements corrections according to the recommendations of the consultant(s). (5.0A.02 Emerging)</i></p>
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## V. Family Engagement and Supports

Young children's learning and development are integrally connected to their families. To support and promote children's optimal learning and development, programs must recognize the primacy of children's families, establish relationships with families based on mutual trust and respect, support and involve families in their children's educational growth, and invite families to fully participate in the program.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>V. A. Relationships with Families</p> <p>Program staff establishes intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time.</p> <p><i>Measured through submission of Parent Handbook and/or program policies and procedures and documentation of parent involvement.</i></p> <p>Meets licensing requirements</p> <p>Programs are required to develop general operating policies that include:</p> <ul style="list-style-type: none"> <li>agreements with parents;</li> <li>parent involvement;</li> <li>medication policies if applicable; content and times of meals and snacks;</li> <li>provisional enrollment period; days and hours of operation including sick days, holidays and vacations; withdrawal of children; and access to the program and facility and must inform parents with notice if these policies change.</li> <li>Parents shall have access to the child day care center or group day care home during the hours of operation.</li> </ul>	<p>Parents are greeted warmly by staff.</p> <p>Parents are encouraged to observe in a child's group prior to enrollment.</p> <p>Parents bring children into the classroom and are welcome to visit and participate at any time.</p> <p>Program develops and distributes a Parent Handbook that includes basic administrative information about the program (fees, hours of service, health rules for attendance etc.)</p>	<p>A variety of alternatives are used to encourage family involvement in children's program.</p> <p>Policies regarding parent engagement and partnership in the planning and decision making for the program are developed and implemented.</p>	<p>Staff uses greeting and departure as information sharing time with parents.</p> <p>Parent Handbook/written materials includes information about the philosophy of the program, curriculum approach, how the program guides children's behavior, and examples of daily routines and activities.</p> <p>There is a formal process for parents to advise the program.</p> <p>The program facilitates opportunities for families to meet with one another on a formal and informal basis, work together on projects to support their children and the program, and learn form and provide support to one another.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p> <p><i>(NAEYC broadly requires that "programs establish and maintain collaborative relationships with each child's family to foster child development in all settings. These relationships are sensitive to family composition, language and culture.")</i></p> <p><i>(Head Start broadly requires programs to support parents as they identify and meet their own goals, nurture the development of their children in the context of their family and culture, and advocate for supportive of children and families of all</i></p>

**V. Family Engagement and Supports**

Young children’s learning and development are integrally connected to their families. To support and promote children’s optimal learning and development, programs must recognize the primacy of children’s families, establish relationships with families based on mutual trust and respect, support and involve families in their children’s educational growth, and invite families to fully participate in the program.

				<p><i>cultures. Includes family goal setting through the family partnership agreement process)</i></p>
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**V. Family Engagement and Supports**

**Young children’s learning and development are integrally connected to their families. To support and promote children’s optimal learning and development, programs must recognize the primacy of children’s families, establish relationships with families based on mutual trust and respect, support and involve families in their children’s educational growth, and invite families to fully participate in the program.**

<p><b>V.B. Communication with Families</b>                  Program staff engages with families to learn from their knowledge of their child’s interests, approaches to learning and developmental needs and to learn about their concerns and goals for their children. Staff uses a variety of formal and informal methods to communicate regularly with families about their program in general and their children in particular.  <i>How is this measured?</i></p>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>Meets licensing requirements</p> <p>Written daily programs plans should be available to parents</p>	<p>Parents are offered at least one parent – teacher conference per year.</p> <p>If the child has an IEP or an IFSP the program requests a copy to inform classroom practice.</p>	<p>Parents are offered at least two conferences and a group meeting annually.</p> <p>Information about the child’s day at the program is shared with parents daily verbally, in writing, through pictures or in other culturally appropriate ways.</p> <p>Parents are given information about transitions for their children.</p>	<p>Families are provided information about their community resources and transitioning their child to other educational settings.</p> <p>There are many examples of sharing of child-related information between parents and staff (for example frequent informal communication, periodic conferences for all children, parents meetings, newsletters, parenting information available.)</p> <p>The program offers parents an individual meeting about transition and develops and shares a plan for child transition with parents and stakeholders.</p> <p>Results of Environmental Rating Scales assessments are shared with families.</p>	<p>Meets NAEYC Accreditation or Head Start Approval Standards</p>

**V. Family Engagement and Supports**

Young children’s learning and development are integrally connected to their families. To support and promote children’s optimal learning and development, programs must recognize the primacy of children’s families, establish relationships with families based on mutual trust and respect, support and involve families in their children’s educational growth, and invite families to fully participate in the program.

V. C. Cultural Competency				
Level 1	Level 2	Level 3	Level 4	Level 5
Meets licensing requirements	Teaching staff counter potential bias and discrimination by; treating all children, families and staff with equal respect and consideration; initiating activities and discussions that build positive self-identity and teach the valuing of differences; intervening when children tease or reject others; providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations; avoiding stereotypes in language references.	A “Getting to Know You” meeting is held with parents within 60 days of enrollment. Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	The program complies and provides information about the program to families in a language the family can understand. This information includes program policies and operating procedures.	Meets NAEYC Accreditation or Head Start Approval Standards

## Appendix C

### Excerpt: Early Childhood Consultation Draft Recommendations

The following are the minimum education and experience requirements that are necessary components of a qualified competent consultant including general requirements and discipline specific requirements:

Degrees/Qualifications All consultants are required to have degree/licensure aligned with their discipline. The degrees/licensures listed below are the minimum standards for consultants:

#### Recommendations

##### Education

- Bachelor Degree in Early Childhood/Related Field with coursework in early childhood.
- Coursework should include 15 credits in ECE with 5 years program-based experience (head teacher, director, consultation) or in lieu of credits, 10 years of program-based experience (head teacher, director, consultation)

##### Special Education

- Bachelor Degree in Early Childhood/Related Field with coursework in special education for Infants and Toddlers/Preschool or a Bachelor Degree in Early Childhood Special Education.
- Coursework should include Serving I/T or Young Children with Special Needs, Child Growth and Development with a concentration in I/T or Young Children, and Introduction to Methods for Screening, Observation and Developmental and Functional Assessment
- Minimum of 5 years of experience working in I/T or YC setting or working with programs that serve I/T or YC

##### English Language Learners

- Bachelor Degree in Bilingual Education/EC/Related Field with competent language and literacy skills in English and the Second Language and knowledgeable in the cultural and linguistic characteristics of the Second Language.
- Coursework should include Second Language Acquisition for I/T or YC, Child Growth and Development,
- Minimum of 5 years of experience working in I/T or YC setting or working with programs that serve I/T or YC whose first language is not English.

##### Nutrition

- Bachelor Degree in Dietetics, Health, Food and Nutrition, Home Economics, Family Studies, Early Childhood or Related Field
- Programs that prepare and serve meals are required to have a Registered Dietician
- Nutrition education/training may be provided by persons with the degrees listed and
  - Training in I/T and/or YC
  - Training in nutrition
  - Minimum of 5 years experience in an early childhood setting with programs that serve children birth to 5, prepare on-site meals or serve meals and snacks brought from home, contract with vendors for food services, and participate in CACFP.

##### Health

###### Physical Health

- Registered Nurse, Advanced Practice Registered Nurse, Physician, Physician's Assistant holding a current, active professional license in CT ( in their professional license requirement, education associated with it)
- Training in the skills and knowledge for Early Care Education based on the nationally recognized curriculum in health consultation, NTI curriculum
- Minimum experience of one year as a child care health consultant, or evidence of an internship with a child care health consultant meeting these requirements, or a written plan for mentoring for a year with a child care health consultant meeting these requirements.



Oral Health

- Registered Dental Hygienist with CT State License in good standing
- Doctor of Dental Surgery or Doctor of dental Medicine with CT State License in good standing
- Experience working with infants, toddlers and preschool age children

Mental Health

- MA/MS/MSW with coursework and/or training in I/T or YC with appropriate SDE/DPH Board Certification
- Coursework in mental health that addresses attachment, resiliency, risk factors, atypical development, self regulation, loss and grief, separation , conflict resolution, psychotropic drugs and Child Growth and Development, Methods of Observation and Assessment, Partnering with Families, Mental Health Wellness and Clinical Practice, Cultural Beliefs.
- Minimum of 2 years of experience in early childhood settings serving children ages Birth to 5

Training requirements will be developed for all approved consultants, for initial and continuing basis.
---

**Appendix D****Glossary****“Approved Consultant”**

A consultant meeting the education, minimum experience requirements, and training requirements for the specific discipline, and currently listed in the consultant registry.

**Early Care and Education Center Based Programs**

Early childhood center-based programs that provide early education and care services to more than twelve related or unrelated children outside their own home on a regular basis.

**Family Day Care Homes (as defined by licensing)**

Family day care homes are private licensed family homes caring for not more than six children, including the provider’s own children not in school full time, where the children are cared for not less than three nor more than twelve hours during a twenty-four hour period and where care is given on a regularly recurring basis, except that care may be provided in excess of twelve hours but not more than seventy-two consecutive hours to accommodate a need for extended care or intermittent short-term overnight care. During the regular school year, a maximum of three additional children who are in school full time, including the provider’s own children, are permitted, except that if the provider has more than three children who are in school full time, all of the provider’s children are permitted

**Group**

A group is defined as children who are assigned for most of the day to a team of staff to occupy an individual classroom or well-defined space. The space is organized to prevent the intermingling of children from different groups.

**Group Day Care Homes**

Group day care homes are those licensed programs offer or provide early care and education services to not less than seven nor more than twelve related or unrelated children outside of their home on a regular basis, or licensed programs that meet the definition of a family day care home except that they operate in facilities other than private family homes.

**License-Exemptions**

Some early childhood education and care center-based programs are legally exempt from child day care licensing and, as such, are not required to meet licensing standards. A listing of what programs are exempt from licensing can be found in Connecticut General Statutes Section 19a-77(b).

**Appendix E**

**Acknowledgements and Work Group Members List**

The QRIS Work Group met eight times between February and September of 2008. Addition subgroups of the QRIS Work Group also met numerous times.

Support for the QRIS Work Group was provided by the Connecticut Economic Resource Center (CERC). CERC provides administrative, logistical, and management support to the Early Childhood Research and Policy Council and extended its support to QRIS Work Group.

Reeva Sullivan Murphy, a State Technical Assistance Specialist from the National Information and Technical Assistance Center (NCCIC) funded by the Federal Child Care Bureau facilitated the QRIS WG meetings, helping to record and compile recommendations and providing information and planning support. NCCIC services are donated to the process by Peter Palermino of the Department of Social Services.

**Work Group Members**

The Work Group was comprised of over 25 representatives from different state and private agencies as well as child care providers. Work Group members and organizations involved in the process are:

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### Additional References

Mitchell, A., *Stair Steps to Quality: A Guide for States and Communities Developing Quality Rating Systems for Early care and Education*, Alexandria, VA United Way Success by 6.

Mitchell, A., and Alisa Ghazvini, *Florida's Quality Rating System: A Conceptual Model for Estimating Cost Assumptions, Explanations, and Supporting Data*, The Policy Group for Florida's Families and Children, July 2007.

National Child Care Information Center, *Financial Incentives in Quality Rating Systems*, December 2006.

Stoney, L., *Financing Quality Rating Systems: Lessons Learned*, Alliance for Early Childhood Finance, United Way of America Success by 6, September 2004.

Washington State Department of Early Learning, *Child Care Quality Rating and Improvement System: Considerations for Development in Washington State*, September 2007.

*The Accreditation Facilitation Project (AFP), established in 1991, improves the quality of early care and education programs by implementing a variety of continuous quality improvement processes; providing an on-going support system for programs as they work through the NAEYC Accreditation process; and assisting programs to achieve NAEYC Accreditation.*

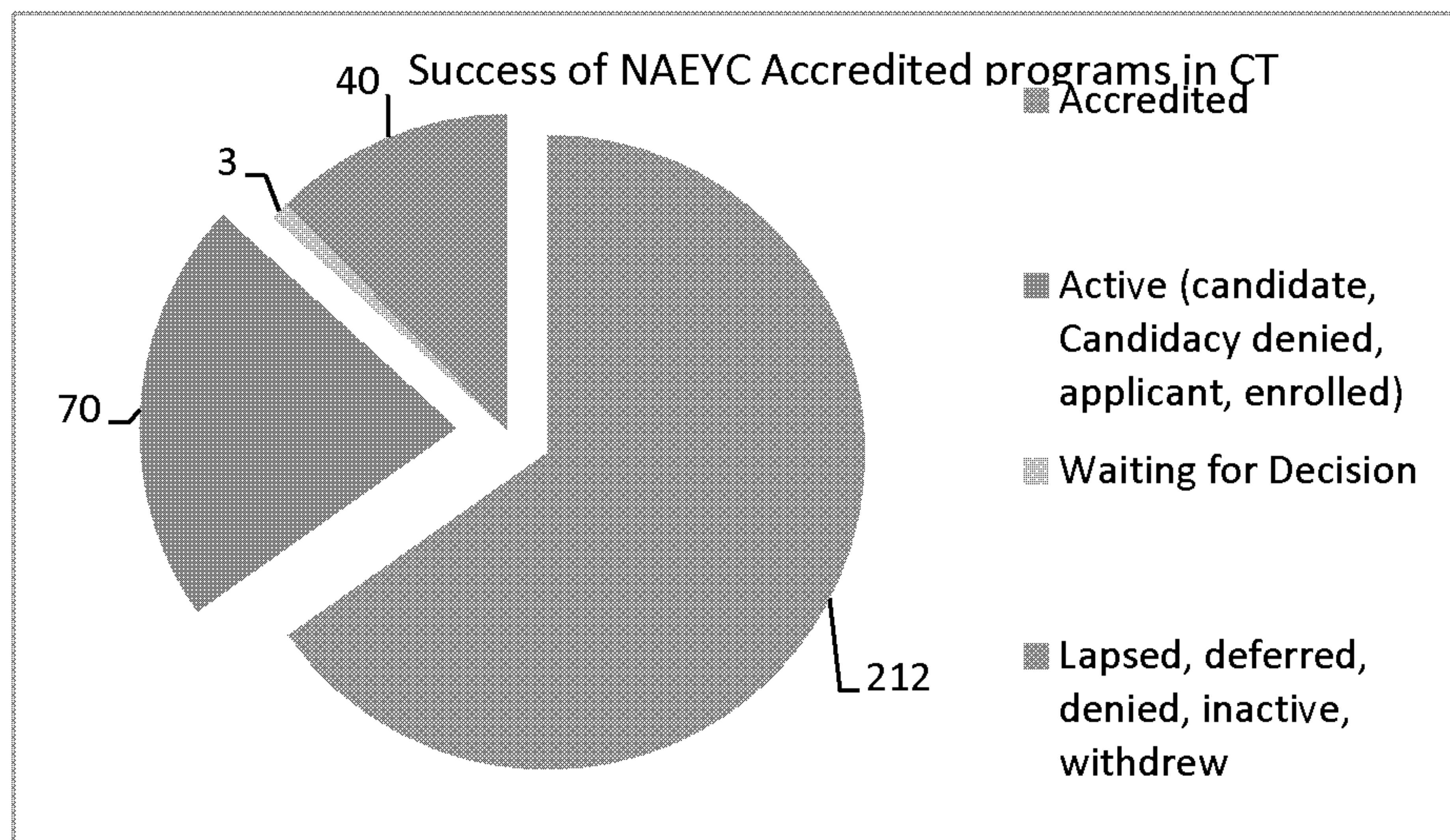
## CT Accreditation Facilitation Project Services

**Workshops, Study Groups, and Information Services:** Any program may access these free workshops, study groups and information services, regardless of their funding status, or geographic location. These supports are marketed through brochures, email announcements, direct mailing to licensed sites, and web available postings.

**Individualized Intensive AFP Support:** This support includes on-site technical assistance and support by the AFP facilitator to leaders of licensed programs including administrators, lead teachers, and the self-study team. This assistance guides leaders through the four identified steps of the NAEYC process and empowers them to engage their staff in program improvement efforts to achieve NAEYC’s Standards and Criteria. Through AFP, staff learn to implement the tools developed by NAEYC, and are guided through the change and improvement process. Priority for this support is provided to programs serving 20% or more enrolled families who earn 75% or less of State Median Income.

**Consultative Support:** Consultation is available to support programs’ implementation of the NAEYC Standards and Criteria. Consultants are matched to programs based on their expertise as identified according to NAEYC’s Standards and topic areas. Consultation is provided through the support of public and private funders who target specific communities and programs.

### The Impact of CT AFP in the NAEYC Accreditation System



The CT AFP provided regionally based individualized assistance to 325 programs engaged in the new NAEYC Accreditation system. 212 programs have achieved NAEYC Accreditation to date. 70 programs continue to pursue NAEYC Accreditation.

Did you know that there are funds available for programs seeking NAEYC Accreditation who serve 3, 4, or 5 years old with disabilities? Visit [www.ctcharts.org](http://www.ctcharts.org) for more information!

## Connecticut Program Administrator Leadership Institutes

CCAC Accreditation Facilitation Project (AFP) **offers college-credit coursework and other professional development opportunities** to improve the qualifications of Connecticut's early care and education program administrators. These opportunities delivered in compact formats specifically for program leaders, assist administrators in meeting the education qualifications criteria established by the National Association for the Education of Young Children (NAEYC), as well as the requirements of the Connecticut Director Credential (CDC), which is often used to meet NAEYC's requirements for program administrators. After taking a CCAC AFP course, you will receive announcements for more professional development opportunities specifically designed for administrators.

Course funding includes tuition, registration, textbooks, resources, and food.

For more information on how to apply for program administrator professional development opportunities, visit <http://www.ctcharts.org/index.cfm?module=20&navID=nav91>

### **Sponsored courses include:**

#### **Administration and Supervision of the Early Childhood Program\***

This course focuses on administering an early childhood program. It will explain and discuss the leadership role in administration and supervision of private, public and federally funded schools. It will look at establishing the program's framework, the program's operational systems, and the overall implementation of quality early childhood personnel standards. This survey course meets the CDC requirement for an introductory survey course. (\*AFP considers successful completion of a survey course a prerequisite for all other sponsored courses.)

#### **Leadership in Programs for Young Children**

This course is designed to examine the multi-dimensional roles of the early childhood program administrator. Emphasis is placed on reflective and introspective processes to support each individual's capacity for leadership and to identify developing and emerging leadership abilities. The course will explore: leadership styles and their impact on program management; tools for decision-making and participatory management; the benefits of partnerships with peers, families, and other stakeholders; advocacy; and strategic approaches to initiating and implementing change.

#### **Finance in Programs for Young Children**

This course focuses on the financial aspects of administering an early childhood program. It will explain and discuss the various aspects of budgeting; including tools that are commonly used in all businesses as well as tools that are specific to ECE programs. It will address the "trilemma" inherent to programs with strategies to think about balancing cost, quality and affordability.

#### **Child, Family & School Relations**

This course covers the relationships among the families, early education programs/schools, and the community. Emphasis is placed on establishing and maintaining positive and effective, collaborative relationships with families and community resource programs. The students will discover the connection between theory and family support programs, family involvement in early education, national standards and guidelines, and other strategies for forming partnerships.

#### **Personnel in Programs for Young Children\***

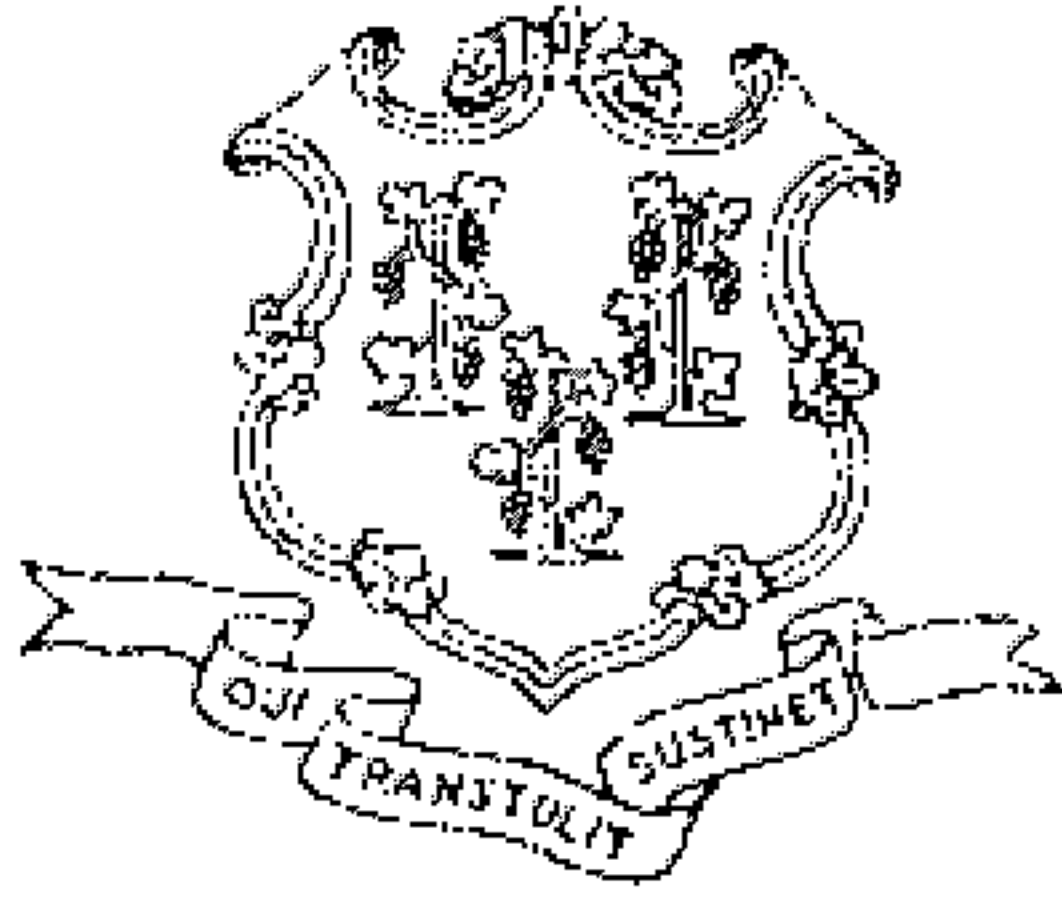
This course focuses on human resource management; personnel management and human behavior. Content includes management functions such as job analysis and planning, recruiting, staffing, orientation and training, performance appraisal, career planning, compensating, and motivating. The diversity of the workforce and the legal content of employment decisions are also studied.

# Connecticut's Guidelines for the Development of Infant & Toddler Early Learning

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A Handbook  
For Caregivers of  
Young Children



STATE OF CONNECTICUT  
EXECUTIVE CHAMBERS  
HARTFORD, CONNECTICUT  
06105

M. JODI RELL  
GOVERNOR

Dear Infant and Toddler Caregiver:

I am pleased to present to you **Connecticut's new Guidelines for the Development of Infant and Toddler Early Learning**. Through the work of a distinguished group of early care and education colleagues, our state has developed this comprehensive and innovative document. The Guidelines are designed to inform and support infant and toddler primary caregivers, whether they are parents or child care providers.

As a caregiver, you know that children start learning before they attend school. In fact, the first three years of life are crucial when it comes to the development of a child's brain. That is why it is so important to support infants and toddlers and their families in the early stages of development. Parents need information and resources to access appropriate pre- and post-natal care, as well as care at birth and throughout childhood. Caregivers need the most up-to-date information and insightful guidance to help infants and toddlers learn.

Study after study on early childhood development affirms that children who participate in quality early childhood programs are more likely to perform better academically, become high school graduates, become employed and earn higher incomes. This is a positive investment and a vital gain not only for the children and their families, but for the future of our state.

The birth-to-third birthday period is an especially important time of growth and development, and the foundation for all future learning. I expect that **Connecticut's Guidelines for the Development of Infant and Toddler Early Learning** will become an essential tool and component of our statewide infant and toddler comprehensive system.

I would like to extend my thanks to the many individuals and organizations contributing to this important initiative. Special thanks to Anna Figueroa, early childhood consultant, for principal authorship; and the Department of Social Services for sponsoring and underwriting the initiative. The Guidelines project is a true labor of love, and your efforts will mean a great deal to children, families and the State of Connecticut in the years ahead.

Sincerely,

A handwritten signature in black ink that reads "M. Jodi Rell".

M. Jodi Rell  
Governor



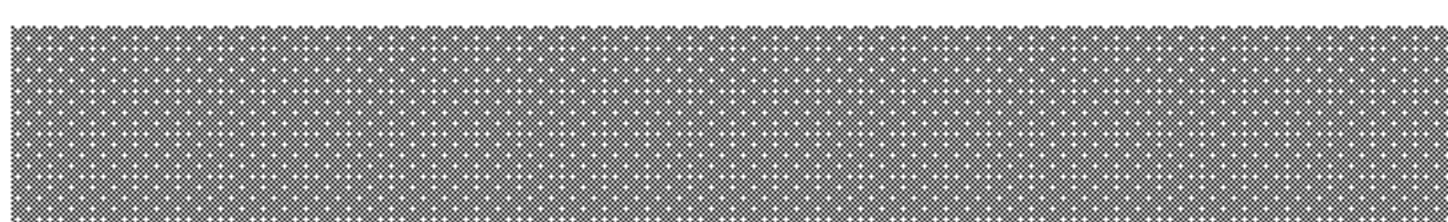


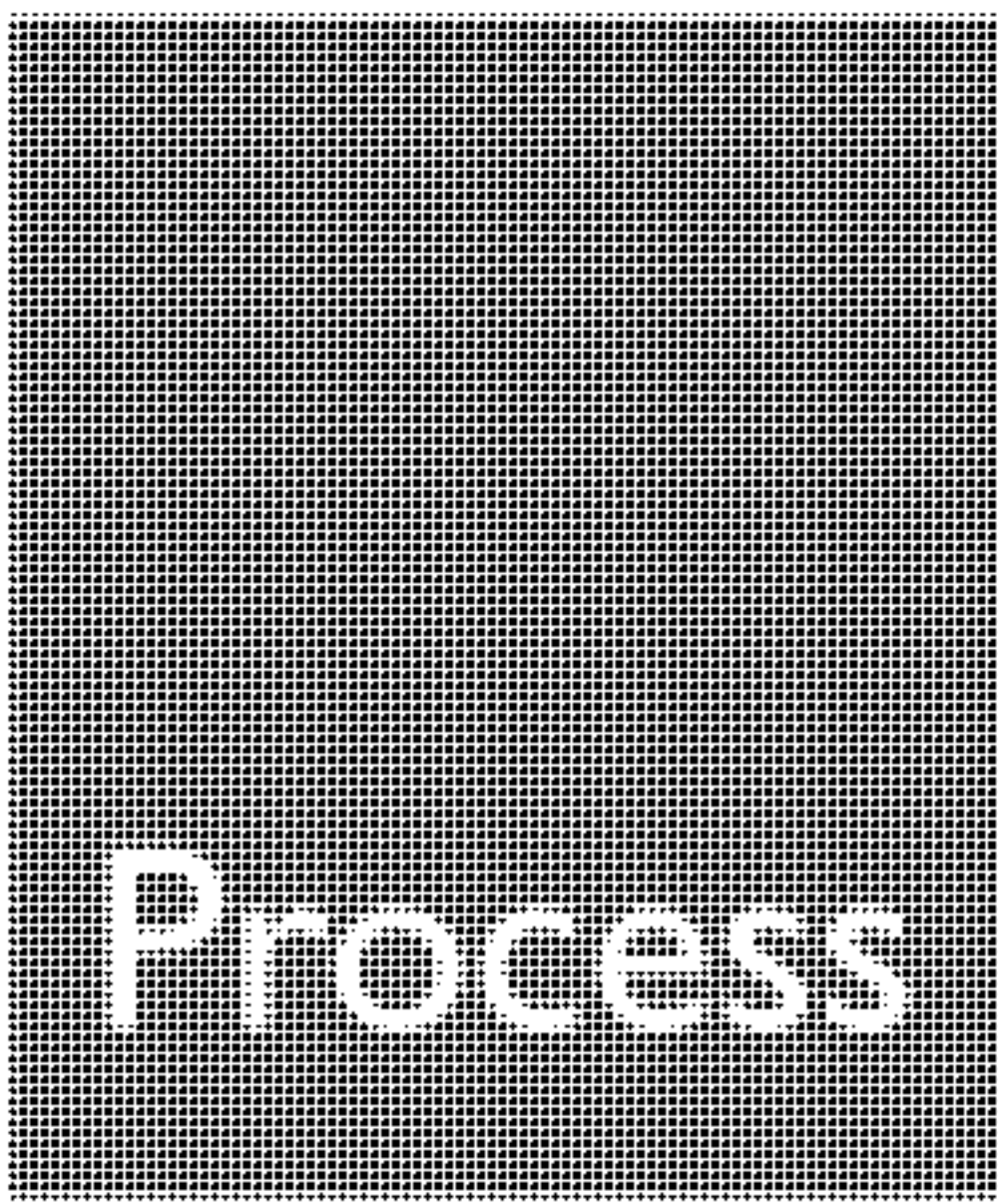
*Connecticut's Guidelines for the Development of Infant and Toddler Early Learning*

Created for and funded by the Connecticut Department of Social Services

Under the auspices of the *ZERO TO THREE Infant Toddler Initiative*

Written and developed by Anna Figueroa, Early Childhood Consultant





A workgroup of early childhood experts was convened to provide assistance and guidance during the writing and review process of **Connecticut's Guidelines for the Development of Infant and Toddler Early Learning**. Workgroup members reviewed numerous similar documents assessing content and format. This resulting document incorporates information gathered from many of these sources, including:

- Infant and toddler standards and guidelines from other states: Arkansas, California, Georgia, Illinois, Kentucky, Louisiana, Michigan and Washington;
- Early *Head Start* Programs - Performance Measures for Programs Serving Infants and Toddlers;
- *Birth to Three* and *Parents As Teachers*;
- Connecticut Department of Education Preschool Framework - Goals and Benchmarks;
- National Association for the Education of Young Children (NAEYC) Guidelines;
- NAEYC Position Statement - *Early Learning Standards: Creating the Conditions for Success*;
- National *ZERO TO THREE*;
- University of Connecticut Infant & Toddler Guidelines.

The information in **Connecticut's Guidelines for the Development of Infant and Toddler Early Learning** is also based on current research and best practices. The objective of this document is to reach, inform, and support infant and toddler primary caregivers.

The first draft of the document was issued in January 2005 and made accessible via the Internet for review and comment. Statewide forums were held in March - April 2005. Participation was broad and inclusive. Nearly 100 individuals in varying capacities from the public and private sectors participated and provided invaluable contributions to the document through their candid feedback.

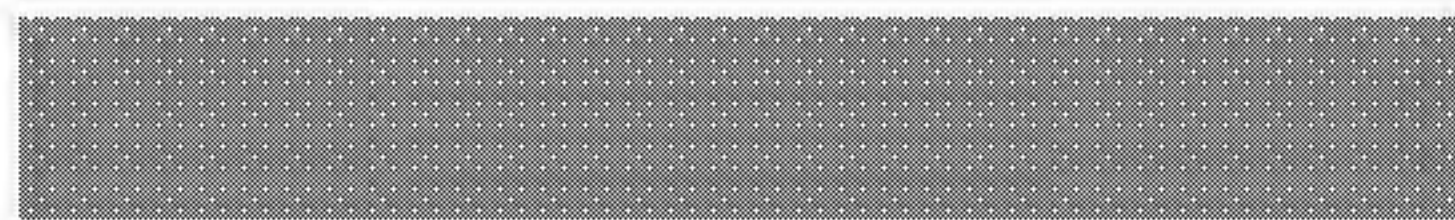
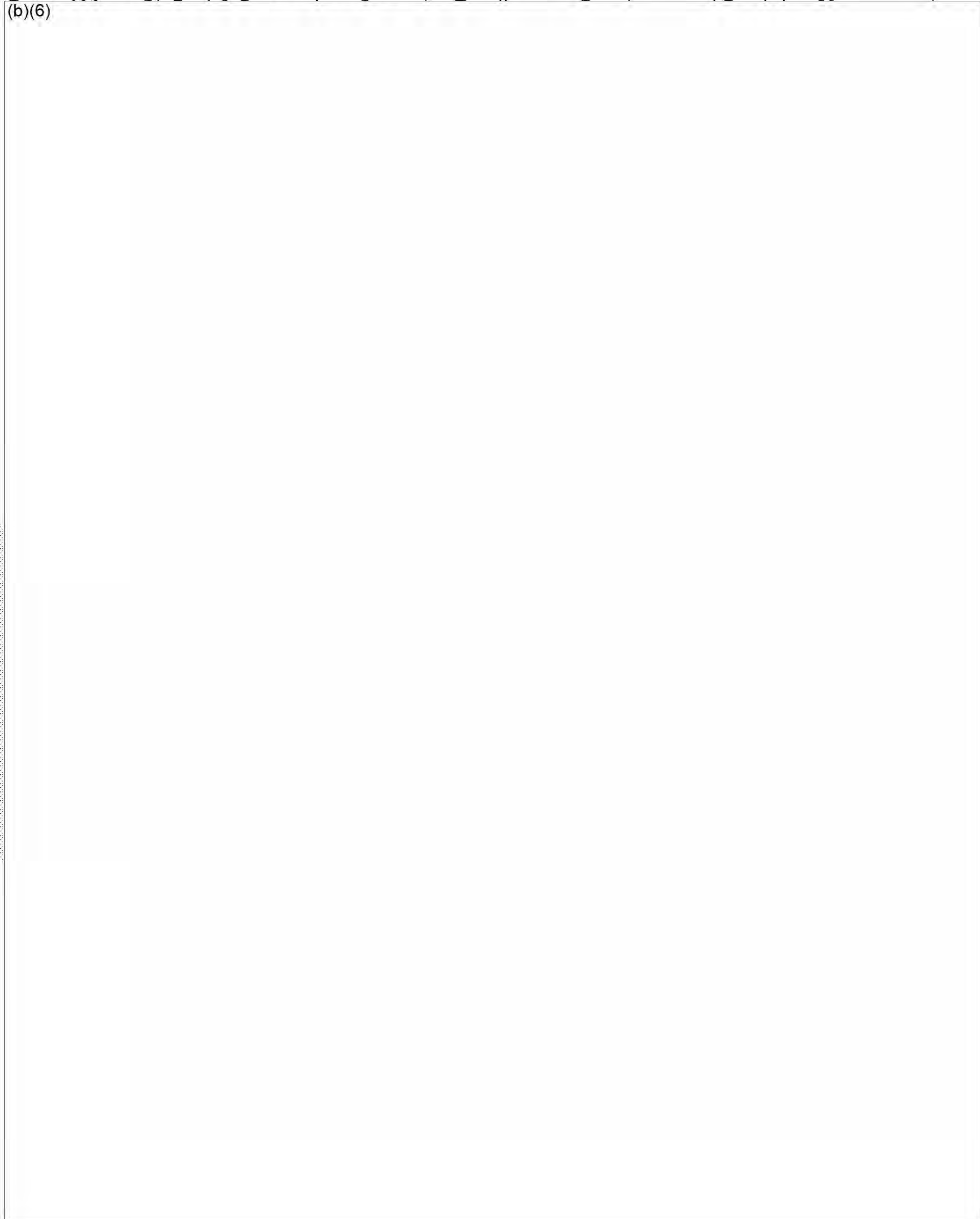
The final phase in the development process was a pilot. The pilot phase explored the use of the draft document within various settings: center-based, family child care and Kith and Kin. Pilots ran from June – December 2006. Lessons learned not only shaped continued refinement of the document but also gave great insight into the various ways different audiences used and benefited from its recommendations. All providers planned continued use of the document.

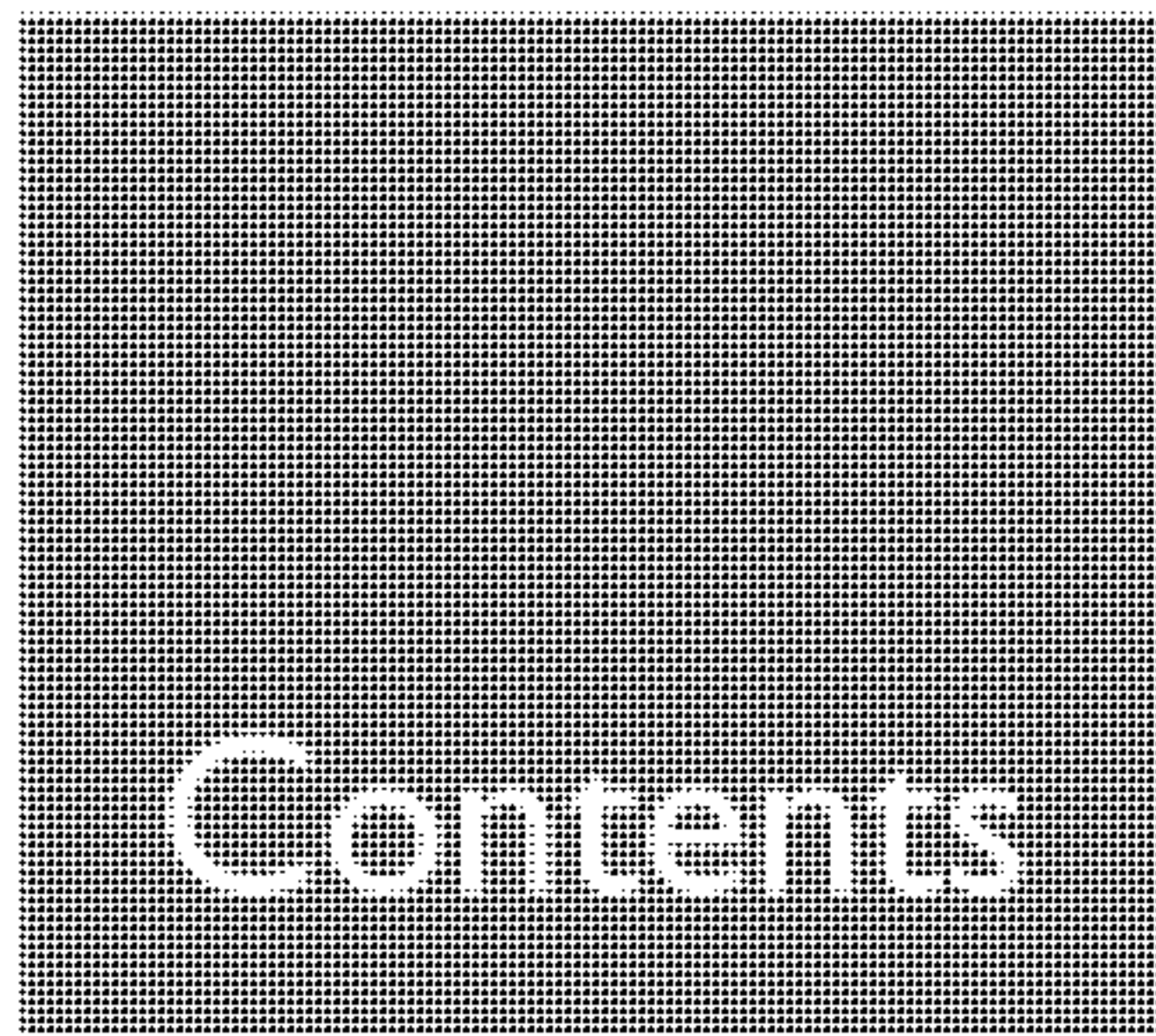
Information gathered from both the statewide forums and the pilot phase is being utilized to design a dissemination plan, as well as a training and support model for **Connecticut's Guidelines for the Development of Infant and Toddler Early Learning**.

# Acknowledgements

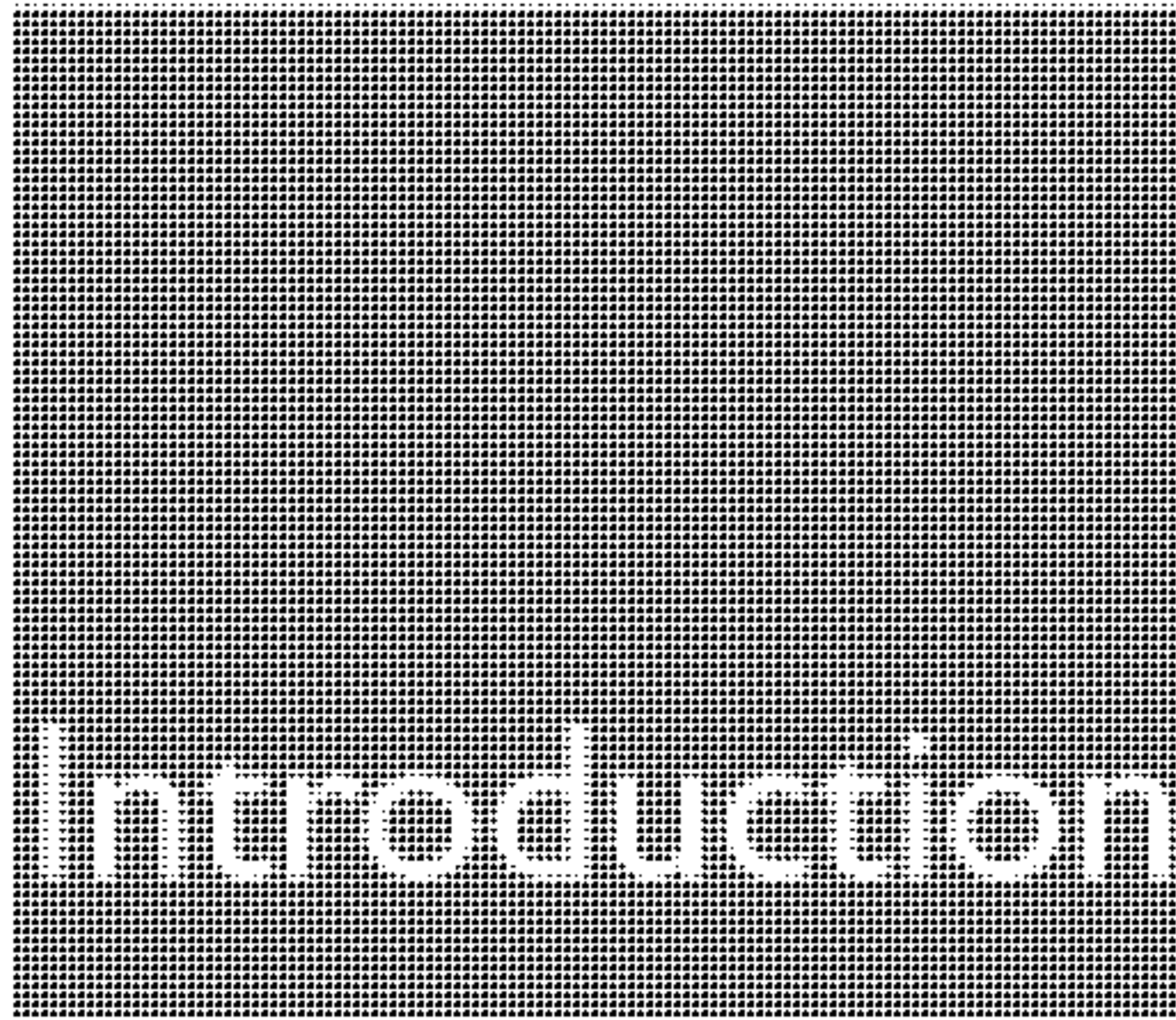
## *Early Learning Guidelines Workgroup*

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## Introduction

**Beginning at birth, the early years of a child's life are learning years.** During these years, the learning that takes place provides the foundation for all learning that follows. As a primary caregiver, you and the interaction you have with a baby are a vital part of this foundation. The caring, nurturing relationship you develop with a baby will have a lasting impact on that child's life.

In addition to rapid physical growth, babies grow and develop in all other areas. Socially, babies begin forming attachments to others. Emotionally, babies express many feelings and learn that they can be comforted. Cognitively, they learn how things work within their world. A baby will also develop new ways to communicate with you and other significant people.

Although skills are acquired in a predictable pattern, it's important to remember that they are not achieved at the same time by all children. There is a *range* of normal development. As you observe a baby, it's important to have an idea of what skills the baby is working on. You will be better able to support the baby's healthy growth and development and next developmental milestones. In a very real sense, you become the baby's learning partner.

Like most caregivers, you probably have questions about how a baby grows and develops. You want to know what you can do to encourage this development. That's what this manual is all about. It will help you understand what skills to look for as a baby grows and develops, how to interact with a baby and how to plan a supportive environment. Whether you are the baby's caregiver or parent, this manual will provide you with important information and strategies to support infant and toddler growth and development - in a variety of settings.

### The manual is organized into age ranges:

- The baby's first year is divided into 3 month segments: birth - 3 months, 3 - 6 months, 6 - 9 months and 9 - 12 months. This is necessary in order to address rapid growth and to highlight the important milestones that occur within the first year of life.
- The child's next year is divided into two, 6 month segments: 12 - 18 months and 18 - 24 months.
- The focus then turns to the year between 2 and 3 years of age when physical growth changes begin to slow down.

Each age range is also divided into the four areas of infant and toddler growth and development:

1. Personal and Social
2. Physical
3. Cognitive
4. Language Development and Communication.

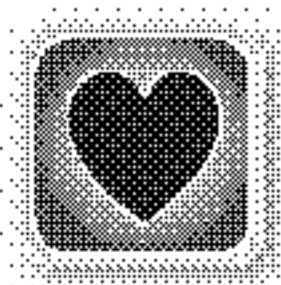
In each age range and area of development, you will find what to look for as a baby grows and develops. The sections are titled:



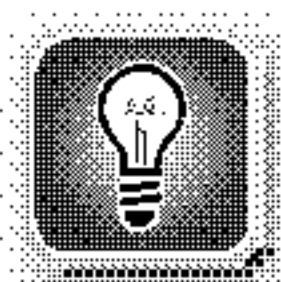
**As A Baby Grows and Develops, Look to See...** outlines age-related development and acquisition of skills.



**A Supportive Environment Includes...** provides information on how to provide a supportive setting.



**Ways You Can Support Healthy Growth and Development...** demonstrates how to support a baby's development, including the best ways to interact with the baby.



**Did You Know...** highlights current research or other important facts.

At the end of each age-range section, you will find **suggested activities** that support healthy growth and development and **a close up look at interactions** between a caregiver and a baby.

Remember that good health and physical development also depend on a healthy diet of balanced meals and nutritious food, as well as adequate sleep, regular medical check-ups, immunizations, and dental care. For more information on meeting these needs, see **Caring for Connecticut's Children, Volume 1**.

## Guiding Principles

Connecticut's Guidelines for the Development of Infant and Toddler Early Learning is based on guiding principles consistent with those outlined in **The Connecticut Framework—Preschool Curricular Goals and Benchmarks**, and the State Board of Education Position Statement on Infants, Toddlers and their Families. Guiding principles are:

- **Early learning and development are multidimensional, and developmental domains (or areas of development) are highly interrelated.**

Development in one domain influences development in other domains. For example, children's communication skills affect their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation from each other. The dynamic interaction of all areas of development must be considered.

- **Young children are capable and competent.**

All children are capable of positive developmental outcomes. Therefore, there should be appropriate expectations for all young children, regardless of their backgrounds and experience.

Infants and toddlers with disabilities should receive specialized, high quality intervention services. Their individual needs should be supported to ensure positive developmental outcomes.

- **There are individual differences in rates of development among children.**

Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that may require program staff members to adapt expectations for them or adapt experiences so that these children can be successful in achieving a particular developmental outcome. Additionally, each child is raised in a cultural context that may affect the approach that the caregiver uses with each child.

- **Young children learn through active exploration of their environment through child-initiated and adult-selected activities.**

The early childhood environment should provide ample opportunities for children to explore materials and engage in concrete activities, and to interact with peers and adults in order to construct their own understanding about the world around them. Therefore there should be a balance of child-initiated and adult-initiated activities so as to maximize children's learning.

- **Knowledge of child growth and development is essential to providing quality educational experiences for children.**

Early childhood caregivers should have realistic expectations regarding child growth and development and a solid understanding of what children need to know and be able to do as they grow and develop.

- **Families are the primary caregivers and educators of their young children.**

Early childhood caregivers should work collaboratively with families to ensure that children are offered optimal learning experiences. Programs must provide families with the information they need to support children's learning and development. Programs should also create opportunities to learn about each family's expectations for their child, as well as cultural differences and values.

## Rethinking the Brain

### Old Thinking...

How a brain develops depends on the **genes** you are born with.

The **experiences** you have before age three have a **limited impact** on later development.

A **secure relationship** with a primary caregiver creates a favorable **context** for early development and learning.

Brain development is **linear**; the brain's capacity to learn and change grows steadily as an infant progresses toward adulthood.

A toddler's brain is much **less active** than the brain of a college student.

### New Thinking...

How a brain develops hinges on a complex **interplay** between the **genes** you're born with and the **experiences** you have.

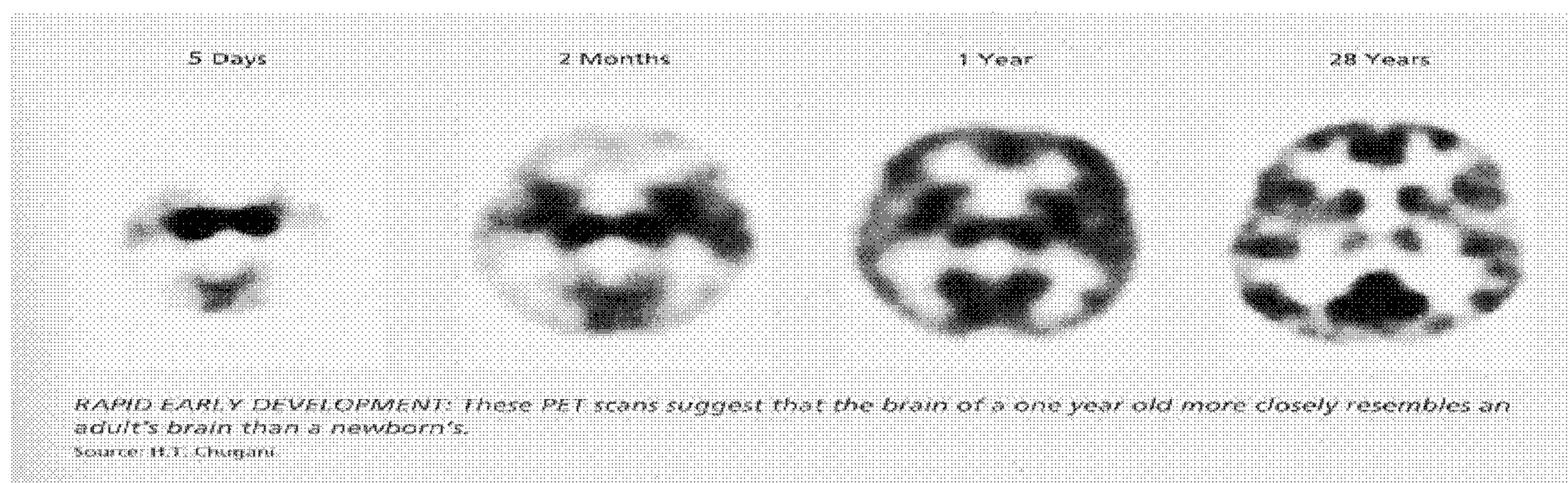
Early **experiences** have a **decisive impact** on the architecture of the brain, and on the nature and extent of adult capacities.

**Early interactions** don't just create a context, they also **directly affect** the way the **brain is "wired."**

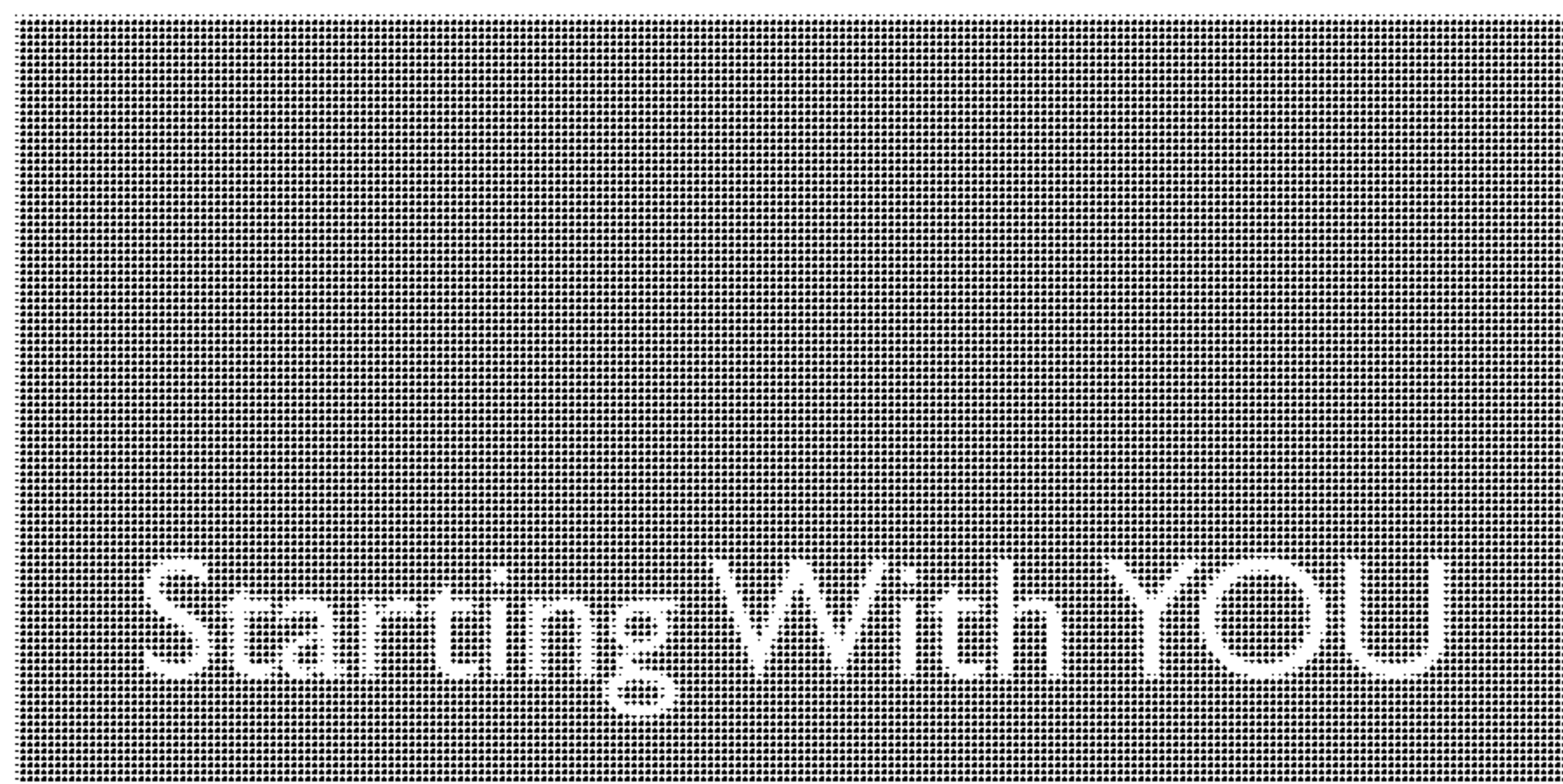
Brain development is **non-linear**: there are prime times for acquiring different kinds of knowledge and skills.

By the time children reach age three, their brains are as **twice** as active as those of adults. Activity levels drop during adolescence.

Rapid Early Development: These PET scans suggest that the brain of a one year old more closely resembles an adult's brain than a newborn's.



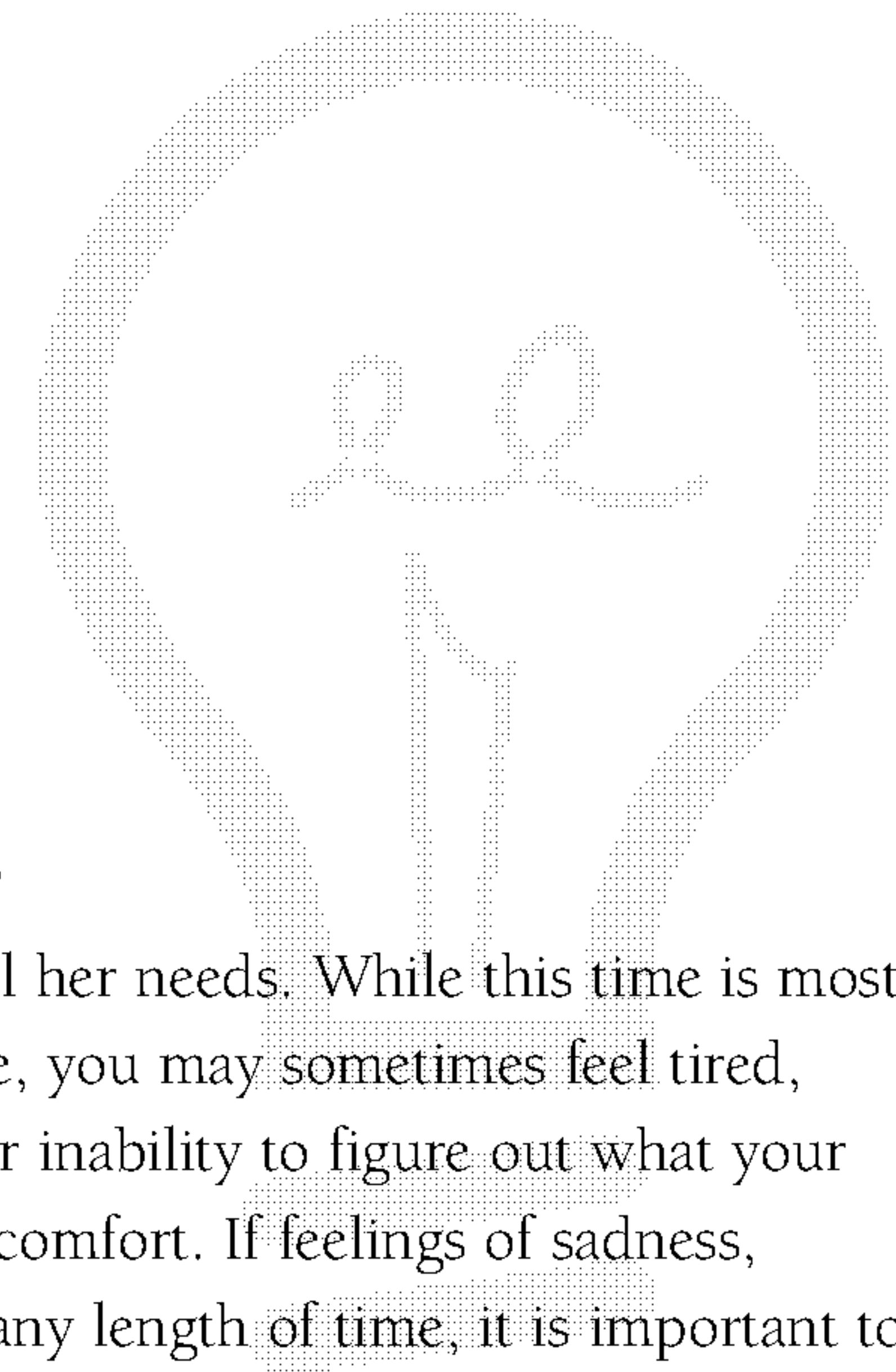
\*The information on this page has been reproduced from Rethinking the Brain by Rima Shore, page 21. It is intended to set the stage for the information that follows regarding how to support the healthy growth and development of all infants and toddlers.



As an early childhood caregiver, **caring for a baby is one of the most important things you will ever do.** In order to do this to the best of your ability, it is important to take care of yourself as well. This means ensuring you are physically and emotionally healthy.

During the hours a baby is in your care, you are responsible for meeting that baby's needs. The baby relies on you (as on his or her parents) to interpret communications and provide nurturing and responsive care. In addition, you are responsible for communicating with parents, other teachers and support staff, and meeting many other expectations within your setting. The pressures from these demands can sometimes be overwhelming and frustrating.

Caring for young children is a high-energy job and taking care of your emotional and physical needs is essential. Finding ways to relieve stress is important. Be sure to use the supports that are available to you such as your center director, educational, health or mental health consultants. Attend training sessions that are offered and use them as opportunities to gain knowledge that supports your practice, and to network with other early childhood professionals. Start a monthly meeting with other professionals outside of your agency to serve as a time to share strategies and resources and support each other during challenging times. Finally, know when to ask for a break. Sometimes a few minutes away from your daily demands or a social time outside of work can refresh you and help you be ready to provide the best care possible.



### ***A special note to parents***

A baby counts on you to meet all her needs. While this time is most often an exciting and happy time, you may sometimes feel tired, frustrated or even sad about your inability to figure out what your baby needs and how to provide comfort. If feelings of sadness, frustration or fatigue persist for any length of time, it is important to talk to your doctor.

Just as important as taking care of your emotional well being is taking care of yourself physically. Eating right, exercising, and getting adequate sleep are important so that you have the energy needed to care for your baby who requires your attention around the clock. For those mothers who are breast feeding, it is important to remember that eating balanced meals is critical as you are the sole nourishment for your newborn.

As you are growing in your new parenting role, you may find it valuable and comforting to talk with and learn from other parents. Finding out about a parenting program or play groups where both you and your baby can socialize with others may be of interest to you.

Early childhood caregivers and parents may find the 2-1-1 Infoline a valuable telephone resource for information regarding community services. By calling 2-1-1, you'll be connected to Child Care, Child Development (*Birth to Three*), *Husky*, and *Care 4 Kids*. You can also access the Infoline Website on the Internet at [www.infoline.org](http://www.infoline.org). Information and resources available to you at this Website cover topics such as:

Counseling	Basic Needs (food, shelter)
Parenting Programs	Financial Assistance
Health Care	Elder Care
Child Care Services	Disability Services
Substance Abuse	Emergency Shelter
Crisis Intervention	HIV/AIDS Testing
Domestic Violence	Suicide Prevention
Legal Assistance	Home Care
Transportation	Energy Assistance



# What Every Early Childhood Caregiver Should Know About Caring for Babies and Toddlers

Every baby is unique and has unique ways of communicating his or her needs. Babies develop trust and emotional security when their needs are met promptly and in a positive, caring manner. As you build a warm and trusting relationship with each baby in your care, be sure to learn all you can about individual sleeping and eating patterns, ways of communicating needs, ways in which each baby is comforted (holding, cuddling, singing, rocking), and their tolerance of sound, light and other stimulation within the environment. Take special note of each baby's interests, likes and dislikes and use this knowledge to assess how best to meet each baby's needs in a consistent and predictable manner. Give the baby your full attention, especially during caregiving routines such as diapering, feeding and going to sleep.

(b)(6)

## How can you form a strong attachment with a baby?

You begin by responding in a loving, gentle, consistent manner to the baby's needs, including physical, emotional and intellectual needs. You engage in many positive interactions with the baby such as:

- Responding quickly to crying and trying to soothe the baby right away.
- Always smiling back at the baby when the baby smiles at you.
- Enjoying the baby in your care. Show your delight in seeing and spending time with the infant.
- Cuddling and rocking the baby.
- Always holding babies when they are drinking from a bottle.
- Gently tickling and laughing with the baby.
- By helping the baby learn that he can trust in you.

## Why is a strong attachment important?

It helps the baby/child to:

- Feel safe and secure.
- Feel good about themselves.
- Trust in their world.
- Learn self importance and ability to count on others.
- Learn how to regulate and communicate emotions.

When children achieve these *milestones*, they develop healthy self-images, they're eager to explore, and they develop into socially competent and confident individuals.

(b)(6)

## How do you know when you have succeeded in developing a strong attachment with a child?

You'll recognize success when the child:

- Smiles with pleasure when you greet her warmly or admire her accomplishments.
- Reaches out to you to be picked up.
- Calls out to you to get your attention.
- Relaxes and molds comfortably to your body when you hold her.
- Leans into your body when you read to him.
- Accepts your gentle touches and warm gestures of intimacy.
- Climbs on you, clings to you, or even sucks on your knuckles to regain emotional balance.
- Looks up occasionally to check for your presence when playing across the room.
- Becomes stressed when he notices you are not in the room.
- Runs to you, her safe base, to "refuel", then returns to play.
- Turns to you for help in stressful situations.
- Takes your hand in new or unfamiliar circumstances.
- Calms down at your reassuring touch and words.
- Is cooperative and compliant with your request and directions.
- Works longer at challenging tasks when you are near.
- Looks into your eyes when you crouch down to talk to him.
- Talks to you truthfully about the bad as well as the good.

(Honig 58)

**Remember: A child's very first relationships form the foundation for future relationships.**

## Relationship Between Caregivers and Parents

Both parents and caregivers want children to develop a sense of security in the child care setting. This is developed through the partnership that caregivers and parents build based on mutual respect, understanding, acceptance and agreement. It begins by having clear expectations and open lines of communication in both verbal and nonverbal ways. It continues by having shared goals for the child and respect for different approaches to getting there. Written policies, daily conversations and individual visits are ways of sharing information. When the partnership is successful, caregivers are more responsive to the children and feel a greater commitment to quality care, parents feel less stressed about their child's out-of-home care and children develop attachments to those who care for them. All of this ensures that children will develop to their greatest potential.

## The Progression of Early Language Development

*“Although experiences during the early years may vary tremendously, the foundation for learning language is the same for every child. Whether a child is learning one language or more than one, to foster language learning from the earliest ages, infant/toddler care should emphasize warm, nurturing, one-on-one conversation that is responsive to the child’s attempts to communicate.”*

(Lally, Mangione, and Greenwald 31)

**Early vocalization** begins around the age of 1 or 2 months with *cooing* (making repetitive vowel sounds), *babbling* (vowel-consonant combination around the ages of 6 or 7 months), and *jargon* (stringing together sets of different syllables, often with sentence-like inflections, between the ages of 6 and 12 months).

**Recognizing language sounds** contributes to the young infant’s babbling. He will begin taking on some of the intonational patterns of the language he is hearing.

**Gestures** develop around 9 or 10 months. Gestures along with sounds are a common way for mobile infants to ask a caregiver for things. Sign language is a form of early communication which can be used with infants and toddlers to support their desire to communicate before they have all the words to do so.

**First words** appear around the age of 12 or 13 months. A word is defined as any sound or set of sounds that is used consistently to refer to some thing, action, or quality. For a child, a word can be any sound. Often, words are used only in one or two specific situations and in the presence of many cues.

**Holophrases** are common between the ages of 12 and 18 months. A holophrase is a combination of a gesture and a single word that creates a two-word meaning.

**Telegraphic speech** refers to the earliest sentences created by young children. Sentences usually include key nouns and verbs but generally omit all other words thus creating a short and choppy sentence.

**Phonological development** is a complex process that depends on the child’s ability to attend to sound sequences, produce sounds, and combine them into understandable words and phrases. The young child needs to acquire the rules by which sounds are combined in the language. Over time, the child’s pronunciation of words will become more and more adult like.

- The early phase is partly influenced by the small number of sounds the child can pronounce. The easiest sound sequences start with consonants, end with vowels, and include repeated syllables, as in “mama”, “dada”, “bye-bye”, and “nigh-nigh.”
- The appearance of phonological strategies occurs around the middle of the second year.
  - At first children produce minimal words where they focus on the stressed syllable and try to pronounce its consonant-vowel combination (“du” or “ju” for “juice”).
  - Then they add ending consonants (“jus”), adjust vowel length (“bee” for “please”), and add unstressed syllables (“mae-do” for “tomato”).
  - Lastly they produce the full word with a correct stress pattern. They may still need time to refine the sounds (“timemba” for “remember,” or “pagetti” for “spaghetti”).

(Taken from Connecticut Charts-A-Course Core Area of Knowledge Curriculum. *Core Area C: Advancing Children's Physical and Intellectual Development*. Language Acquisition of Infants and Toddlers)

Please refer to the age ranges in this guide for more examples of language milestones and remember the interconnectedness of all areas of development.

## Did You Know:

- **Language acquisition is the most complex accomplishment of early childhood.**
- **Young children understand before they can speak.**

Children's receptive language develops before their expressive language.

- **The speed with which children develop language, and language styles, varies among children:**

**Differences in rate:** Some children begin using individual words at 8 months, others not until 18 months. Some do not use two-word sentences until 3 years old or later.

**Differences in style:** Katherine Nelson (1973) proposed two styles of early language:

**Expressive style** (holistic style) is characterized by low rates of noun-like terms and high use of personal-social words and phrases. Early words are linked to social relationships rather than to objects.

**Referential style** is characterized by early vocabulary made up of names and descriptions for things or people.

## Possible warning signs:

For babies:

- A general lack of interest in social contact.
- Not attending to the caregiver's speech.
- Babbling that continues beyond 8 or 9 months.
- At 8 or 9 months, the older infant does not follow the direction of an adult's line of vision or pointing.
- At 11 or 12 months, the older infant does not show and point to objects, or engage in or initiate ritualized games with caregivers.
- No words are used between the ages of 10 and 14 months.

For toddlers:

- Vocabularies that are not steadily increasing.
- Continual grammatical errors.
- Difficulty combining different kinds of information in a single sentence.
- Difficulty talking about the future.
- Misunderstanding questions and/or often misunderstood themselves.
- Using short, simple sentences and having difficulty maintaining a conversation.
- Playing alone and exhibiting fewer social forms of play.

(Taken from Connecticut Charts-A-Course Core Area of Knowledge Curriculum. *Core Area C: Advancing Children's Physical and Intellectual Development*. Language Acquisition of Infants and Toddlers)

## Supporting Children who Experience More Than One Language

“Whether children will eventually speak one language, two languages, or more, their earliest lessons take place in the universal language of human interaction.”

(Lally, Mangione, and Greenwald 32)

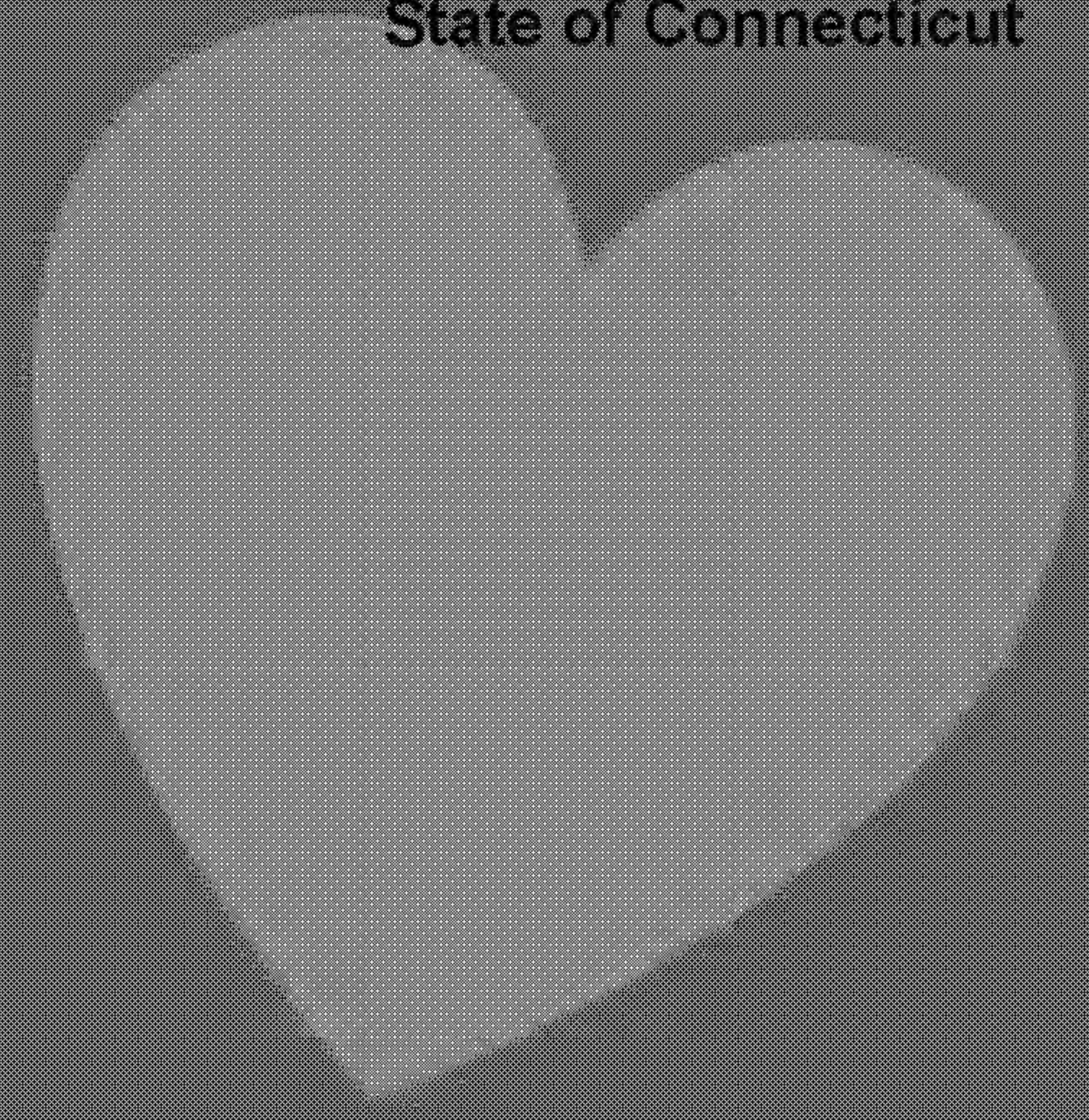
- Second language acquisition occurs through either:
  - **Simultaneous Acquisition** - acquiring both languages at the same time, or
  - **Sequential Acquisition** - acquiring a second language after mastering the first language.
- Children learn a second language in different ways depending upon their culture, individual personality and exposure to the language.
- Children most easily master content material when they are taught in a familiar language.

When nurturing and communicating with babies and toddlers who experience more than one language, remember the importance of:

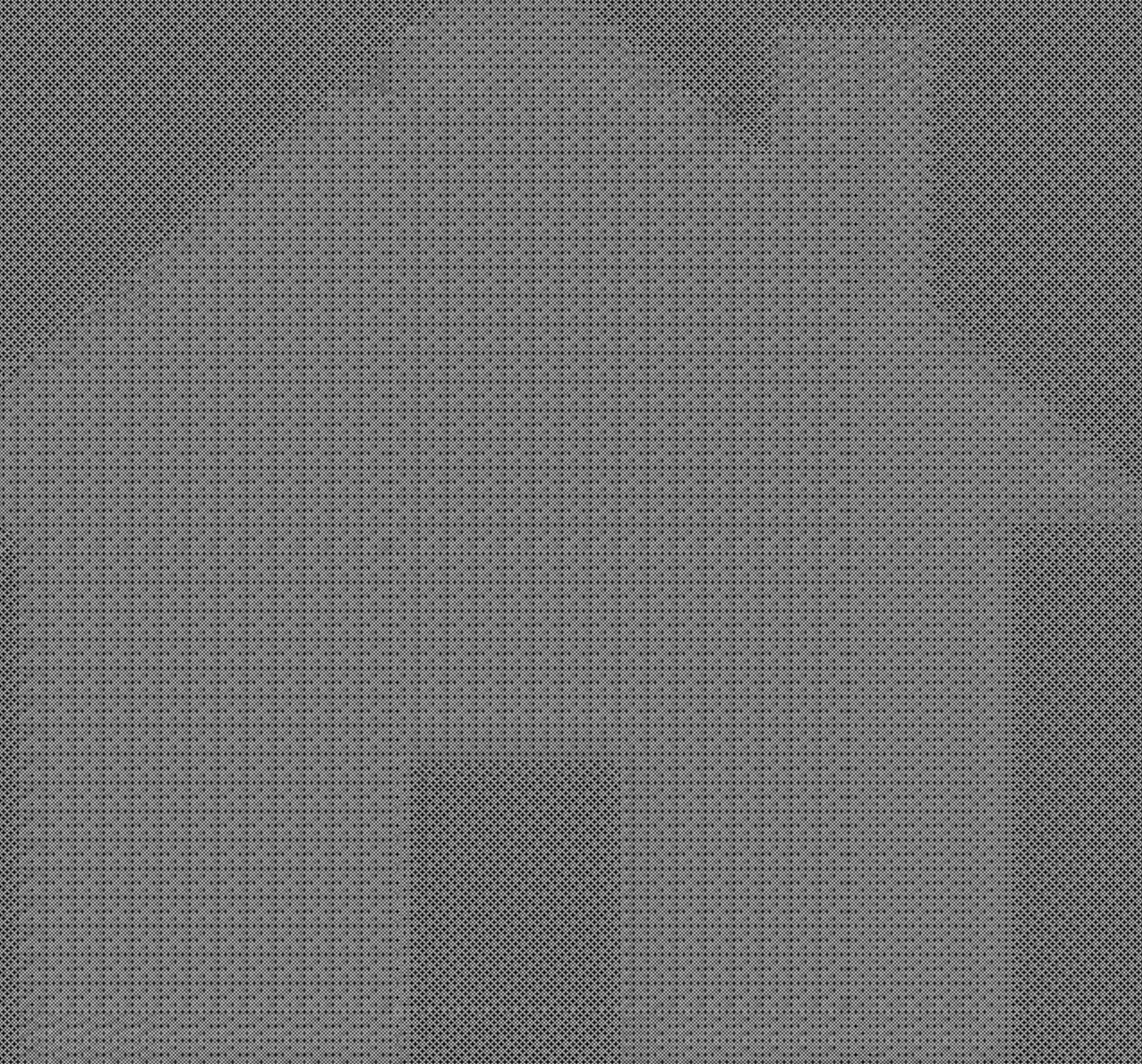
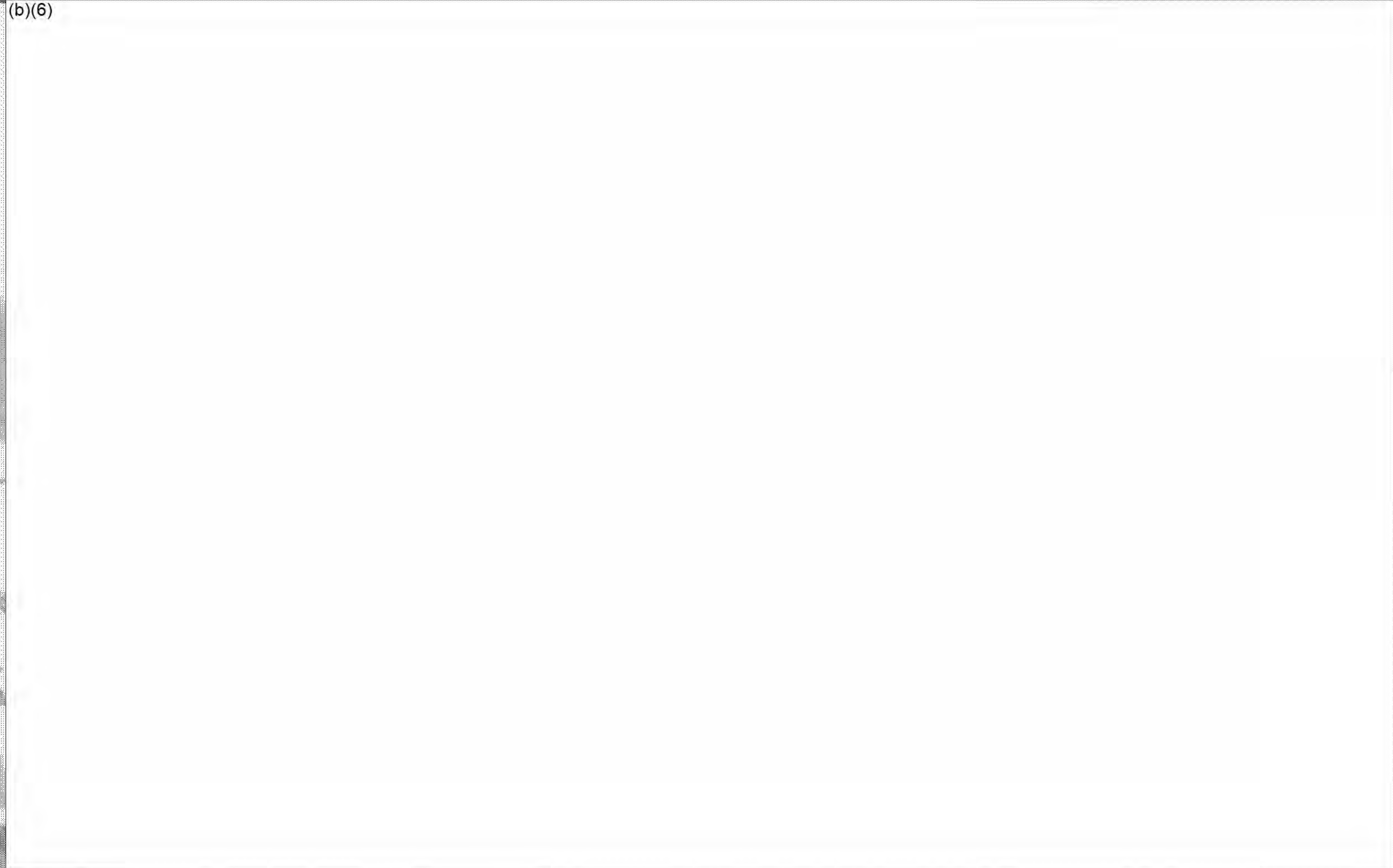
- **Enhancing the child's comfort and self-awareness with continuity between the home and child care setting.** Providing some periods of exposure to the child's home language within the care setting (for example, helping to soothe a child that is experiencing distress by singing a familiar song) supports the child's feelings of emotional security. Babies should be provided with predictable routines that emphasize continuity between home and the care setting.
- **Encouraging caregivers to speak the language they speak most naturally.** “When caregivers speak their own native language, they can use the full range of rhythm and tone of voice to convey both *meaning* and *attitude* through their utterances. Native speakers also provide the best language models for children's language learning. It is advisable to have caregivers speak their best language, as long as communication with the rest of the staff can be maintained.” (34) When possible, provide exposure to authentic language models for children whose home language is different from the language of the broader community.
- **Communicating in the language of the broader community, especially in settings in which there is great diversity in the home languages of the children.**

Communicating with a child in the language of the broader community is desirable. But one must remember the importance of supporting the child's efforts to communicate in the language with which he or she is most familiar. (33)



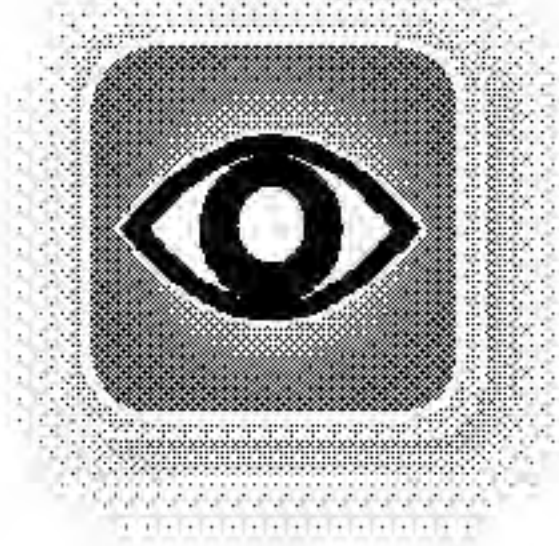


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# Birth To 3 Months

## Personal & Social Development



### As A Baby Grows and Develops, Look to See:

#### Social

##### A baby:

- May smile (reflexive at first).
- Will smile at people who smile at her by the age of 3 months.
- Begins to make eye contact.
- Watches and listens to people and things around him.
- Is soothed by your face.
- Watches people (the first sign of socialization).
- Feels better when held and cuddled.
- Uses crying as a way to tell you what she needs.
- Likes being held.
- Likes sound and touch.

From the time they are born, babies will tell you how they feel and what they need by making sounds and moving their bodies. Although a baby's cry does not sound different in the first few weeks, they soon use different cries to let you know they are tired, hungry or bored.

#### Feelings and Self-Awareness

##### A baby:

- Shows if they are happy or unhappy.
- May cry, turn away, or tense her body when tired.
- Does not yet separate himself from the world.
- May be startled by bright lights or loud noises.

(b)(6)

### A Supportive Environment Includes:

- A lot of one-on-one time spent holding, cuddling, talking, singing, rocking, etc.
- Time with the caregiver (a baby will prefer faces, especially her caregiver's, most of all).
- A safe and comfortable space for the baby, separate from and out-of-reach of older infants or toddlers.
- Musical toys.
- Color pictures at eye level.
- Teething rings.
- Toys safe to suck on.
- Squeeze toys to suck, reach, or grab.



For more information about creating a safe environment where a baby's needs can be easily met, see [Caring for Connecticut's Children, Volume I](#) for specific information on promoting health and safety. This booklet is available on the Child Health and Development Website: [www.CHDI.org](http://www.CHDI.org).

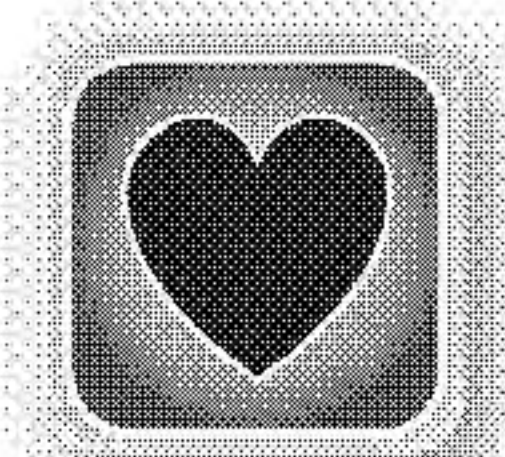
# Birth To 3 Months

## Personal & Social Development

(b)(6)

### Ways You Can Support Healthy Growth and Development:

- Immediately respond to her cries. As she becomes confident and develops trust that you will meet her needs, she will cry less.
- Call a baby by his name.
- Put her in a safe spot where she can be part of everything but not be over stimulated.
- Allow for quiet, alone time.
- Help him develop social behaviors by responding to him when he is alert.
- Respond to her messages (efforts to communicate) and try to find her real needs. Remember that crying is not always due to hunger.
- Always hold and engage in interaction when feeding him.
- Allow for adult-supported, baby-to-baby contact when possible.
- Hold, cuddle, smile, talk to and laugh with her.
- Talk, hum, sing and read to the baby often, especially during daily routines such as feeding and diaper changing.
- Tell him about everything that is going on around him. Note the sights and sounds he likes. These might be things that will help him when he is unhappy.
- Copy and respond to her sounds.
- Show your love, happiness and special bond to him.
- Carry the baby to different areas in the room and talk about what you both see so she can learn about what is around her.



### Did You Know:

- Responding to a baby makes her feel important and lets her know that you understand her. This builds her confidence and makes her want to communicate more.
- Babies can be calmed by rocking, patting, singing, swaddling, and letting them suck on a hand or pacifier.
- Babies are born with little to no self-control. They have little control over how they feel or what they do. Developing self-control begins in a baby's earliest months and continues across the first three years of his life and beyond. With help from parents and caregivers, babies can begin to learn how to handle their feelings and actions.





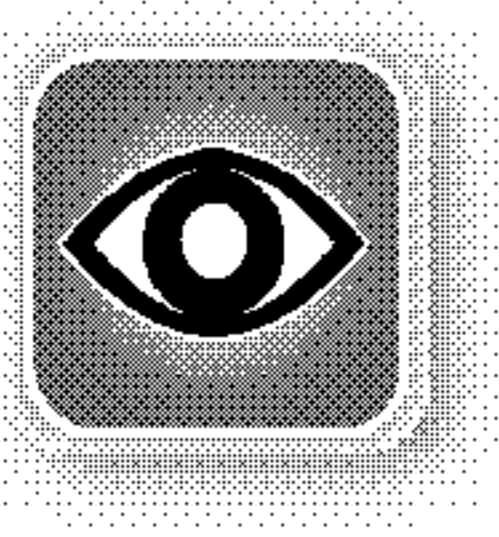
# Birth To 3 Months

## Physical Development

### As A Baby Grows and Develops, Look to See:

#### Large Muscle Development

*A baby:*



- Will lift her head for a short time. Continue to support her head. A baby's most important physical task is head control.
- Can turn his head to clear his nose for breathing and turning toward sounds.
- Has reflexive arm and leg movements, which are not under her control.

#### Small Muscle Development

*A baby:*

- Often clenches his hands, making a fist.
- Grasps things placed in her hands due to reflexive action. By the end of this period, a baby will use her hands one at a time and on purpose to bat at and grasp objects.
- Looks at things, especially faces and begins to follow them with his eyes.
- Brings things to her mouth.
- Follows moving things with his eyes by 3 months and likes watching his own hands as he moves them through the air.
- Gets comfort from sucking, which has now become voluntary. Let a baby use her thumb, fist, or pacifier to meet these natural sucking needs.
- Responds to sound (see The Progression of Early Language Development page 10) and touch. A newborn's sensitivity to touch is well developed.



### A Supportive Environment Includes:

- Avoidance of sudden noises, bright lights or changes in position. These can be very startling.
- Putting the baby to sleep on his back to reduce the risk of Sudden Infant Death Syndrome (SIDS). Use a firm, tight-fitting mattress in his crib. Remove all soft items. Slats on a crib or playpen must be 2-3/8 inches apart or less to prevent strangling. Never use a waterbed, sheepskin or pillow. Remove a hanging mobile once he can reach it with his hands. Always keep one hand on the baby when you are diapering him.
- A mat, rug, or blanket to lie in a safe space with room to move around. Offer this for short periods of time several times a day.
- Only a few toys as the baby's environment is stimulating enough.
- Bright colors and contrasting colors (e.g. black and white).
- Soft toys that a baby can grasp. She may not be able to let go of hard toys or rattles and can bang herself in the face.
- Mobiles on the crib, musical toys, colored pictures at the baby's eye level.

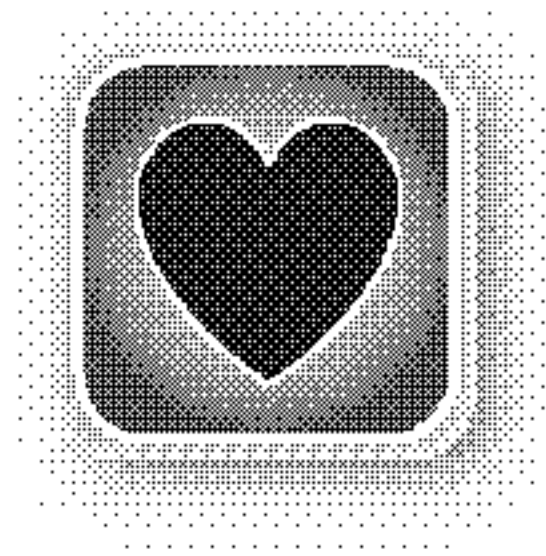
***Avoid leaving a baby in a swing or car seat for too long. This keeps him away from your much-needed loving touch.***

# Birth To 3 Months

## Physical Development

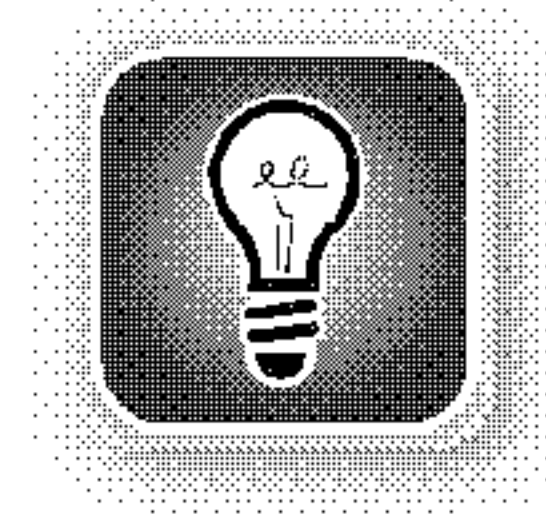
### Ways You Can Support Healthy Growth and Development:

- Talk with parents and use what you have seen to determine the baby's needs.
- Provide a feeling of security when necessary. Wrap the baby in a blanket and place him in a small, enclosed space (your arms, a bouncy seat, crib, etc.). Swaddle the baby to help calm and comfort him.
- Provide peace and quiet and a small amount of stimulation. Familiar people (parents, caregivers, other children) provide enough stimulation.
- Hold or place the baby 9 - 12 inches from your face; helping to keep you within her sight.
- Don't worry if a baby's eyes wander independently or if he looks at you out of the corner of his eye in the early months. This is normal. (Brain Wonders)
- Hug and rock the baby in your arms. Gently stroke her head and skin. Remember to watch for cues about what kinds of touch and how much touch she likes. Be aware that babies do feel pain and will cry in response to it.
- Holding, talking or softly singing or humming while he is breast feeding (or bottle feeding) helps create a warm, responsive and secure environment for him.
- By 2 months the baby enjoys looking at you. Be expressive. Widen your eyes, move your mouth, and slowly move your head from side-to-side so he can follow your face. (Brain Wonders) Encourage her to follow an object with her eyes (e.g. a stuffed animal) at 10 inches from her face.



### Did You Know:

#### Baby's Amazing Reflexes



Reflex	Description	Disappearance
Walking/Stepping	When Baby is held upright under her arms, with her head supported, she will lift one foot after another in a walking/stepping motion, provided her feet are barely touching a flat surface.	2 months
Moro/Startle Reflex	While lying on her back, if Baby is startled by a loud noise, or if her head suddenly drops slightly, she will arch her back, hold back her head, extend her arms and legs and then draw them in toward her body.	2-3 months
Rooting	When Baby's cheek is stroked near the corner of her mouth, she will turn her head toward the touch, open her mouth and make sucking movements.	4 months
Palmar Grasp	When Baby's palm is stroked with a finger, she will immediately grasp the finger tightly.	4-6 months
Tonic Neck Reflex	When Baby's head is turned to one side while lying on her back, her body will assume a fencing posture, with one arm flexed and the other arm extended on the side toward which her head is facing.	5-7 months
Babinsky Reflex	When the sole of Baby's foot is stroked, her toes will first fan out, then curl inward.	8-12 months
Eye Blink	Baby immediately closes her eyelids whenever a bright light or a puff of air comes near her eyes.	Permanent

(Taken from Growing Child 0-24 Months by Nancy Kleckner, page 4)

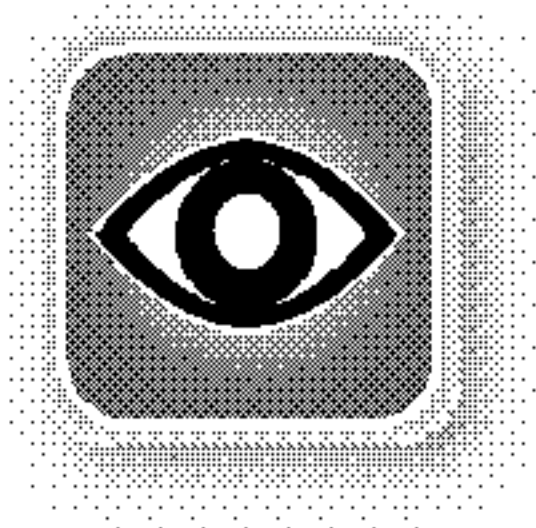
# Birth To 3 Months

## Cognitive Development

### As A Baby Grows and Develops, Look to See:

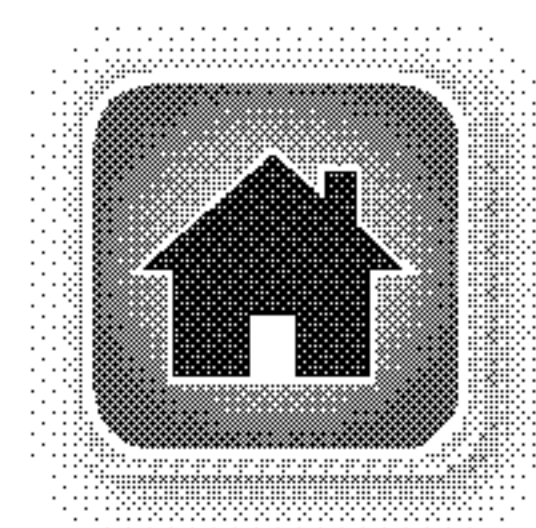
A *baby*:

- Begins to follow things or faces with her eyes as they move.
- Responds to faces or things he sees and looks at faces.
- Sucks and gums things that come near his mouth.
- Shows reflexes that are the beginnings of sensory skills, which in turn help in the development of intellectual skills.
- Enjoys looking at black and white and high-contrast colors.
- Begins to bring her fist to her mouth, a first sign of coordination of movements.
- Begins to do more than one thing at a time (looking and hearing, seeing and sucking) by the end of this period.



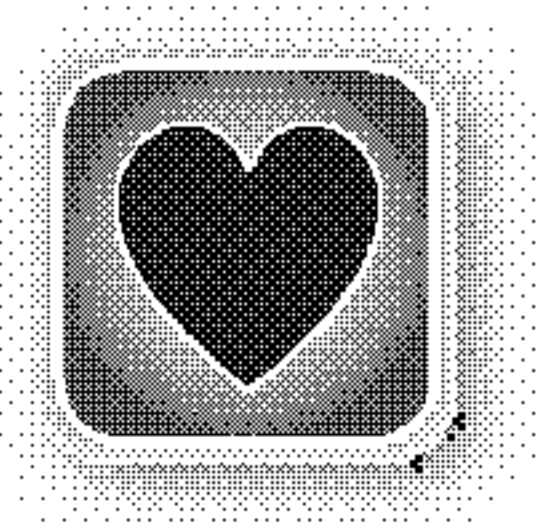
### A Supportive Environment Includes:

- A limited variety of soft, washable, colorful toys to look at or suck on (be sure there are no small parts that could be swallowed). These toys help create an interesting yet safe environment for a baby.
- Space for him to move freely. Time should be limited in equipment that restricts movement (e.g. swings, car seats, etc., especially when the baby is not in the car).
- Opportunities to look at things in the world around her, including your warm smiling face, supports visual development. (Brain Wonders)
- Taking the baby to different rooms and placing him in different positions.
- High contrast colors and patterns like bull's eyes, stripes, and checkers.
- A quilt or blanket of assorted colors and textures for a baby to lie on.



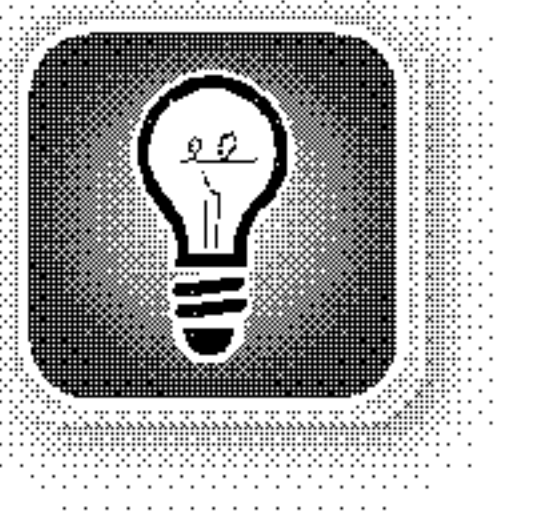
### Ways You Can Support Healthy Growth and Development:

- Give her the freedom to develop at her own rate.
- Offer faces to look at (especially that of the primary caregiver), as well as opportunities to see, touch and mouth things.
- While awake, give him time on his back so he can have a broader view of the world, hear with both ears, and use his hands. Remember time on his tummy is also important.
- Pay attention to her moods, and respond to her cries and sounds.
- Share books, stories and music as part of quiet cuddling time. This can be a great way for caregivers and babies to connect.
- Help the baby find his fist or thumb for comfort.
- Hold brightly colored objects within her reach and encourage her batting, grasping and handling motions.



### Did You Know:

- At birth, a baby's brain has all the cells it will ever need.
- Studies show that a nurturing touch actually helps many babies gain weight and develop healthy relationships with caregivers. (Brain Wonders)
- When you gently hold a baby in the warmth of your arms, you have the opportunity to support healthy development, not only through your touch, but also through your gazing into his eyes, talking or vocalizing. Think of the actions that take place when you hold an infant as "sensory nourishment" or food for the brain. (Brain Wonders)
- Be aware that her senses are the doors to her mind. Stimulation of all her senses will make her more aware of her surroundings and will allow her to make distinctions in her ever-expanding world. (Parents As Teachers)
- Brain development begins before birth. Amazingly, it is in process within a week of conception. While most of the newborn's brain cells are formed during the prenatal period, the brain is not completely developed at birth. Most of the neuron connections and strengthening of those connections take place after birth. The way the brain cells connect and develop will be influenced by the newborn's experiences with child care providers and the environment. (Brain Wonders)



# Birth To 3 Months

## Language Development & Communication

### As A Baby Grows and Develops, Look to See:

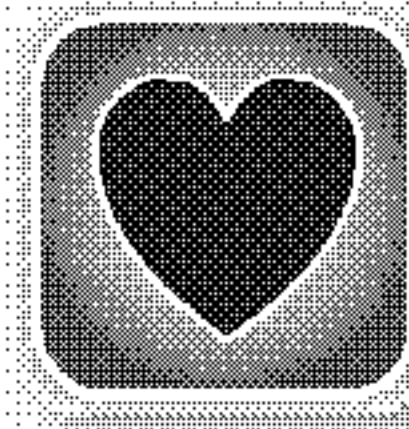
*A baby:*

- Can hear a variety of sounds and is amazed by the sounds of language.
- Will turn her head in the general direction of sounds heard.
- Communicates through crying to let you know what he needs. A baby cries to let you know he is hungry, upset, cold, bored, tired, uncomfortable, or over stimulated.
- Responds to voices. Newborns not only hear your voice, but show they like listening to it by turning their heads toward your voice.
- Is sensitive to noise levels.
- Begins cooing toward the end of this period.
- Makes sounds with her saliva.



### Ways You Can Support Healthy Growth and Development:

- Listen and respond to her. Enjoy the sounds she makes.
- Talk and sing to him. This helps him become familiar with your voice.
- Pretend she is telling you something when she coos and gurgles. Expand on what she "says," and answer her "questions." Respond by imitating her sounds. (Brain Wonders)
- Try to interpret his cries. Try to figure out what he is telling you.
- Your response tells the baby she is important and she can trust in you to meet her needs. Your repeated response and actions over time will help her learn ways to calm herself down. (Brain Wonders)
- Talk to him, especially during care-giving times. Tell him what is happening as it happens and what will happen next. Pause and allow time for his response.
- She may tell you that she needs to take a break from the "conversation" by looking away. Give her a break and then begin the "conversation" again.
- At this point he is most attracted to the sound, pitch and rhythm of your voice, the music of language. Softly sing to him.
- When you talk, get close to her and make eye contact. This helps her connect the sound of your voice with your face.



### A Supportive Environment Includes:

- Gentle conversation, soft music and other pleasant sounds.
- Quiet times, even during a baby's awake periods.
- A variety of things to hear, see, and feel. Describe them as she looks at or touches them.

*The mother, father, or primary caregiver is the most important part of the environment for the infant's language development.*



### Did You Know:

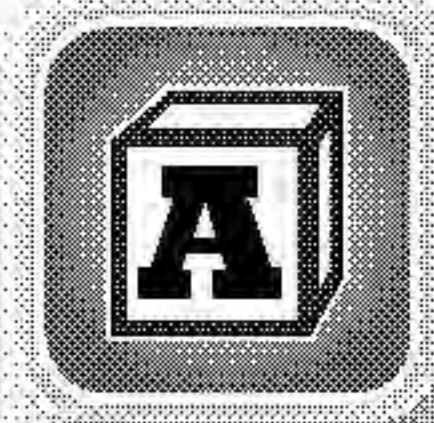
- Before they are born, babies can hear the rhythms and tones of their mother's and father's voices.
- Studies show (and caregivers report) that even very young babies can recognize their caregiver's voice. As early as the first few days of life, many newborns will turn toward the sound of a familiar caregiver's voice.
- You *cannot spoil a newborn* by holding, touching, caressing, comforting and meeting her needs. In fact the best evidence says that babies who receive a lot of loving attention in these early months become more independent, resourceful, and less demanding toddlers. (Brain Wonders)
- Newborns who are breast-fed receive antibodies from their mother's milk. These antibodies help the newborn develop a stronger immune system resulting in fewer ear infections, allergies, respiratory and stomach illnesses. (Brain Wonders)
- A newborn has vision at birth but it is the least mature of the senses. The newborn's eyes can track or follow movement, but only within a distance between 9 and 12 inches from the infant's face. The newborn's eyes cannot focus as well as those of an adult. As a result, objects and people look a bit fuzzy during the first few months of life. (Brain Wonders)



# Birth To 3 Months

## Birth To Three Months

### Activities that Support Healthy Growth and Development:



#### Developing Trust

Feeling your touch, hearing your voice and enjoying the comfort of physical closeness all help a baby develop trust.

#### What You Need

Soft Music

#### What to Do

- Gently move a newborn's arm and legs. Or, tickle her lightly under the chin or on the tummy. When she starts to control her head, lie on the floor with her on your stomach and with her head on your chest. Let her reach for your nose or grab your hair. Talk to her and name each thing that she touches.
- Place the baby on your belly. Some research has shown that such contact releases chemicals called endorphins that help the baby feel comforted. In addition, such contact builds stomach and back muscle strength that is essential as he learns to crawl.
- Sing and cuddle. Hold her snuggled in your arms or lying face up on your lap with her head on your knees. Make sure the head of the newborn is well-supported. Sing a favorite lullaby.
- Include happy rituals in the baby's schedule. For example, at bedtime sing the same song every night, rock him, or rub his tummy.
- Pick up a crying infant promptly. Try to learn what is wrong. Is she hungry? Wet? Bored? Too hot? Crying is a baby's way of communicating. By comforting her, you send the message that language has a purpose and that someone wants to understand her.

(b)(6)

### Close-up



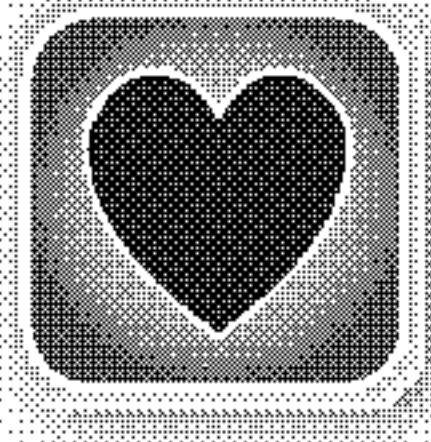
It's 10:00a.m. at Baby Loves Child Care. The older babies (crawlers) are having a snack and (b)(6) is giving 8-week-old (b)(6) a bottle. She cuddles (b)(6) closely while sitting in the rocking chair. While (b)(6) is sucking on a bottle, (b)(6) gazes at her and softly sings to her, "You're such a lucky girl. Your mommy loves you so much. (b)(6) loves you too. You were hungry." (b)(6) pauses between sentences to let (b)(6) respond by gurgling. When (b)(6) starts getting fussy, Jasmine stops, raises (b)(6) to her shoulder, nestling (b)(6) head against her neck, and gently burping her while continuing to talk to her.

During this feeding time with (b)(6) learns about: responding to being held and touched; comfort from another's voice as (b)(6) cuddles her and speaks to her; making eye contact with (b)(6) developing trust that (b)(6) will meet her needs in the future; communicating her needs to (b)(6) watching (b)(6) face for cues; and doing more than one thing at a time. Most importantly, (b)(6) learns that interactions with human beings are positive and pleasant, which will help her learn to approach interactions with peers and other adults in a positive way.

# Birth To 3 Months

## Parent Pull-Out

### Congratulations! You have finally brought your long-awaited new baby home!



This will be a busy time of change for you and your family, and for the new member of your family. If this is your first baby, you may not be ready for how much time one small infant can take up. One feeding may last almost until the next one, the laundry for a small person adds up quickly, and the lack of sleep takes its toll on everyone. So much is happening in these first three months: your infant is learning how to survive outside of the womb and relies upon others for everything. He will cry and turn his head and body to let you know what he needs but at first all those cries sound alike. By the end of this time period, you will be able to tell if he is hungry, tired, wet, soiled or maybe even bored. What a great accomplishment for all of you!

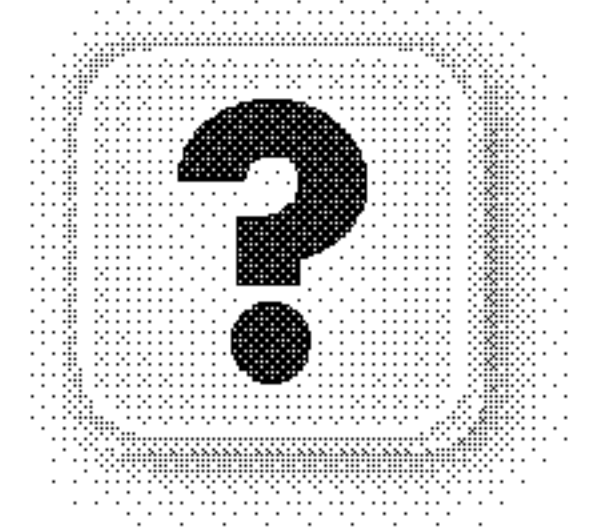
### What To Look For And Do:

- Your baby can be calmed by being held close, swaddled and listening to you talk or sing.
- Your baby will tire of things quickly so move her around or change how you hold her.
- Your baby likes to watch things that have contrast (black and white), colorful books and, most of all, loves looking at your face.
- Your baby needs to be on his back when he is sleeping so be sure you give tummy time for short periods when he is awake.
- Your baby cannot be spoiled so be sure to pick her up when she cries and avoid having her over stimulated by noises, people, or activity.

Your baby's favorite things: you - your face and your voice - toys/pictures with contrast - music - soft things to hold and mouth - soothing movements.



### Do You Have Questions About Your Child's Development?



#### Help Me Grow

#### Child Development Infoline Can Help!

##### What is Help Me Grow?

A free, statewide program that connects children and families to available community services and resources. By calling *Help Me Grow* and speaking with a care coordinator, you can work together to answer questions about your child.

#### Help Me Grow finds services and support for:

- Health
- Behavior
- Parenting
- Development
- Learning

#### Who can call Help Me Grow?

- Parents
- Child Care Providers
- Caregivers

#### Ages & Stages

##### What is Ages & Stages?

The *Ages & Stages* Child Monitoring Program helps you follow your child's development from four months to five years of age. When you sign up for this free program, *Help Me Grow/Child Development Infoline* will mail you a questionnaire every few months until your child's fifth birthday. A care coordinator will then contact you by mail or phone about your completed *Ages & Stages* questionnaire.

Find out how *Help Me Grow*, a program of the Children's Trust Fund, can help.

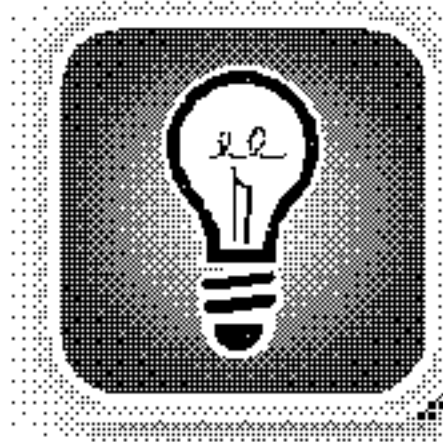
Call 1.800.505.7000



### Parents, Did You Know?

#### Parents as Teachers (PAT) programs

provide home visits and more to parents of children before birth and up to kindergarten entry. The information they offer helps both parents and children gain knowledge and build skills. To find out about training for home visitors or caregivers email: [connpat@earthlink.net](mailto:connpat@earthlink.net).

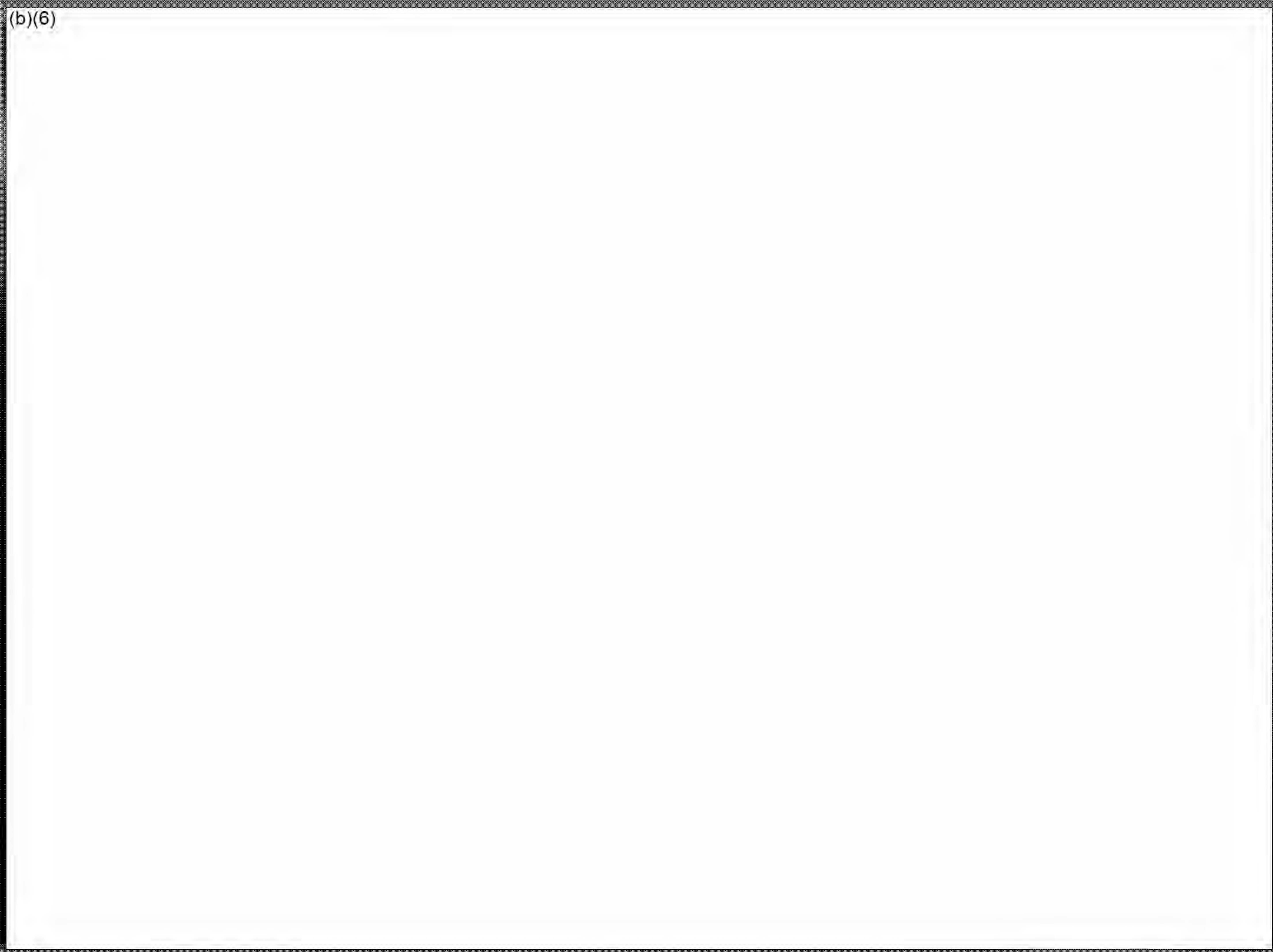


To find a program call 2-1-1 (InfoLine).

To find out more about PAT go to

[www.parentsasteachers.org](http://www.parentsasteachers.org).





*3 to 6  
Months*





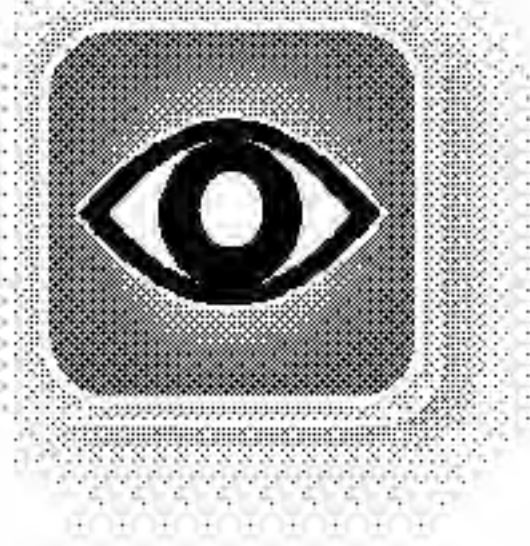
# 3 To 6 Months

## Personal & Social Development

### As A Baby Grows and Develops, Look to See:

#### Social

A *baby*:



- Begins to recognize you!
- Identifies and responds to your voice. She may smile, make sounds and/or move her arms and legs, and wiggle her body.
- Responds differently to different people.
- Laughs and giggles.
- Is becoming very interactive. He may babble, then wait for a response from you.
- Wants to explore food and begins feeding herself finger foods by six months.

#### Feelings and Self-Awareness

A *baby*:

- Displays a wider variety of feelings and uses his voice to express them.
- Coos and babbles in response to interaction and to express feelings.
- Begins to realize her hands and feet belong to her and begins to explore them, as well as exploring her face, eyes, and mouth.
- Is learning to fall asleep on his own.
- Reacts when she hears her own name.

(b)(6)

### A Supportive Environment Includes:



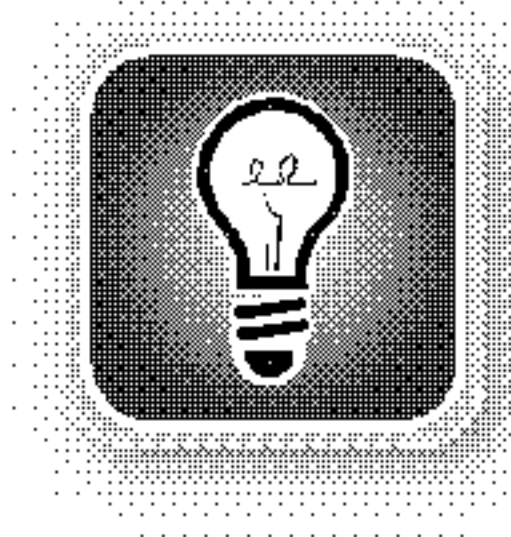
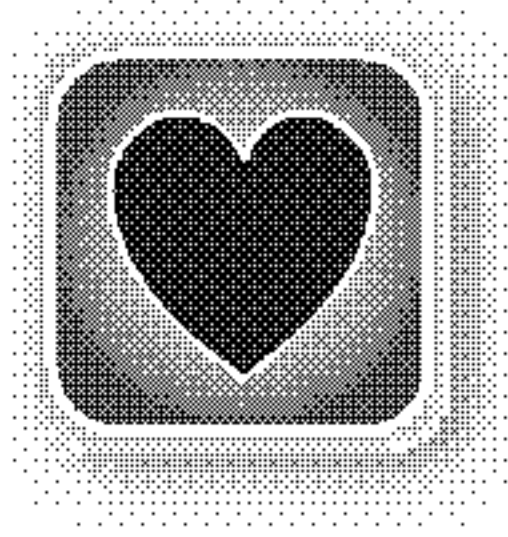
- *You* are the most important thing in a baby's environment right now.
- Enabling the baby to see your face and your expressions. He will be watching you so make eye contact and smile a lot. This tells him you are interested in him.
- Keeping the environment natural. A baby will be interested in things we think of as ordinary. Remember she is new to this world and everything she experiences is new.
- Providing touch experiences. Place him on different surfaces such as a soft blanket, a rough blanket, or a cool mat. Watch for distress and stop if he is unhappy.
- Letting the baby reach out and touch objects of different textures – sticky, smooth, bumpy, cold, etc.
- Playing peek-a-boo and using soft puppets to interact with the baby.

3 To 6  
Months

## Personal & Social Development

### Ways You Can Support Healthy Growth and Development:

- Respond quickly, warmly and attentively as the baby is forming a very important attachment to you.
- Let her know she can count on you to meet her needs. Read her cues and respond quickly to help comfort her when she cries.
- Stay calm when he loses control, helping him to feel safe. As he begins to calm, he will feel more in control.
- Hold her when she needs to be held. She may let you know she needs to be held by crying, fussing, reaching or gazing toward you.
- Ask his parents about comfort items and use them to help comfort him.
- When holding is not possible, reach out and touch the infant with your "eyes" and "voice."
- Recognize, name, and respect her feelings and talk about what she seems to be "saying".
- Watch for the kinds of touch he likes and dislikes. Does he smile and continue to touch or does he fuss and pull away? Stop what he seems to dislike.
- Engage frequently in back and forth interactions.
- Coo, smile and stick out your tongue. These actions help teach her about the back and forth of conversation.
- Bring him to various places within your setting so that he has different things to look at.
- Delight in her accomplishments, including her actions and the sounds she makes.



### *Did You Know:*

- The father's (or other significant male's) presence is important in the child's life. The quality of their interaction enhances the life of the child. Fathers help to shape the attitudes, values, and skills of their children.

3 To 6  
Months

## Physical Development

### As A Baby Grows and Develops, Look to See: Large Muscle Development

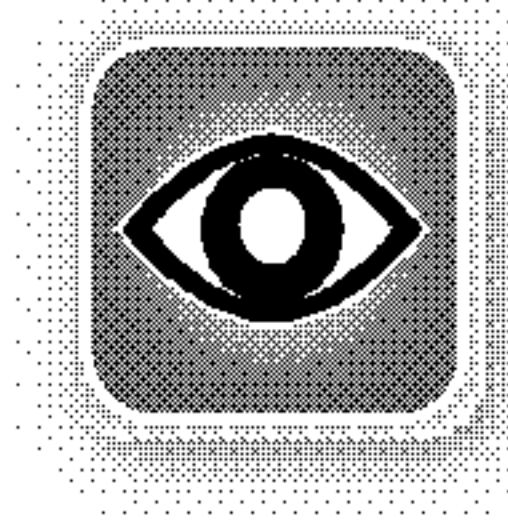
*A baby:*

- Begins to gain voluntary control of his arms and legs and is beginning to lose reflexive behaviors.
- Is gaining control of her head, beginning to control and lift it when held in a standing position.
- Will slowly push up and arch his back while on his stomach by using arm muscles and moving his legs. He is strengthening the arm, leg, head, neck, and body muscles that will some day help him roll over, sit, and stand in a position for walking.
- Reaches, grasps, and bats objects.
- Lifts her head and chest using her arms for support. She enjoys kicking and stretching her arms and legs.
- May be able to roll over in both directions and begins to sit with help by 4 to 6 months.
- Will move in a variety of directions providing the experience she needs to learn how to balance and gain control over her body. This includes moving side-to-side as when swaying; moving up and down as when bounced; and moving back and forth as when walking. All of these movements occur automatically when a baby is in your arms. (Brain Wonders)

### Small Muscle Development

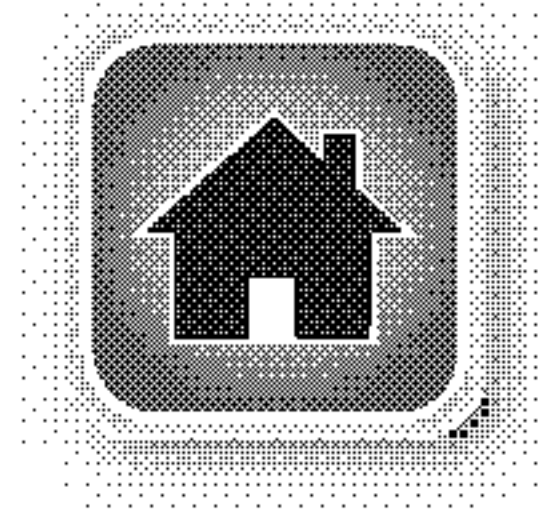
*A baby:*

- Is reaching out for things with his arms. He is more actively touching and exploring things. The grasp reflex no longer takes over his hands all the time.
- May reach toward something and miss.
- Is getting better at scanning, following and focusing on things around her. She can see in color, see more clearly, understand depth and adjust to different distances.



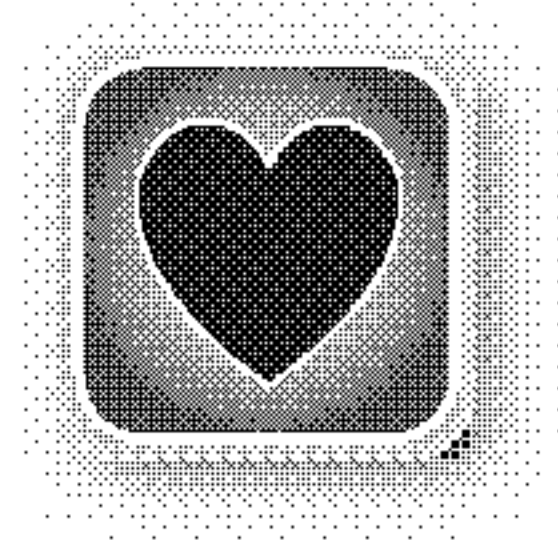
### A Supportive Environment Includes:

- A large, secure and safe play area; large enough for you and the baby, including free open space for him to roll, scoot and wiggle his arms and legs.
- A variety of washable things within reach for her to look at and reach out for. Rolling or moving can be encouraged by placing an interesting toy close by.
- A rug, mat or soft surface (blanket) for the baby to lie on.
- Use a swing only to help the baby calm down, and only when you are there to talk to him. Do not leave him alone in a swing.
- Avoid placing the baby in restrictive equipment (car seats, swings, strap-in seats, jolly jumpers, walkers, and bouncers, etc.) for too long.



3 To 6  
Months

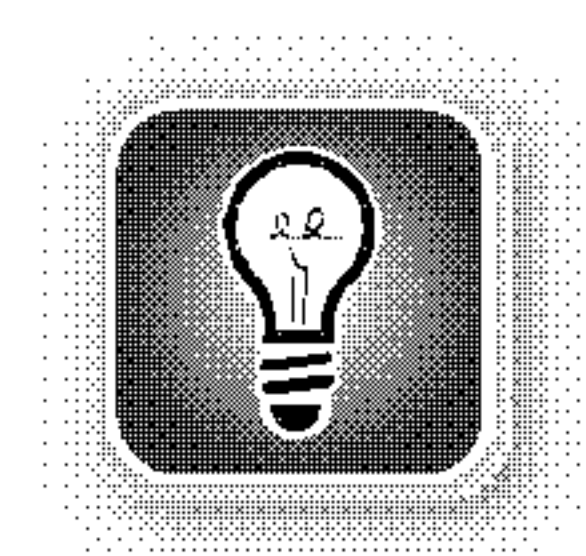
## Physical Development



### Ways You Can Support Healthy Growth and Development:

- Watch closely. Sit on the floor with her often.
- Respond when she calls for you.
- Prop him up against firm pillows and let him strengthen his upper and lower body.
- Be careful not to distract her with noise, TV or too much talking unless necessary.
- Allow a baby freedom to explore through looking, sucking, stretching and reaching. Allow him to move and develop his skills naturally.
- Delight in her ability to move and explore her world in new ways.
- Keep the baby's sleep routine as consistent as possible. Find ways to help sooth the baby when going to sleep, i.e.: a quiet time with a bottle, time rocking the baby in your arms, singing or humming to him... Be sure the sleeping area is darkened and quiet.
- **A baby should be put to sleep on his back, not on his stomach.**
- When awake, place her in different positions: back, stomach, and sitting with support. Each position gives her a different view and a chance to explore in different ways.

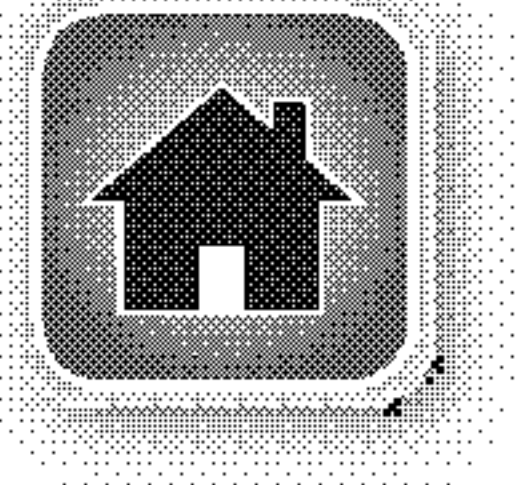
### Did You Know:



- A baby's physical, cognitive, social and language development are closely intertwined (integrated). Without opportunities to use her body freely, she will not be able to learn about space, movement, and the effects her actions have on objects and people around her. (Parents As Teachers)
- Any signs of stiffness or tight muscles, extreme floppiness, favoring of one arm, leg or body side, poor head control at 3 months, inability to roll over by 5 months or sit with support by six months should be discussed with parents and pediatrician or family doctor. (Brain Wonders)
- Holding a baby to stand will not make him walk faster or better.

3 To 6  
Months

## Cognitive Development



### As A Baby Grows and Develops, Look to See:

#### A *baby*:

- Explores everything with his mouth. Be sure toys are clean and that items that he can choke on are out of reach. Avoid things that are less than two inches around (or fit inside a toilet paper tube), have small removable parts, or sharp edges.
- Responds to what she sees and pays attention to what she is viewing for longer periods of time. She is alert for more of her awake time.
- Looks from one thing to another.
- Is beginning to hold things on his own and play with them a little. He grasps items of interest and looks closely at them. It is through touch that he begins to know the limits of his body.
- Shows signs of remembering.
- Looks for the source when she hears a noise.
- Looks and sucks at the same time but needs to stop sucking to listen.
- Shows interest in back and forth pretend games.
- Brings things to his mouth to explore.
- Stops crying when you approach.
- Uses her whole body and senses to play with toys and other safe things. She plays by herself, with a primary caregiver, and at times with or near other babies.

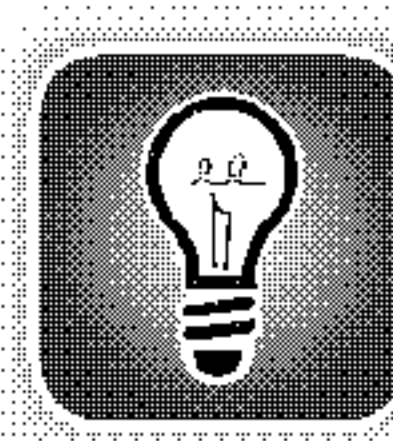
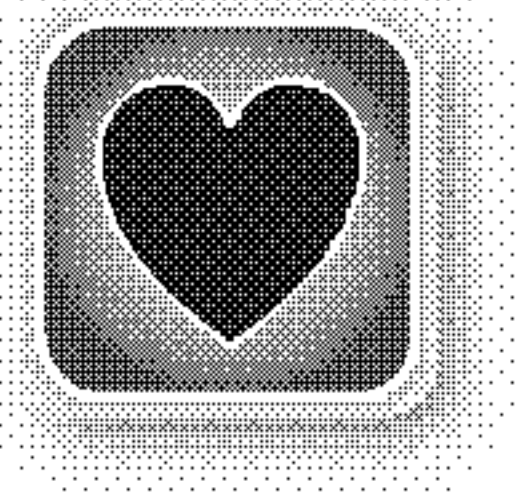


### A Supportive Environment Includes:

- Objects of interest including: humans, other infants, bright toys, soft balls, rattles, and squeeze toys.
- Rubber rings, soft dolls and soft books with pictures.
- Inflatable toys with bells or colored balls inside to watch and kick.
- A floor gym with a variety of objects attached to reach, bat, and kick.
- Things that can be grasped easily.
- A changing environment (a walk to another room or a walk outside). Talk about what you both see.

### Ways You Can Support Healthy Growth and Development:

- Watch carefully to see what he is looking at and what he finds interesting. This will help you know what he likes and what toys you should give him.
- Play pretend games with her. For example, you say, "baa" and wait for the baby to try to make the sound. She is learning to become a conversation partner through this play.
- Encourage exploration and natural curiosity by providing a variety of things of different textures, shapes and sizes. Give him the chance to take the lead.
- Develop predictable routines, familiar songs and personal games.
- Share in the joy of music together.
- Encourage him to follow the slow movement of a toy with his eyes and to reach for it. Respond enthusiastically to his efforts.
- Respond to her sounds with a voice full of happiness and love.



### Did You Know:

- When infants play, they engage in looking, listening, touching, tasting and moving with the objects and people in their environments. Play provides them with the experience of connecting what they see with what they hear, taste or touch. Play helps infants develop sensory connections that provide input into the brain and influence their cognitive, physical, motor, social, and emotional development. (Brain Wonders)

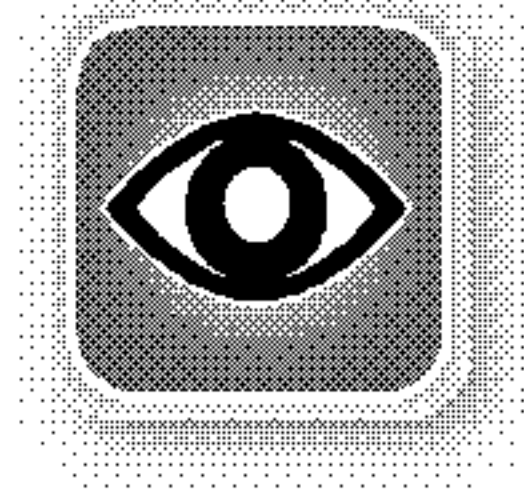
3 To 6  
Months

## Language Development & Communication

### As A Baby Grows and Develops, Look to See:

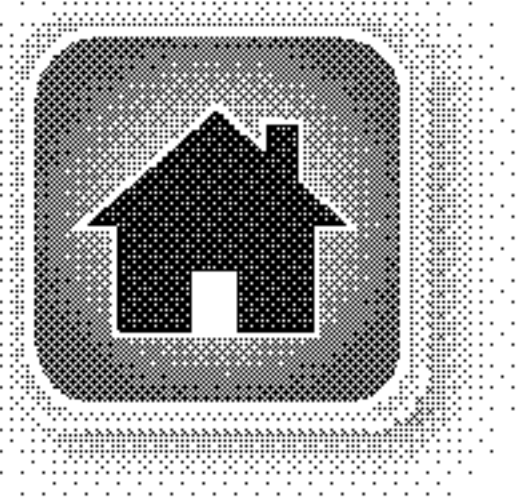
*A baby:*

- Is beginning to listen carefully.
- Coos, whimpers, gurgles and makes many other sounds. Vowel and consonant sounds will be held longer and increase in quantity, slowly changing to true babbling at around 5 months.
- Listens to sounds she makes with her mouth.
- Cries less often and vocalizes to initiate social contact.
- "Talks" to himself and others through various sounds. You may begin to notice him making sounds or bubbles with his mouth. These are ways in which a baby experiments with new sounds and are important motor practice for later speech. Making these sounds is enjoyable for a baby. Go ahead and make them back to him.
- Uses vocal and non-vocal communication to let you know her interests and to help you understand what she wants.
- Develops a sense of communication as you copy the faces and sounds he is making.
- Repeatedly produces strings of one syllable at a time, such as "ba", "ma" by the age of 6 months. Babies babbling will also mimic the tone of conversational speech, rising and falling in rhythm with their vocal expressions. They are becoming true conversational partners. For babbling to develop further, she must be able to hear the language that surrounds her. If a baby's hearing is impaired (e.g., by ear infections) or if she is deaf, her vocalizations will be delayed or even absent. (Brain Wonders)



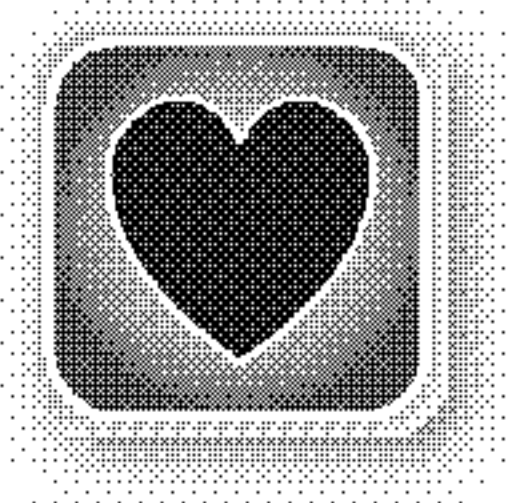
### A Supportive Environment Includes:

- YOU. You are still more important than any toy for language development.
- Toys that let infants make various sounds such as bells, rattles, and squeak toys.
- Playing carefully chosen music at different times of the day. Think about a variety of styles, rhythms, tempos and beats. Keep the volume low. A baby's hearing can be damaged by loud noises. Do not provide music as continuous background noise.

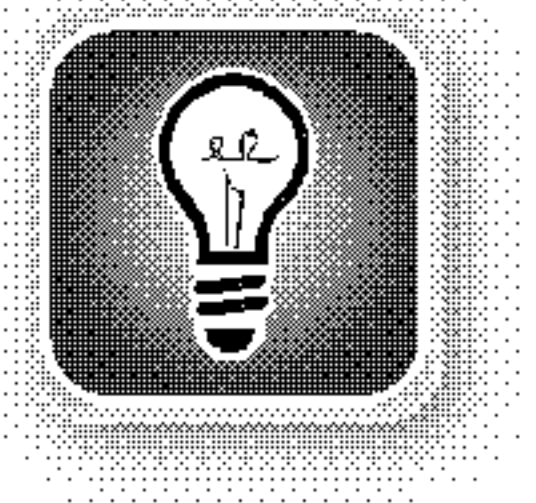


### Ways You Can Support Healthy Growth and Development:

- Talk to him, especially during care-giving routines and provide "warnings" of what's to come, what's going to happen next, or what he is about to experience.
- Respond to cooing and babbling to encourage and support her vocalizations. Engage in back and forth vocalizations with her.
- Listen carefully and copy the sounds he makes.
- Use reciprocal language play to show the baby that you hear her and allow her to experience the turn-taking that is an important part of developing language skills. (Brain Wonders)
- Recite nursery rhymes, hum or sing songs while changing his diaper, rocking or feeding him. He especially enjoys the sound of your voice even if you do not consider yourself a good singer.
- Use her name often in a loving tone of voice.



### Did You Know:



- Even very young babies are able to focus and attend to pictures in a book, although they don't know what the pictures actually mean. Picture recognition is an important first step and an emerging literacy skill. (Brain Wonders)
- Why do babies chew on books? Babies learn about their world using all of their senses. Mouthing things is a favorite way for them to explore. When a baby chews on a book, she is learning about the physical characteristics of books, an important early literacy skill.
- Research suggests a link between verbal intelligence and the number of words a baby hears in conversation with a partner in the first two years of life. While you do not want to talk constantly to your baby, you do want to be sensitive to his cues expressing desire to interact with you. This could be gazing into your eyes, turning in the direction of your voice, or looking in your direction as you enter his view. These are all great opportunities to engage the baby in conversation.
- Talking to babies is critical for reinforcing the connection in their brains that allows them to perceive and produce the sounds of your language. (Brain Wonders)

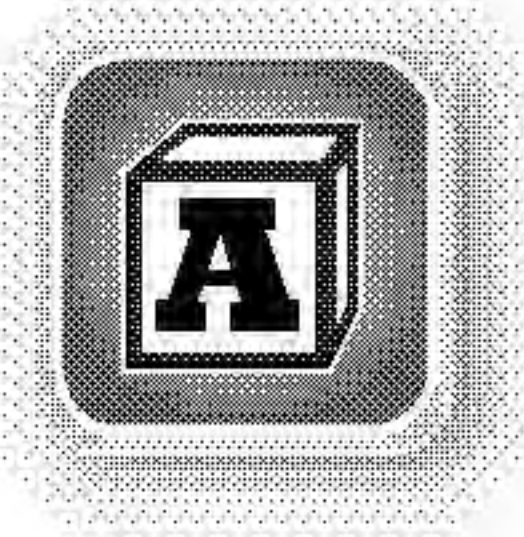
3 To 6  
Months

## Three To Six Months

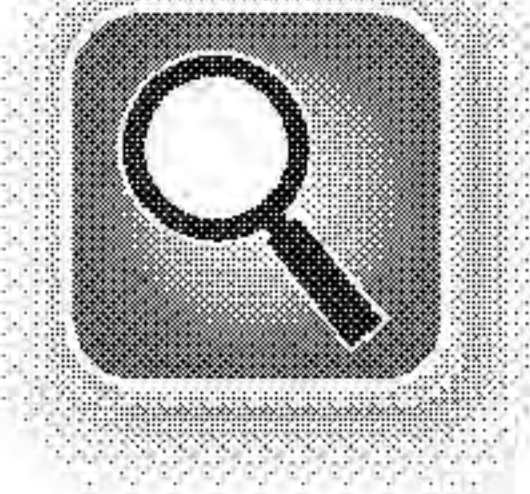
(b)(6)



## Activities that Support Healthy Growth and Development



- To entertain a baby, sing an action song. For example:  
If you're happy and you know it, clap your hands!  
If you're happy and you know it, clap your hands!  
If you're happy and you know it and you really want to show it,  
If you're happy and you know it, clap your hands!  
If you don't know lullabies or rhymes, make up your own!
- Dance with the baby. To soothe him when he is upset, put his head on your shoulder and hum softly or listen to recorded music as you glide around the room. To amuse him when he is cheerful, try a bouncy tune.
- Talk to her often. Answer her coos and gurgles. Repeat the "ga-ga's" she makes and smile back. Sometimes, you can supply the language for her. For example, when the baby stretches her arm toward her bottle and says " ga-ga-ga", say, "Oh, you're ready for some more milk? Here's your milk. Is it good?"
- Lay him on his back and hold brightly colored toys over his chest within his reach. He will love reaching up and pulling them close to him.
- Play with her in front of the mirror. Call her by name, point to her facial features (eyes, ears, mouth, nose, hair) and name them.
- Gently tickle him and laugh together with him.
- Go to the library or search Internet resources for additional ideas.



## Close-up

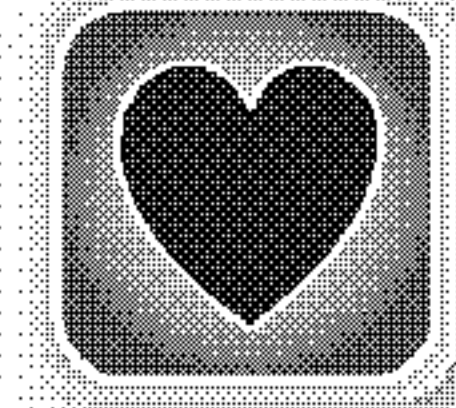
Marsha provides care for four-month-old, Jared who loves his rattle. "Let's watch it fly," Marsha suggests. She moves the rattle through the air where Jared can see it. Jared's little arms and legs go like egg-beaters! When Marsha hands the toy to Jared, he grabs it and begins to mouth it. Jared then moves his hand back and forth and delights in the soft, tinkling noise. Soon Jared gets tired and turns his head away. Marsha takes the rattle and continues to shake it in front of Jared's face. Jared closes his eyes and begins to cry. "Okay, I get it. Time for a break," says Marsha. She picks up Jared and cuddles him.

During this playtime with his caregiver, Jared learns about:

- **sounds of words** and the **rhythm of language** as his caregiver talks to him;
- **communication** as he and his caregiver have in a back-and-forth "conversation" and as his caregiver reads and responds to his cues;
- **his own self-worth** as he sees how much pleasure his caregiver gets from playing with him;
- **imitation** and **cause and effect** when he shakes the rattle like caregiver and hears the noise;
- **eye-hand coordination** as he reaches and grasps the rattle;
- **objects** when he hears the rattle's sounds, sees its colors, feels its texture, and even smells and tastes it.

# 3 To 6 Months

## Parent Pull-Out



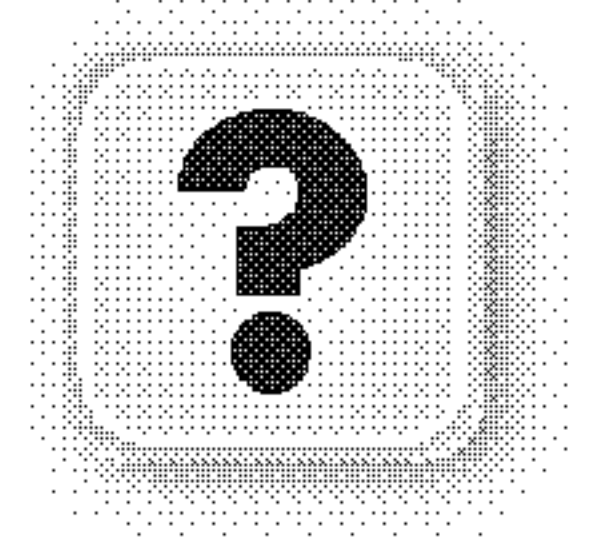
Your infant is quickly becoming a baby! He is responding to your voice and you can tell what his different cries mean. He is much more interested in his world and loves being moved from place to place so he can look at new things. Your baby also has more and more control of his body so be sure he has plenty of time and space to wiggle. He is awake more and may even start to sleep on his own.

### What To Look For And Do:

- Your baby still needs you to calm her at times (she still cannot be spoiled) but sometimes she just wants to be held and talked or sung to. She may even respond to you in a "conversation" by babbling or even giggling.
- Your baby will still want to be moved around and have different things to look at. Watch him as he watches things (like his hands and feet) and people around him.
- Your baby is also paying more attention to sounds so keep playing music and singing nursery rhymes, and don't forget to "dance."
- Your baby's sense of touch is developing so have her touch different textures and offer things to suck on and finger.



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#### Help Me Grow Child Development Infoline Can Help!

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#### Help Me Grow finds services and support for:

- Health
- Behavior
- Parenting
- Development
- Learning

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- Parents
- Child Care Providers
- Caregivers

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### Parents, Did You Know?

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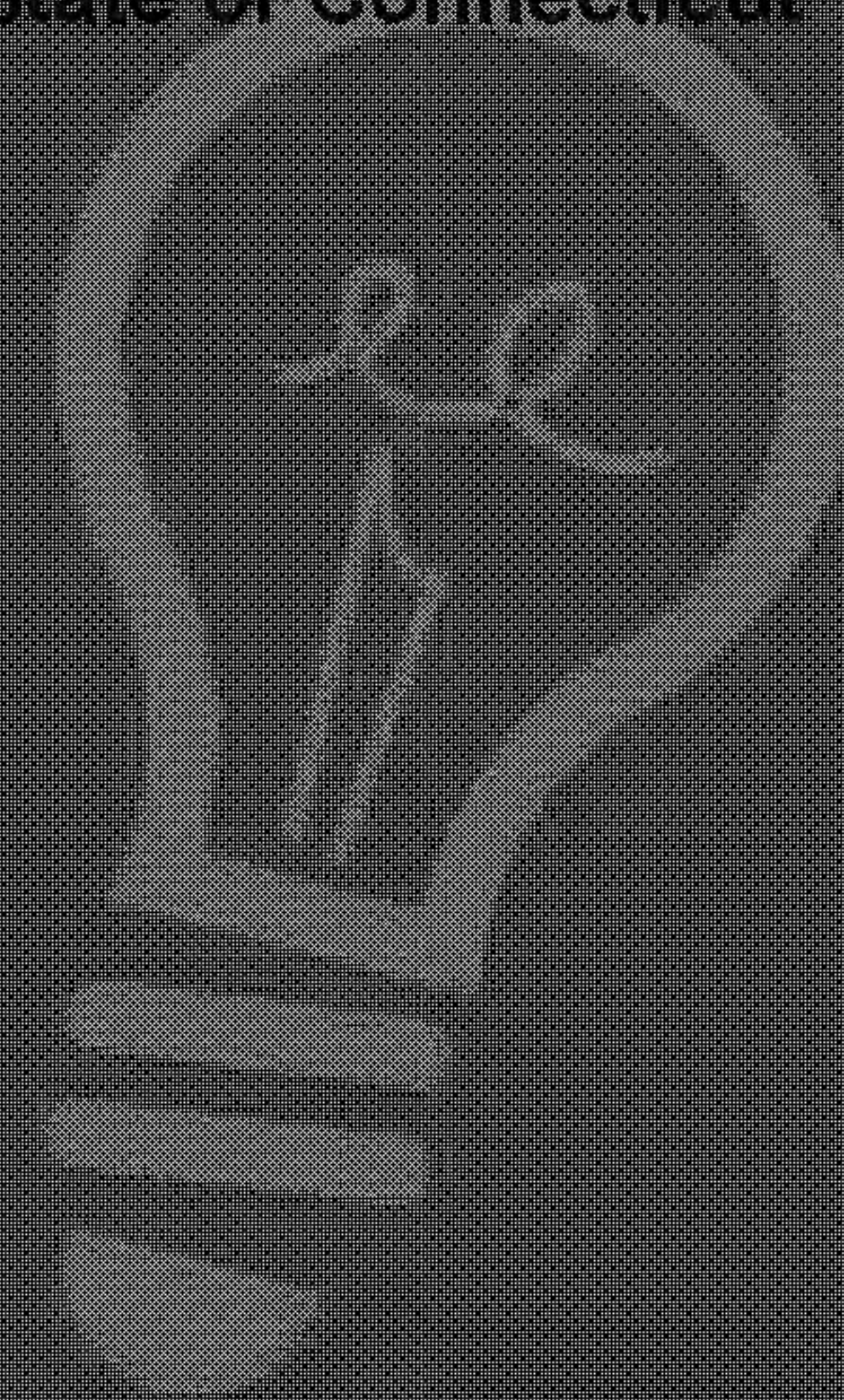
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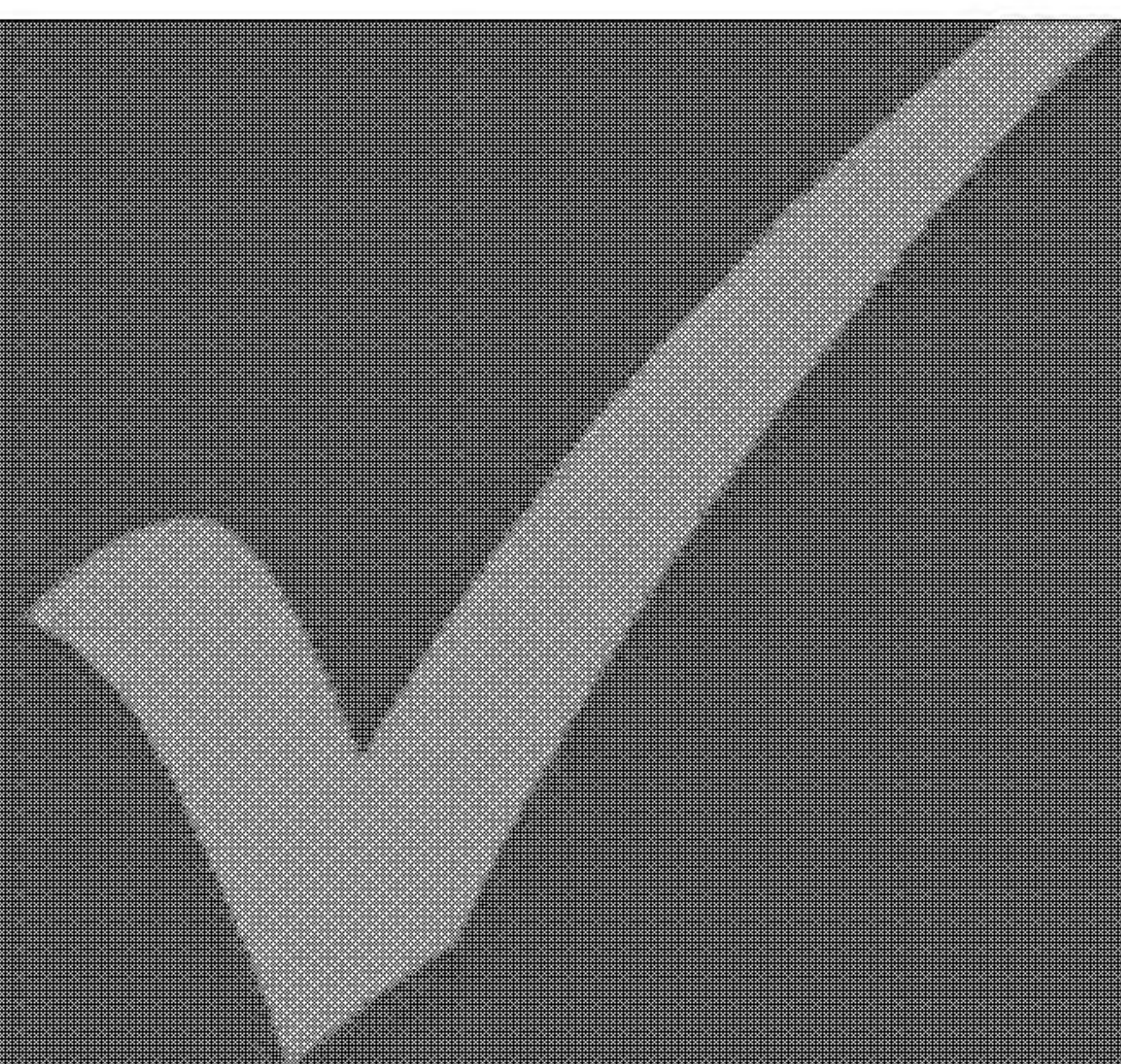
[www.parentsasteachers.org](http://www.parentsasteachers.org).







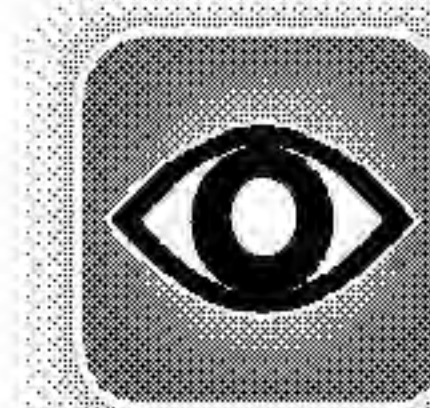
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# 6 To 9 Months

## Personal & Social Development

(b)(6)



### As A Baby Grows and Develops, Look to See:

#### Social

##### *A baby:*

- Interacts with familiar people.
- May respond with fear or anxiety to strangers or unfamiliar people, and even relatives whom she has not spent much time with (often called stranger anxiety).
- Calls to you for help if stuck in a position he does not want to be in, or if something he wants is out of reach.
- Delights in copying you and having you copy her.
- Enjoys games like peek-a-boo with others.
- Enjoys affectionate games. For example, he may reach out to touch your face.

#### Feelings and Self-Awareness

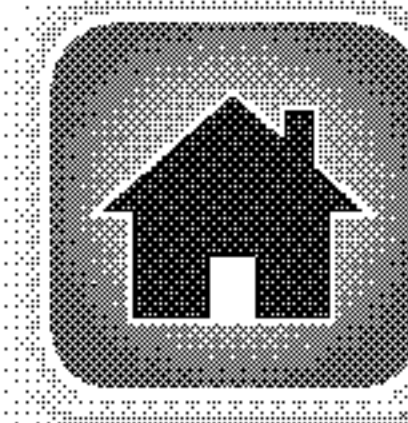
##### *A baby:*

- Now shows an even wider variety of feelings.
- May seem to have quick mood changes.
- Can see the difference between herself and rest of the world.
- Responds to his name.
- Shows taste preferences.
- May show signs of wanting to feed herself.
- Is comforted by items such as a stuffed animal or a special blanket that helps him to feel safe and secure.

6 To 9  
Months

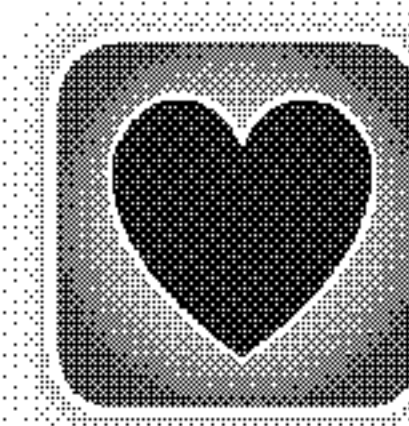
## Personal & Social Development

### A Supportive Environment Includes:



- Comfort toys (stuffed animal or blanket). These toys help the baby feel safe during times of need. Be sure to offer them during periods of change.
- A large enough space for the baby, other children and you. The environment should be set up in such a way to encourage exploration and interactions which promote the development of relationships.
- A variety of surfaces such as large soft pillows, mats, and blankets.
- A safe area so he can move freely without being told "no" or "stop."
- Toys on floor or in small, buckets that let her make choices.
- A variety of toys (chewable, shakable, soft) to encourage development in many areas.
- Staying within reach or eyesight so he knows you are there to help solve problems and meet his needs.
- Completing daily routines such as folding laundry or preparing meals within the baby's eyesight.

### Ways You Can Support Healthy Growth and Development:



- Offer sensitive, responsive care-giving to build feelings of trust and security in the baby.
- Continue to help her soothe herself. She may calm herself by cuddling a comfort toy or by finding a comfortable space to lie down and suck her thumb. Let her make these choices to soothe herself.
- Name his body parts as you are talking to him during care-giving routines.
- Take every opportunity to fully engage in interaction with her as she gives signs that she wants to interact with you.
- Encourage and support his developing self help skills.
- Offer security during periods in which she experiences stranger anxiety.
- Respond to her efforts to get your attention.
- Continue to rock and cuddle him, reassuring him of your love.
- Express your happiness as she discovers new things or solves simple challenges by herself.

### Did You Know:



- The most significant emotional milestone during the second 6 months of life (and perhaps in all of child development) is the onset of attachment: a baby's powerful bond to the most significant person in his life. (Brain Wonders)
- Stranger anxiety is one way babies outwardly demonstrate attachment: once babies recognize and prefer their primary caregiver(s), they become wary of adults who are not familiar. (Brain Wonders)

# 6 To 9 Months

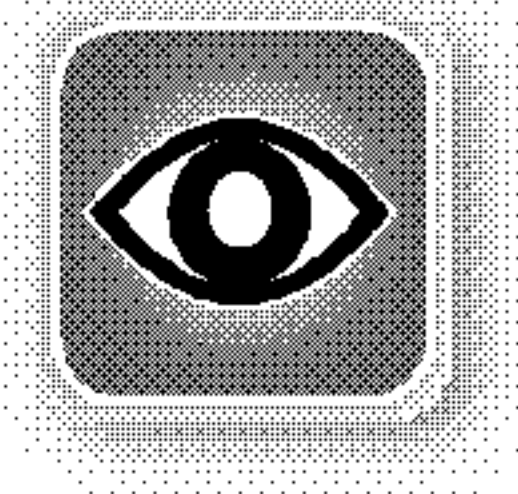
## Physical Development

### As A Baby Grows and Develops, Look to See:

#### Large Muscle Development

A *baby*:

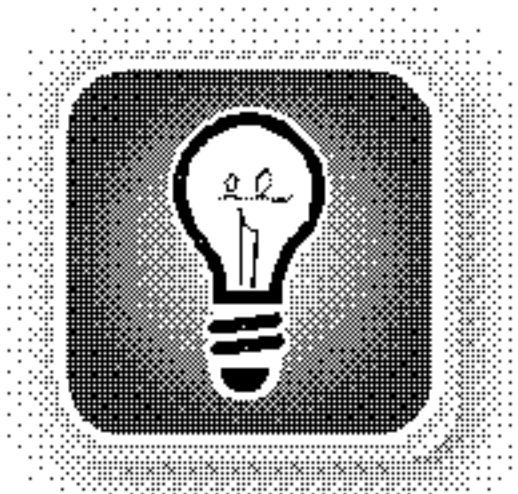
- Has full control of her head.
- Will move in whatever way he can (rolling, scooting, dragging his body across the floor) to get where he wants.
- Rolls from back to stomach and stomach to back and may use rolling as a way to get from one place to another. She may almost curl her body to a sitting position while rolling.
- May creep or inch forward or backward.
- Appears focused on moving his body in relation to his environment.
- Begins to sit alone.
- Begins to sleep through the night.
- May begin to pull herself up on things in order to stand.
- Delights in throwing, banging, or dropping objects over and over again.



#### Small Muscle Development

A *baby*:

- Reaches with one arm and successfully grasps things of interest.
- Holds things and plays with them using his hands.
- Moves things between hands.
- Investigates things.

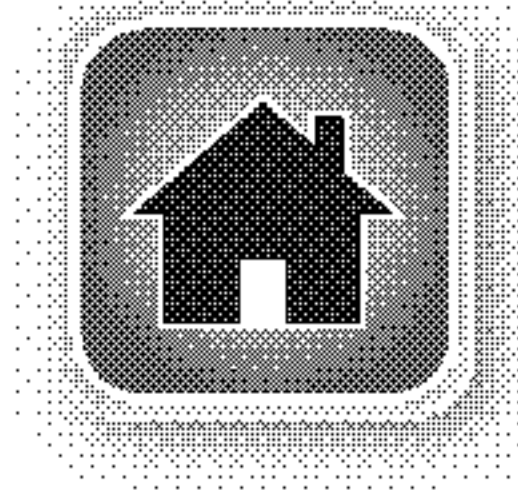


### Did You Know:

- Research indicates that infant walkers do not permit the right kind of practice for promoting the development of independent walking because infants cannot see their feet. This kind of visual feedback appears to be important when the baby begins to take those first steps on her own. Another problem is that walkers do not help babies develop a sense of balance, which is one of the greatest hurdles to the onset of independent walking. (Brain Wonders)
- When infants are born, the areas of the brain that will eventually control and coordinate voluntary movements are not yet well developed. These motor areas of the brain mature in a head-to-toe sequence, meaning that brain areas that control movement of the head and neck muscles mature before those controlling arm and trunk muscles (which in turn mature more rapidly than areas controlling the legs). (Brain Wonders)

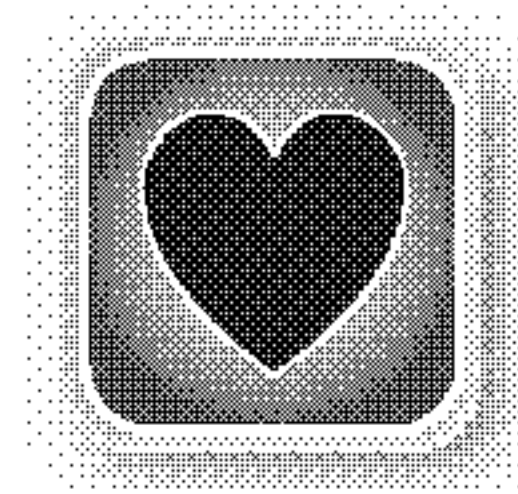
### A Supportive Environment Includes:

- More open space and freedom for the baby to move within his surroundings. Exercise helps strengthen muscles that are important for motor development.
- A variety of textures under the baby (e.g., hard floors, rugs, soft mats, grass, wooden decks, etc.)
- A variety of safe and interesting things to move toward and reach for.
- A sort of obstacle course with pillows or cushions that the baby can climb over, around and through.
- Materials in containers that allow the baby a chance to dump and fill, over and over.
- Messy experiences. Many babies like to touch their food and explore with their fingers.
- Furniture safe for her to pull herself up on to stand.



### Ways You Can Support Healthy Growth and Development:

- Place things in the environment that challenge her to move and reach for them.
- Give plenty of room and reasons for moving around, grasping and playing with things.
- Allow for adult-supervised interaction with other babies and children.
- Avoid placing him in positions he cannot get into himself.
- Let her develop at her own pace.
- Plan a time for music so he can express himself through movement. Support him with your hands around his waist or by holding his hands while he bounces up and down if needed.



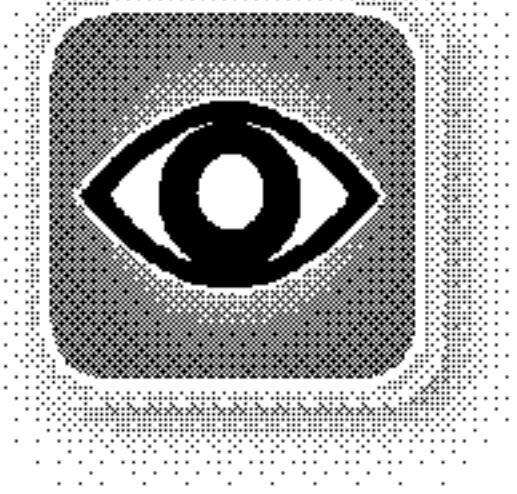
6 To 9  
Months

## Cognitive Development

### As A Baby Grows and Develops, Look to See:

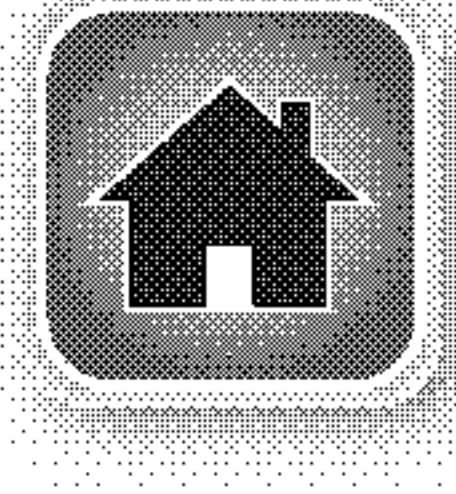
#### A baby:

- Is alert during waking hours.
- Knows familiar things.
- Sees, reaches for and plays with things.
- Looks for dropped things, which develops object permanence (the understanding that something is there even when out of sight).
- Uses several senses at once.
- Waits for the effects of her actions.
- Has a stronger memory.
- Experiments with trial and error.
- Is very curious and explores the world around him. As a baby's mobility increases, he begins to look for and explore what he can see, hear, and feel. He will repeat actions over and over.
- Understands a few words that are repeated often.
- Begins to see that certain behaviors bring the same response (cause and effect).
- Uses toys in more difficult ways, moves from mouthing a small container to scooping and pouring.
- Explores and plays with a variety of things at once.



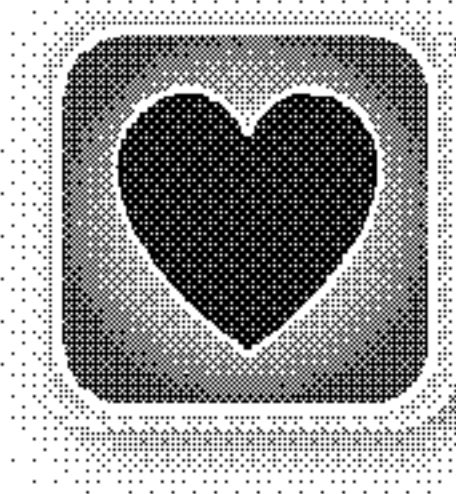
### A Supportive Environment Includes:

- A variety of things to shake, rattle, bang, and drop such as stacking blocks or pop-up toys.
- Things at various levels so a baby can reach them.
- Safe surroundings as a baby is becoming more and more mobile and her curiosity is at an all-time high. Avoid things that are less than 2 inches around, have small parts or sharp edges.
- Be sure rooms are safe. Cover electrical outlets and remove things that can be pulled down. (See [Caring for Connecticut's Children, Volume I](#) for additional information on safety.)



### Ways You Can Support Healthy Growth and Development:

- Allow her freedom to explore. As she explores things over and over she learns about her environment.
- Change or rearrange things to keep her interest.
- Read simple board books that show things that might not be in his immediate environment.
- Point to and name your body parts (eyes, nose, chin, mouth, eyebrows, ears), as well as her hand, foot and knee.
- Continue to offer adult-supervised interaction with other babies and children.
- Offer bath toys, such as containers and washcloths to show and talk to the baby about pouring, squeezing and floating.
- When playing with a baby, be sure to pause and give him time to "take in" the experience in order to think about what just happened.



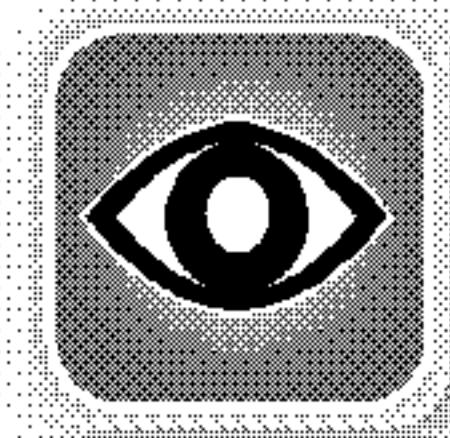
### Did You Know:

- Babies begin to understand how the world works when they see, touch, hold and shake things. Inspecting things also helps them to coordinate and strengthen their hand muscles.
- A baby's brain is now 50% of its adult size.
- As a baby begins to see that she can make things happen (e.g., push a button and a toy pops up), she builds her self confidence and wants to try new things.

# 6 To 9 Months

## Language Development & Communication

### As A Baby Grows and Develops, Look to See:

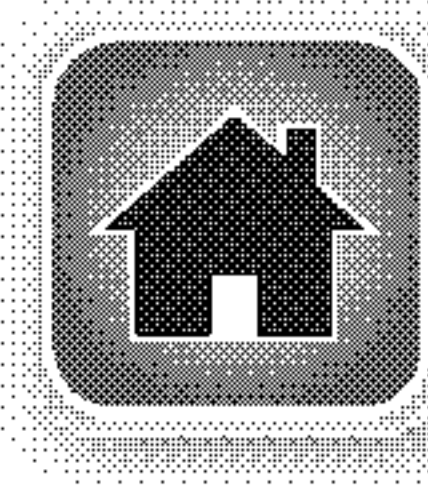


#### A baby:

- Responds to different voice tones and inflections.
- Copies tones and inflections.
- Enjoys short songs and games with words that repeat such as peek-a-boo and pat-a-cake.
- Has more control over sounds she makes.
- Can now make many sounds to let you know how he feels.
- Is learning what words mean.
- Continues to communicate through her actions.
- Begins to look for things you name.
- Listens closely to the sounds in his environment.
- Understands a few words that he hears often, such as mommy, daddy, baby, bye-bye.
- Can vocalize simple syllables "ba", "pa", "da", "ma."
- Begins to babble "ma-ma", "ba-ba".

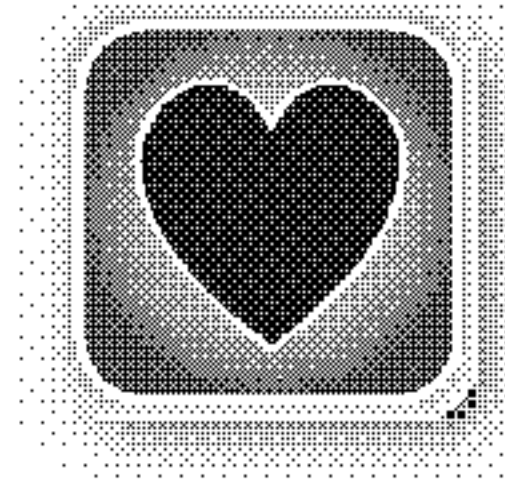
### A Supportive Environment Includes:

- Cloth or cardboard books, flap books and texture books with simple pictures.
- Plenty of toys to explore that make different sounds (musical stuffed toys, things that rattle, squeak toys, etc.)
- Reading together as part of his daily routine. Before naps are good times to cuddle and read a book together.
- Letting her touch and even take the book from you for a few moments, gently encouraging her to look at a page you have not yet read.



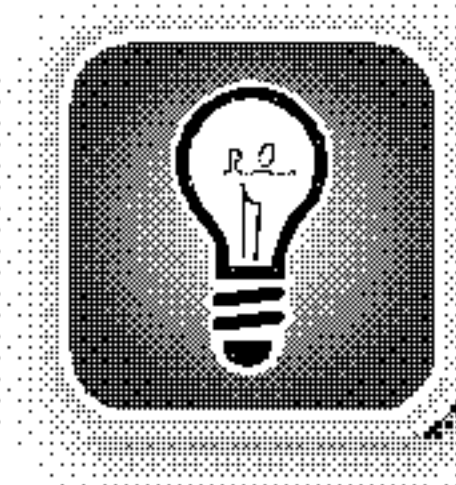
### Ways You Can Support Healthy Growth and Development:

- Respond to his communication.
- Continue to talk often to her. Be sure to give her plenty of time to respond to you with her own babbling.
- During play times, comment on what he is doing, being careful not to interrupt his experience.
- Read – Read – Read during times when she is relaxed and both of you can enjoy the experience. Don't worry if she doesn't make it through the whole book. If it becomes a favorite, you will have many opportunities to read it over and over at her request.
- Create silly songs that include simple sounds he can imitate... ba-ba, ma-ma-ma...



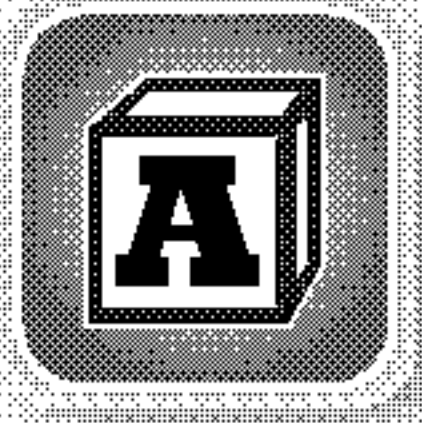
### Did You Know:

- Children communicate in many different ways. Gestures such as pointing, looking, vocalizing, and crying are all messages that a baby is sending about what she wants or needs. As she develops, she will begin to learn that symbols - like words and pictures - are ways to communicate, too. This is an important learning leap in language and literacy development. (Brain Wonders)
- A baby's brain is full of activity when you talk, sing, and read books with him.



# 6 To 9 Months

## Six To Nine Months



### Activities that Support Healthy Growth and Development

#### Touch and See!

Whenever they are awake, babies are hard at work trying to learn all about the world. To help them learn, they need many different things to play with and explore.

#### What You Need

- Different textured fabrics, such as velvet, cotton, corduroy, satin, burlap and fake fur.
- An old purse or basket of things into which the baby can put things and take them out.
- Measuring cups.
- Boxes and plastic containers.
- Noisemakers (rattles, plastic toy keys, etc.).

#### What to Do

- Let the baby look at, touch and listen to a variety of things. Brightly colored things that have interesting textures and make noises are particularly good. Describe the things and the sounds they make as she is exploring them.
- Put one or two things in a play area where the baby can reach them (more than two things at a time may be confusing).
- Say or read nursery rhymes or other verses that have strong rhythms and repeated patterns of sounds. Vary your tone of voice, make funny faces and sing lullabies. Play games such as “peek-a-boo” and “pat-a-cake.”



#### Close-up

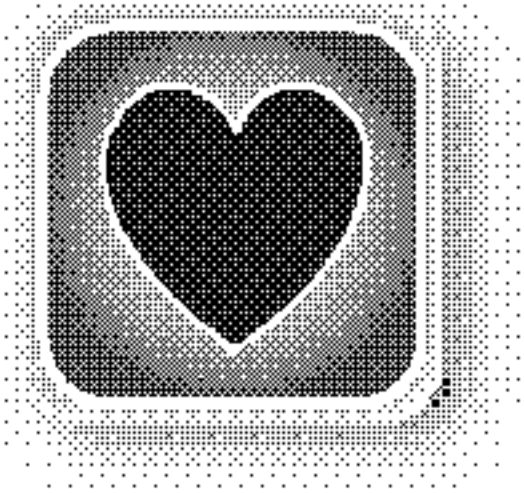
Mark is playing on the floor with two 7-month-olds, Noah and Cameron, rolling a colorful, bumpy ball back and forth. Mark sits with his legs apart and the babies are sitting within 3 feet, facing him. Mark is careful to roll the ball slowly to Noah, giving him a chance to pick it up and turn it over in his hands. As Noah turns it over, it slips from his hands and rolls toward Mark. Mark smiles and says, “Yah, Noah!” and claps his hands. Noah tries to clap his hands and grins. Mark rolls the ball again. During this playtime, Noah learns: imitation (when he tries to copy Mark’s clapping); dropping an object; sitting alone; manipulating and investigating objects; interacting with others and enjoying games; using several senses at once; that certain behaviors bring the same response (cause and effect); and that people respond to his communication.



# 6 To 9 Months

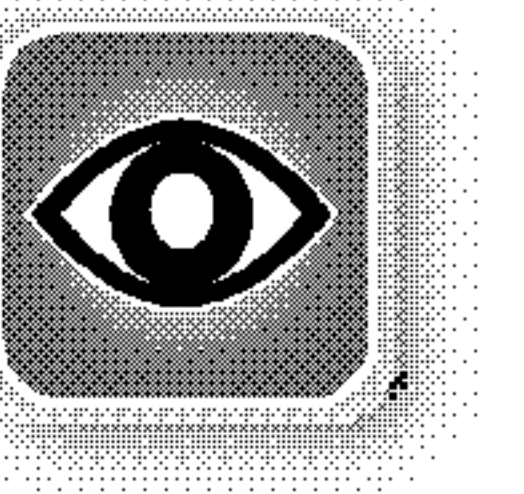
## Parent Pull-Out

Your baby is “on the move”; now that he can control more parts of his body he wants to use them – and he does. He is making many different sounds now; at times copying sounds you make. However, he is more interested in you copying his sounds now. He is also learning cause and effect – when I cry, mommy and daddy come! Your baby may start to show anxiety with people he doesn't know now and want to be with you more. This is the beginning of stranger anxiety and separation anxiety. He just needs to know it's okay. Be sure to go slow when he meets new people.

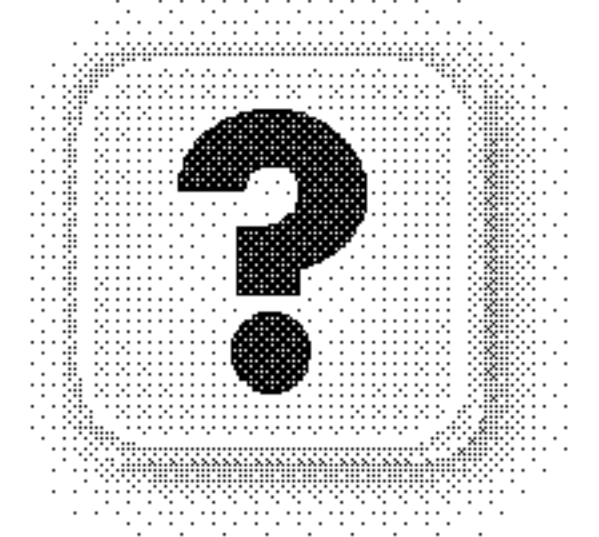


### What To Look For And Do:

- Your baby is developing “baby patience” and can wait a while for you now but talk to her so she knows you heard her and are coming.
- Your baby will love copying you, whether it is sounds that repeat or funny faces.
- Your baby needs space to move and practice his new motor skills; placing toys a little out of his reach will encourage him to move.
- Your baby will love looking for toys or books if you put them in a bucket or different places she can reach. She'll love taking them out and maybe even putting them in.
- Your baby will enjoy listening to you read and sing to him. He will copy sounds and words so you should name things around him.
- Your baby has full control of her head so she can sit alone and may even begin to pull herself up to stand. She may have her own way of moving around the floor or she may scoot.
- Your baby is learning that things exist even if they are out of sight. Be patient as he drops something, looks for it and then looks at you to get it back.



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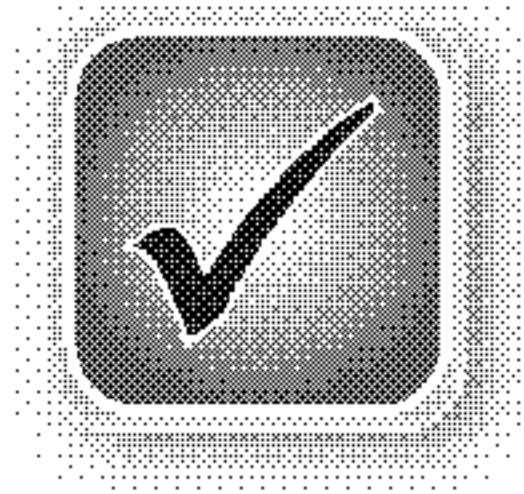
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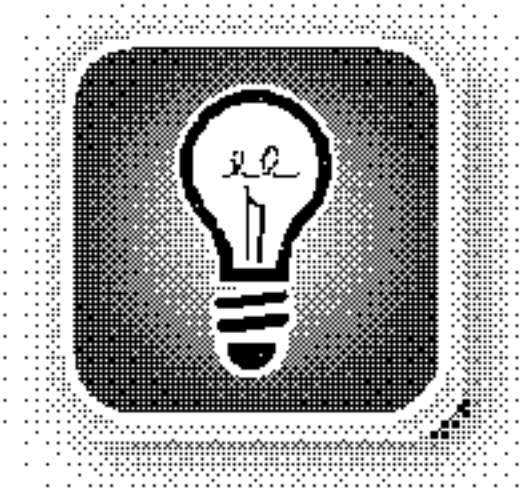
Call 1.800.505.7000



#### Parents, Did You Know?

##### Parents as Teachers (PAT) programs

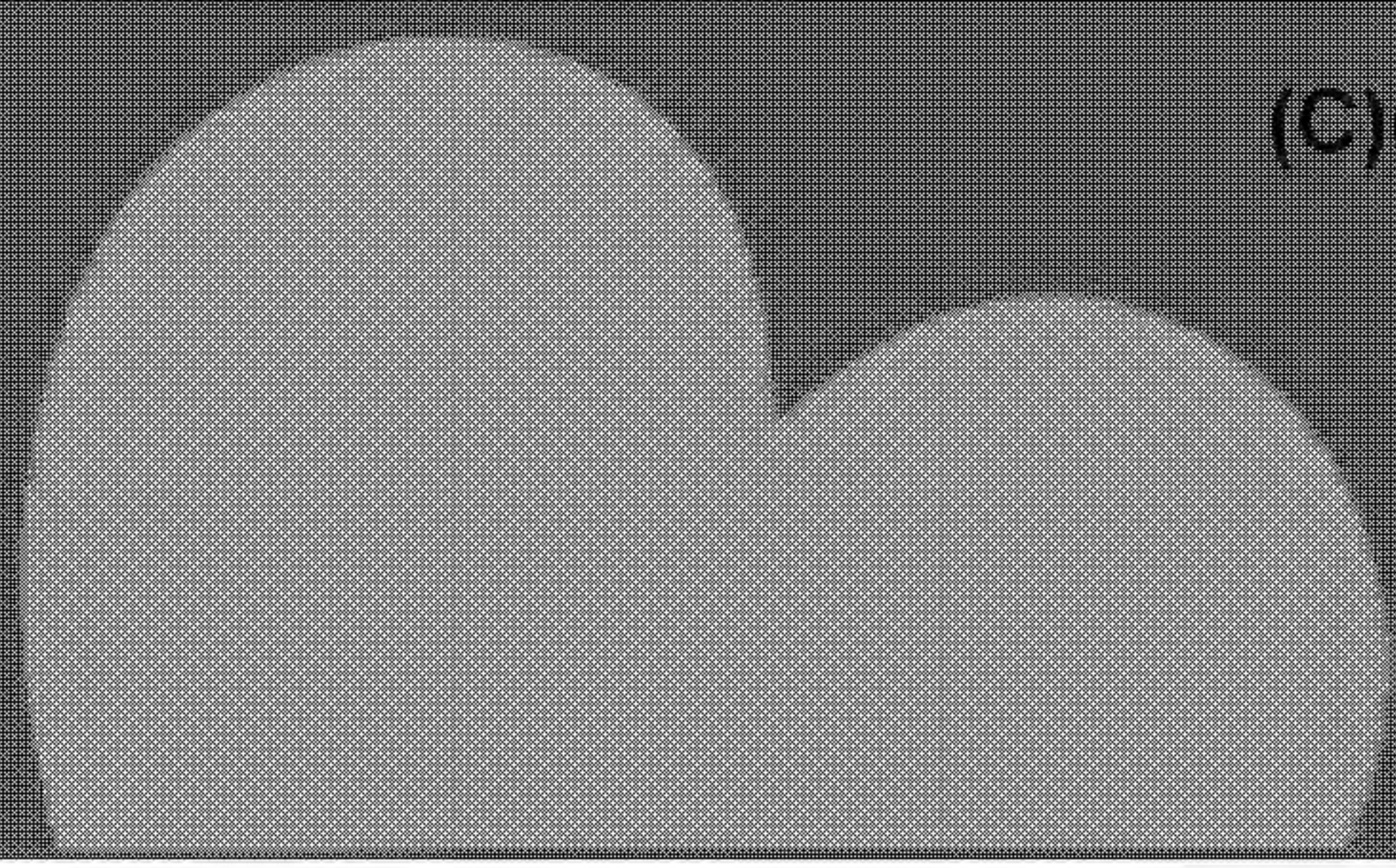
provide home visits and more to parents of children before birth and up to kindergarten entry. The information they offer helps both parents and children gain knowledge and build skills. To find out about training for home visitors or caregivers email: [connpat@earthlink.net](mailto:connpat@earthlink.net).



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To find out more about PAT go to

[www.parentsasteachers.org](http://www.parentsasteachers.org).



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# 9 To 12 Months

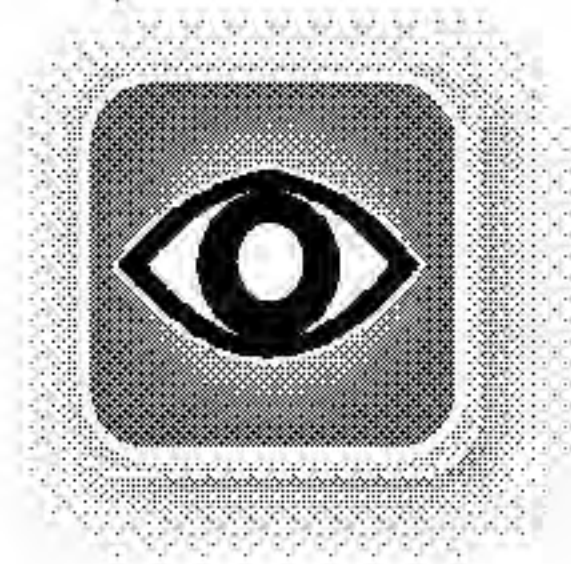
## Personal & Social Development

### As A Baby Grows and Develops, Look to See:

#### Social

##### A baby:

- Enjoys performing for you, teasing, copying you and doing silly things to make you laugh.
- Shows interest in interactive games (peek-a-boo, pat-a-cake).
- Starts and enjoys interactions with other children and adults.
- Is becoming sensitive and interested in the moods and activities of others.
- Plays next to other children (parallel play).
- Can guess what will happen next.
- Closely watches the actions of adults and other children.



(b)(6)

#### Feelings and Self-Awareness

##### A baby:

- Is attached to his primary caregiver and shows signs of preference for this person over others.
- May fear separation and strongly protest your leaving.
- Shows love and anger to you and other special people in her life.
- Rejects things he does not want by pushing them away, throwing them, or swatting them out of the way.
- Interacts with herself in the mirror.
- May become frustrated or angry with toys that are not doing what he wants them to do.
- Is developing self-help skills. She feeds herself finger foods and drinks from a cup while holding the handle.

#### A Supportive Environment Includes:

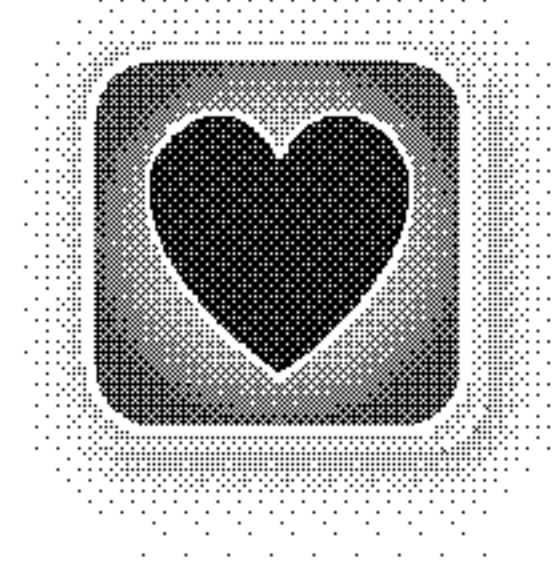


- Things to encourage many different self-help skills such as: dress up clothes and hats, a waste basket that the baby can reach to help clean up after meals or small messes, a pretend telephone, a laundry basket to put clothes in.
- Opportunities to interact with other children.
- Pillows and sofa cushions on the floor to climb over.
- A baby doll, blanket, and bottle.
- Unbreakable mirrors.
- Large cardboard blocks.
- Plastic dishes and cups.

9 To 12  
Months

## Personal & Social Development

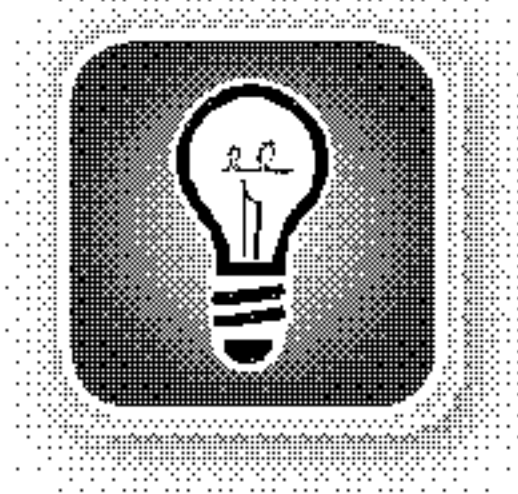
### Ways You Can Support Healthy Growth and Development:



- Make enough routine in the day so he can guess what will happen next.
- Give her opportunities for uninterrupted play.
- Encourage his problem solving. Do not rush in with help unless he is really stuck (**or, of course, if it is a safety issue**).
- Let her see what happens as a result of her behavior whenever it is safe to do so.
- With a baby's increased memory skills, he knows that you exist when you are not with him. He may be unhappy when you leave the room. Be positive when leaving him and be sure he has something that gives him comfort (blanket or toy). Remind him that you will return.
- Give her time and space to solve her own problems, but be nearby if she becomes overly frustrated or angry.
- Show him how happy you are when he is proud of himself and when he wants to share affection with you. When he acts frustrated or annoyed, respond with patience and sensitivity.
- Help her deal with her feelings. Comfort her when she cries, let her know you understand when she is frustrated, and help her to calm down and try again. Name her feelings for her (e.g., "You seem angry."). Your support will help her learn to handle the strong feelings she is having and develop self-awareness and self-control.
- Tell him and show him what you would like him to do. For example, use loud voices outside, throw and kick balls outside. This helps him learn how to use his energy appropriately.

### *Did You Know:*

It's not too soon to help a baby develop some independence. You can encourage independence by letting a baby do things for herself. Whatever she's trying to do, if she has a reasonable chance of doing it herself, let her try. Praise her for trying. (Kleckner 70)



9 To 12  
Months

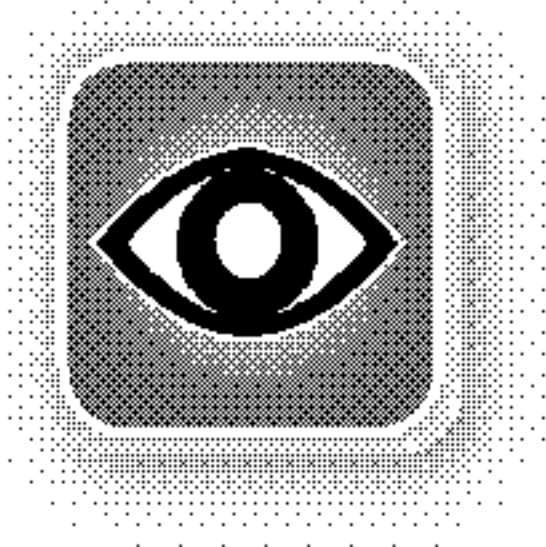
## Physical Development

### As A Baby Grows and Develops, Look to See:

#### Large Muscle Development

*A baby:*

- Crawls on her hands and knees.
- Crawls carrying something in his hand or mouth.
- Pulls herself up to stand. Soon she will be able to lower herself to a sitting position.
- Stands alone. He may not be able to get down easily from a standing position.
- Can get into a sitting position on her own.
- May move along holding on to furniture (side stepping).
- Moves about freely in his environment by crawling, cruising (side-stepping around furniture), or walking with help or alone.
- Continues to experiment and discover effects she can have on toys: shaking, pushing, dropping, throwing, or banging.
- Can throw a ball.



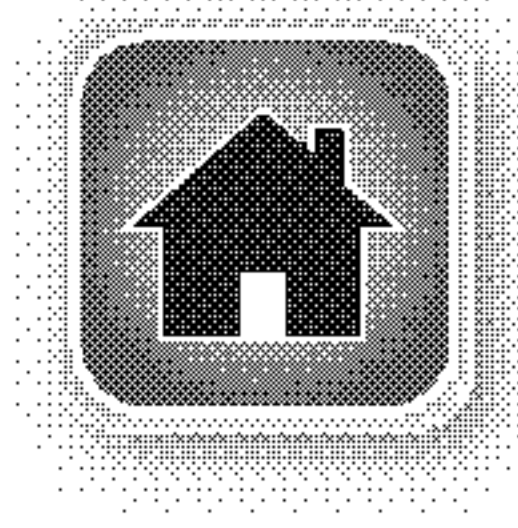
#### Small Muscle Development

*A baby:*

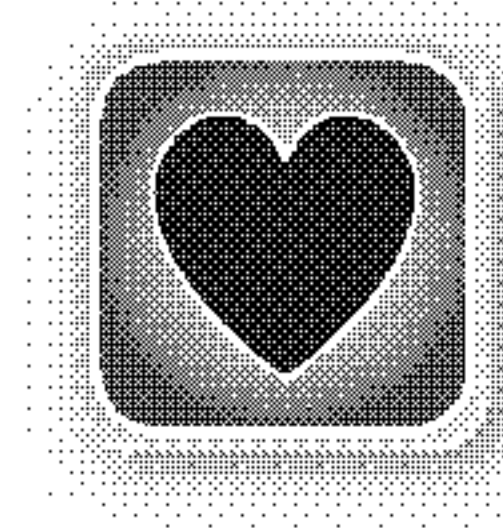
- Can pick up small things easily with his thumb and forefinger (pincer grasp).
- Explores and plays with things using her forefinger.
- Is strengthening eye-hand coordination.
- Uses his forefinger to point.
- Turns pages in a stiff cardboard book.
- Can make marks with jumbo crayons.

### A Supportive Environment Includes:

- Even more room to explore. Safety proof the environment so as she moves and explores, she will not get hurt.
- An even greater variety of things, textures, experiences and toys: plastic or wooden cars and trucks, play or real telephones, blocks, dolls, balls, nesting toys, manipulatives, pop beads, puzzles, etc.
- Pillows to crawl over; soft mats of different thickness, rails or low furniture for standing or cruising, and low steps to provide a variety of levels for exploration.
- Strong surfaces to pull himself up and balance on.
- Chances to practice walking (with your help if needed) on safe surfaces (carpet or grass).



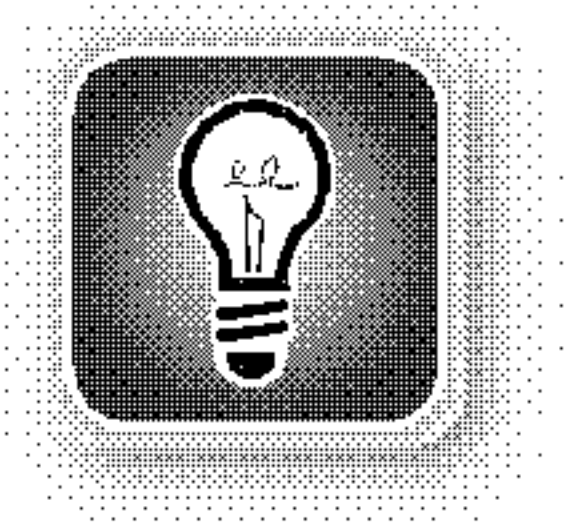
### Ways You Can Support Healthy Growth and Development:



- If the baby can pull herself up to stand but is having difficulty getting back down, encourage her to problem-solve how to get down. Help her if she tells you she is stuck and frustrated.
- Offer open spaces which let a baby move about and explore with little adult help.
- Encourage small muscle skills, such as pulling off socks, opening doors, taking apart nesting toys.
- Give bite size pieces of food that he can easily pick up and eat. Be sure to include him with the rest of the family at mealtimes as he enjoys being with you and copying you. Feeding himself helps promote independence.

### Did You Know:

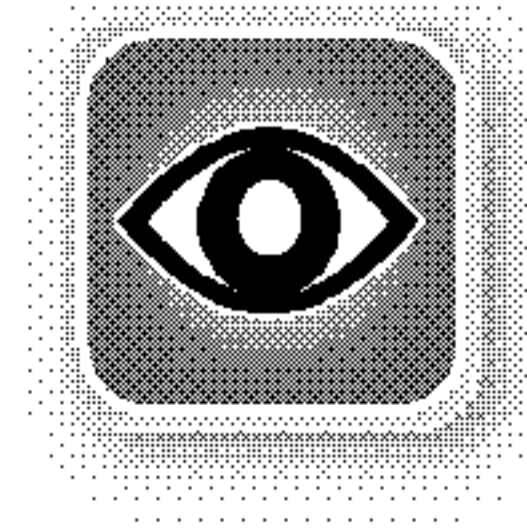
- Dropping is an exciting new skill for a baby this age. At playtime, show the baby how you can drop toys one by one into a shoe box. Then take them out again. Give him a chance to fill and empty the box by dropping toys into it and then taking them out. He is very interested in toys and other objects when they are dropped or thrown! (Kleckner 55)
- He can use both hands but may show a preference for the left or the right. However, permanent hand preference is usually not established for another year or more. (67)



9 To 12  
Months

## Cognitive Development

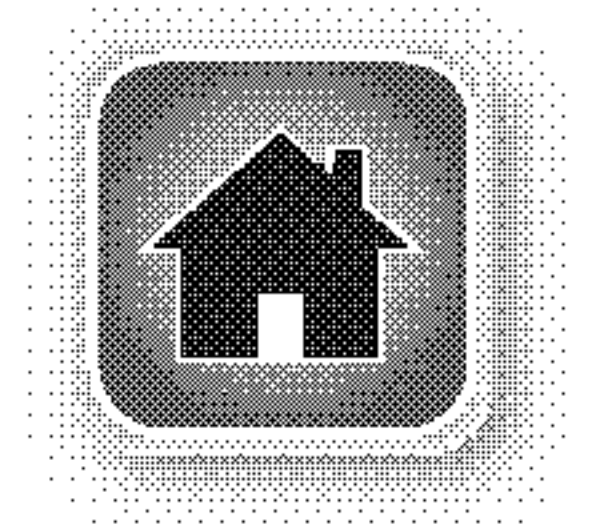
### As A Baby Grows and Develops, Look to See:



A *baby*:

- Now remembers games and toys from the past.
- Can guess when people will return.
- Can stay on a task (such as working on a puzzle) for longer periods of time.
- Will uncover or look for a toy she has seen hidden. She remembers where she has hidden the toy.
- Enjoys dumping and filling things.
- Can solve simple manipulative challenges (e.g., shape sorters).
- Is becoming interested in seeing the results of his actions.
- Understands 10-15 often-used words.
- Practices actions over and over again. This is how she figures out how things work.
- Is beginning to use things symbolically.
- Understands the meaning of "No."

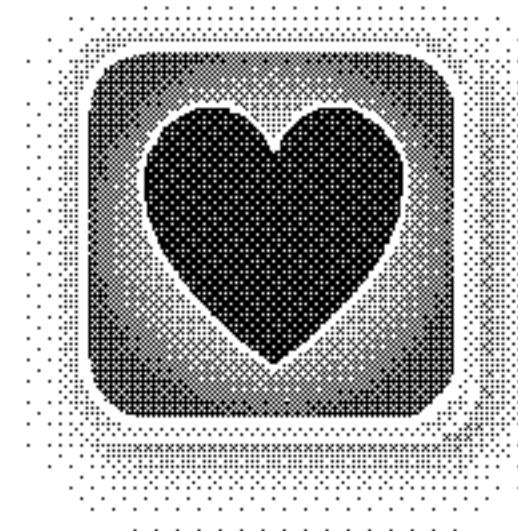
### A Supportive Environment Includes:



- The same toys listed under Physical Development.
- Interesting and safe things from his real world to explore (e.g., pots, pans, wooden spoons, various sized boxes, shape sorters, etc.)
- A cardboard box filled with materials to feel: tape, felt, sandpaper, velvet, etc.
- Safe toys that are interesting and have moving parts: pull toys, jack-in-the-box, things with dials, levers, buttons, flaps, etc.

### Ways You Can Support Healthy Growth and Development:

- Give her the chance to do things for herself.
- Help him understand and name the effect of his actions on others (e.g., "John is sad because you took his ball.")
- Continue to offer opportunities to strengthen self-help skills.
- Help her express separation fears and name her feelings. Give her comfort.
- Help him develop an attachment to you.
- Model the expression of feelings, desires, likes, and dislikes.
- Play hide-and-seek games. He can learn that you or things still exist even though he cannot see them.
- Encourage and praise the baby when she continues at a difficult task.



### Did You Know:

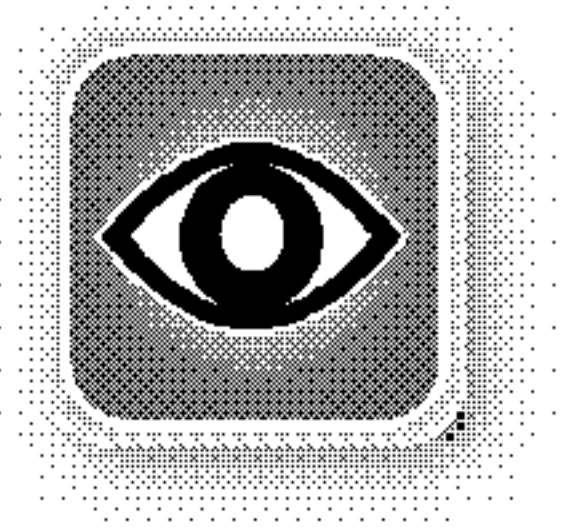
- A baby now knows that objects are permanent and look different in different settings. (Kleckner 68)
- The baby is now developing a sense of cause and effect. (68)
- Small frustrations are okay and important in building problem-solving skills and handling greater frustration.



9 To 12  
Months

## Language Development & Communication

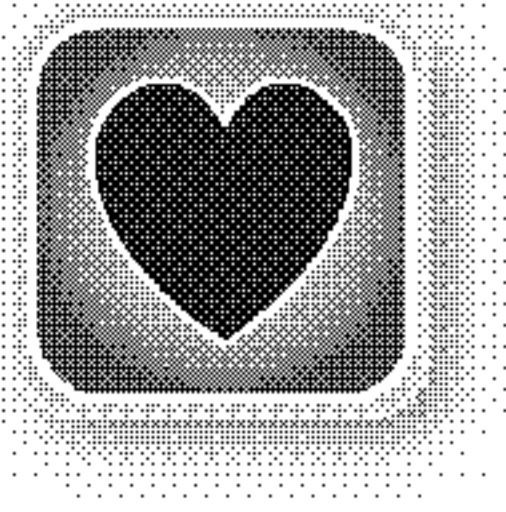
### As A Baby Grows and Develops, Look to See:



#### A baby:

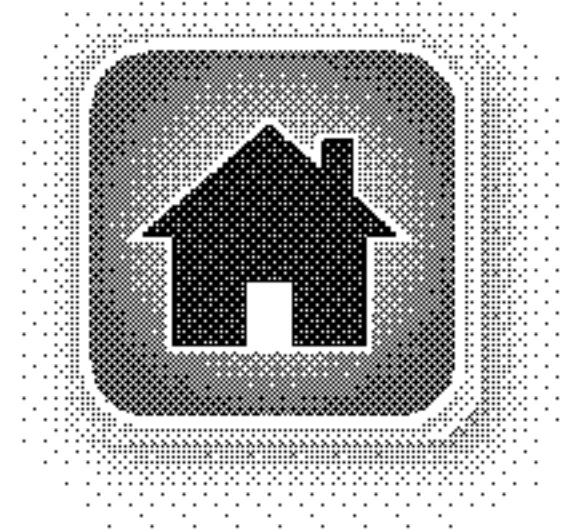
- Shows interest in the conversations of others.
- Responds to names of familiar things.
- Can carry out simple requests (things you ask her to do) so make simple requests of her such as, "Give me your book." or "Wave bye-bye."
- Uses words such as "ma-ma" and "da-da" and talks to himself.
- Uses intonations in her vocalizations. She jabbars expressively and enjoys "talking" to herself in the mirror.
- Enjoys repeating the same sounds over and over. He shouts and yells for pure delight.
- Is starting to understand your words. For example, when asked, "Where's the ball?" she will look for it.
- Is starting to understand what others are saying (receptive language) before he can say the words.
- Uses gestures and/or sounds to affect the behavior of others and to join in social interaction.

### Ways You Can Support Healthy Growth and Development:



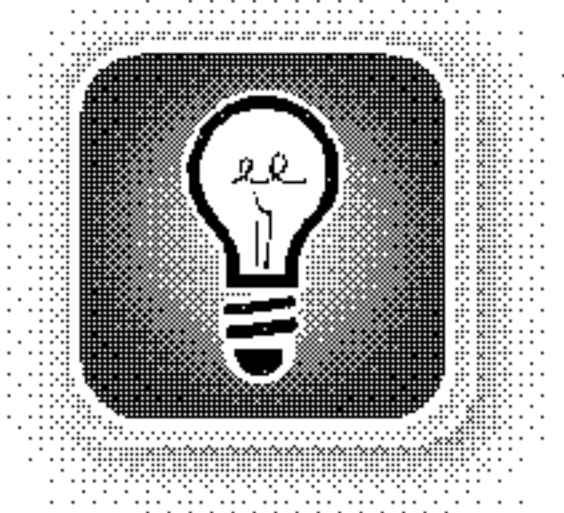
- Invite the baby to join in conversations.
- Be careful not to discuss him in his presence without including him in the conversation.
- Encourage interaction with other infants/siblings and older children.
- Continue to respond to her sounds and attempts to talk with you.
- Ask questions that she can respond to - either by shaking or nodding her head, or with the words "yes" or "no."
- Name things when he points to them. Also, point to and name things for him as he explores his world (both indoors and outdoors). Call his attention to interesting sights, sounds, tastes, odors, and textures.

### A Supportive Environment Includes:



- Picture books, photographs or photo albums.
- Music.
- A language-rich environment, including songs, finger plays, stories, flannel board activities, dancing, games, rhymes, and poems.
- Mirrors for her to see and "talk" to herself.

### Did You Know:



- From the very beginning, babies try to copy sounds that they hear us make. They "read" the looks on our faces and our movements to figure out what we mean or are trying to say. Talking, singing, smiling and gesturing to a baby helps her to love, and learn to use language.
- "Fathers of newborns should involve themselves in all parenting activities from the beginning. This helps to develop skills and confidence in parenting, along with early bonding and attachment to their children." (Perlman 98)
- A father's presence "...matters because it is neither the amount of time nor the setting in which the time is spent with children (i.e., married or not) that ultimately matters but, rather, the quality of what the father and child do together - including nothing at all." (Pruett 37)

# 9 To 12 Months

## Nine To Twelve Months

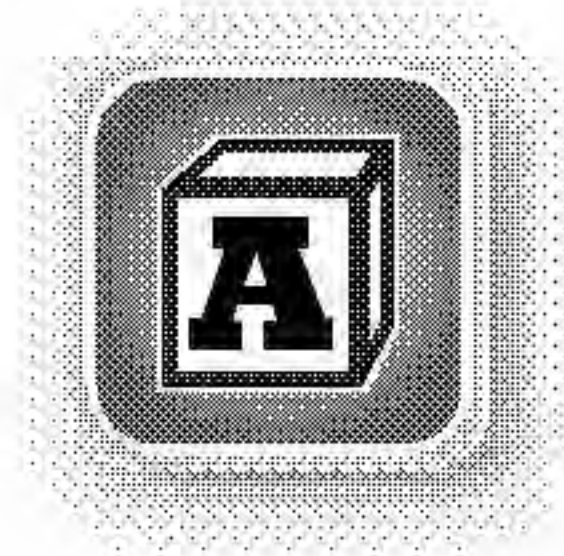
### Activities that Support Healthy Growth and Development

#### Baby Talk

Babies love hearing the voices of the people in their lives.

#### Materials You Need

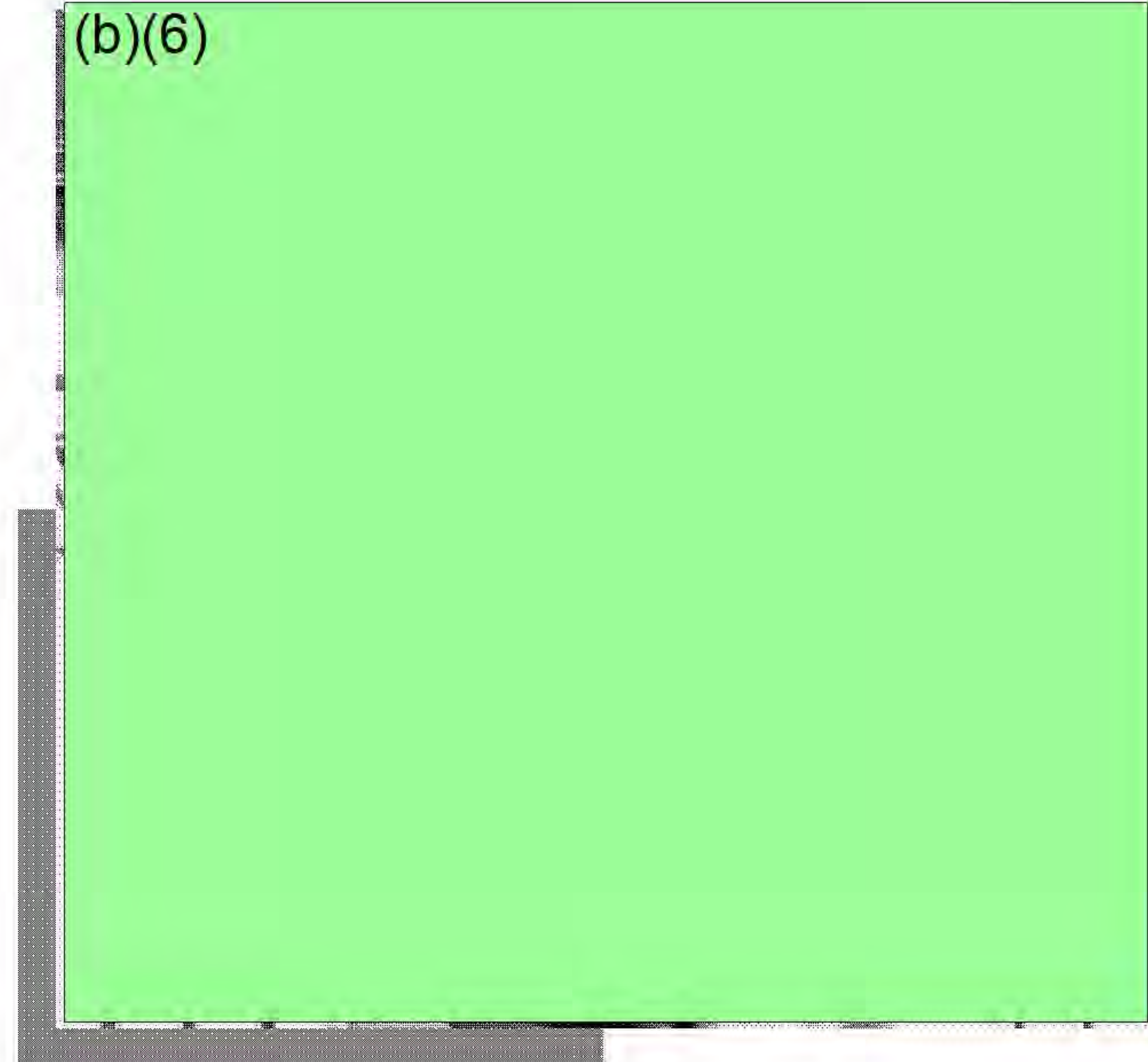
No materials required.



#### What to Do

- Touch her nose, ears, eyebrows, mouth, etc. and repeat the word for this body part several times. Do this with things, too. When she hears you name something over and over again, she begins to connect the sound with the object.
- Point to and name familiar things. By hearing the name of something over and over, he learns to associate the spoken word with its meaning. For example, "Here's your blanket. Your very, favorite blanket. What a nice, soft blanket!"
- Look at books together and name things that she points to in the book.
- Show him pictures of animals and make the sounds the animals make. Encourage him to copy you: "The cow says moo!" "Can you say moo?"
- Cut a large opening in a large cardboard box. Let her crawl into it and play.
- Children enjoy quiet times and places where they can be alone. He may go to his special place himself when he wants to be alone.

(b)(6)



#### Close-up

Brandon is reading with one-year-old Keisha before nap time. The book is Ten, Nine, Eight by Molly Bang - a favorite because it is a simple story with pictures of familiar routines and things. As she sits in his lap, Keisha helps turn the pages of the sturdy board book. Brandon reads, "10 small toes all washed and warm" and asks her, "Where are your toes?" She smiles and points to her feet. He says, "Here are Keisha's toes," and lightly squeezes each toe as he counts "1, 2, 3, 4, 5, 6, 7, 8, 9, 10." She squeals with delight.

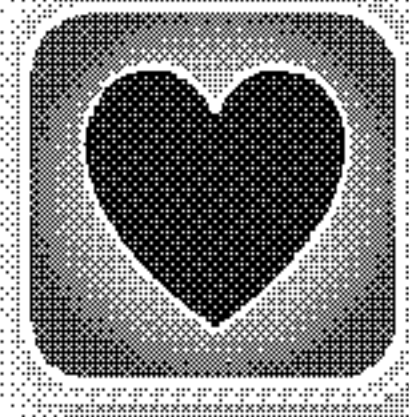


Keisha turns the page to "9 soft friends in a quiet room" and looks at the picture, pointing to the toys and making sounds. Brandon repeats after her, naming each stuffed animal and toy. He says, "Oh look, there's a kitty curled up in the toys. Can you find the kitty?" She points to the cat and says "kee!" then claps her hands, laughing. He says, "You found the kitty. It's a black kitty with yellow eyes." They continue through the short book, with Keisha turning the page each time she is ready to move on. As Brandon speaks more and more quietly, they end with "1 big girl all ready for bed." Keisha is learning: page turning left to right, identification of body parts, one-on-one communication, counting, naming, and great give and take of conversation/language.



9 To 12  
Months

## Parent Pull-Out



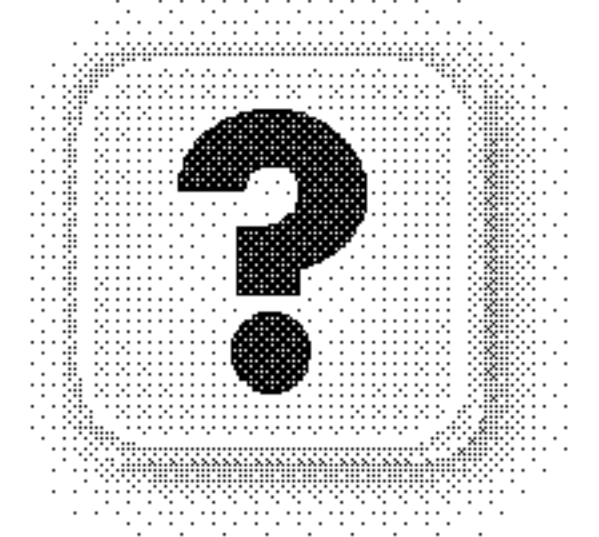
Your baby is becoming an independent person! She can understand much of what she hears and she says a few words. She is moving and exploring so safety is an issue. Play is changing. She is still playing with things but now using them in more purposeful play and may also play alongside other children. She is trying to drink by herself and also feed and undress herself. Encourage her.

### What To Look For And Do:

- Your baby needs social time with you and with other children. He loves interactive games and performing. Offer make believe toys for him. "Junk" is wonderful at this time. For example, an empty oats container makes a great drum.
- Your baby may be frustrated at times as she tries something new or difficult. Try to be a helper instead of doing it for him. Time for problem solving and hints are needed.
- Your baby needs routines at this stage as changes may be difficult. Routines help him guess how his day will go now that his memory is much better.
- Your baby needs more and more safe space: to crawl, to practice standing and walking, throwing a ball, climbing and moving her body in many ways.
- Your baby needs you to name things around him and talk to him about what is happening and what he sees. Have conversations with him. And play music!



### Do You Have Questions About Your Child's Development?



#### Help Me Grow

#### Child Development Infoline Can Help!

##### What is Help Me Grow?

A free, statewide program that connects children and families to available community services and resources. By calling *Help Me Grow* and speaking with a care coordinator, you can work together to answer questions about your child.

#### Help Me Grow finds services and support for:

- Health
- Behavior
- Parenting
- Development
- Learning

#### Who can call Help Me Grow?

- Parents
- Child Care Providers
- Caregivers

#### Ages & Stages

##### What is Ages & Stages?

The *Ages & Stages* Child Monitoring Program helps you follow your child's development from four months to five years of age. When you sign up for this free program, *Help Me Grow/Child Development Infoline* will mail you a questionnaire every few months until your child's fifth birthday. A care coordinator will then contact you by mail or phone about your completed *Ages & Stages* questionnaire.

Find out how *Help Me Grow*, a program of the Children's Trust Fund, can help.

Call 1.800.505.7000



#### Parents, Did You Know?

**Parents as Teachers (PAT) programs** provide home visits and more to parents of children before birth and up to kindergarten entry. The information they offer helps both parents and children gain knowledge and build skills. To find out about training for home visitors or caregivers email: [connpat@earthlink.net](mailto:connpat@earthlink.net).



To find a program call 2-1-1 (InfoLine).

To find out more about PAT go to

[www.parentsasteachers.org](http://www.parentsasteachers.org).

(b)(6)

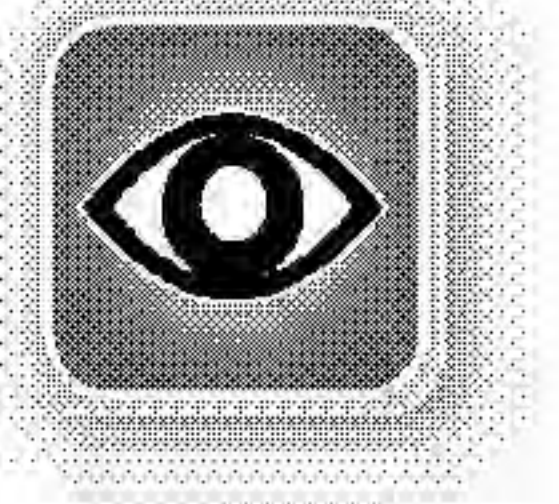
12 To 18  
Months

## Personal &amp; Social Development

(b)(6)

**As A Toddler Grows and Develops, Look to See:****Social***A toddler:*

- Can follow one and two-step directions.
- Looks for your approval but is not always cooperative.
- Will show you when she needs your help.
- Will prefer you and rely on you to give comfort, reassurance, assistance and affection.
- Shows a sense of humor.
- Names his own feelings and the feelings of others.
- Would rather play alongside other children and will copy playmates.
- Uses the word "NO" to show independence.

**Feelings and Self-awareness***A toddler:*

- Shows many different feelings and responds to the feelings of others (e.g., may cry when others cry).
- Focuses on himself and says things are his.
- Continues to fear strangers and often, new and unfamiliar places.
- Shows affection to an increasing number of familiar people.
- Will make clear her likes and dislikes and moods, which are going to be her own and different from yours.
- Is beginning to know the difference between what is his and what belongs to others.
- May experience frustration as she has difficulty expressing her needs, desires and feelings in words.
- Expresses or shows a strong will and tests the limits to strive for independence.
- Shows interest in doing things for himself, including dressing and feeding.

**A Supportive Environment Includes:**

- A regular and consistent schedule.
- Places where she can use her self-help skills: taking off clothes, washing her hands, putting her clothes in a drawer, etc.
- The chance for him to be around other children close in age. A toddler will enjoy playing alongside other children.
- Comfort and help the toddler to move on when she gets frustrated.
- Whenever possible, change his surroundings to reduce frustration (e.g., do not leave materials that he should not have within his reach.)

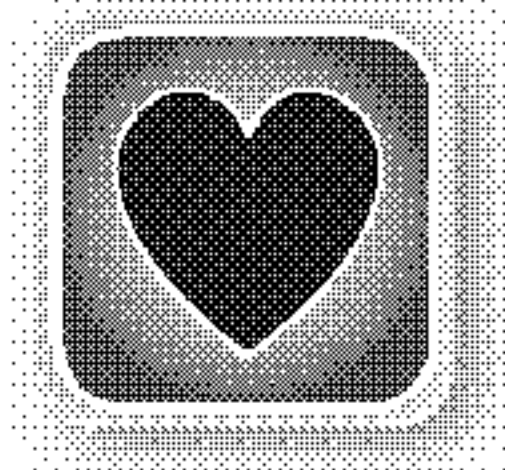
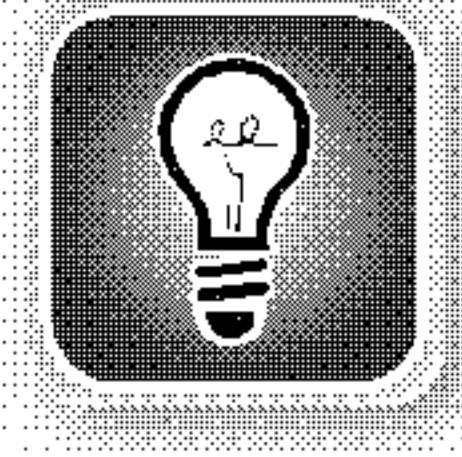


12 To 18  
Months

## Personal &amp; Social Development

**Ways You Can Support Healthy Growth and Development:**

- Support her efforts to do things for herself.
- Let him know you are aware of the things that belong to him and help him work through conflicts or disagreements with others.
- Know that uncooperative behavior is often a sign of self assertion (wanting to make decisions on her own and be independent). Let her know that her feelings are understood. This will help her calm and regain control.
- Give choices whenever possible. For example, "Do you want to wear the blue shirt or the red one?" This will help him feel in control.
- Recognize and let toddlers know you understand that they are fearful, hesitant, and uncertain in new situations. Help them to feel safe and gain comfort through your words and gentle touches.
- With a new found desire to do things for herself, you may see her experiencing higher levels of frustration.
- Offer tools for him to use in frustrating situations, such as words to help describe feelings, gestures, or ways to ask for help. This will help him learn to deal with his feelings.
- State clear consequences for actions. Let her know what you will do if she acts in a way you do not want her to. For example, "If you swing the bat at Pat, I will take it away."
- Let him experiment with his self help skills: taking off his clothes, washing his hands, putting his clothes in a drawer.
- Give a warning when activities will change or end, or something needs to be done to the toddler, such as a diaper change. (Example: "After lunch, I am going to change your diaper.")

**Did You Know:**

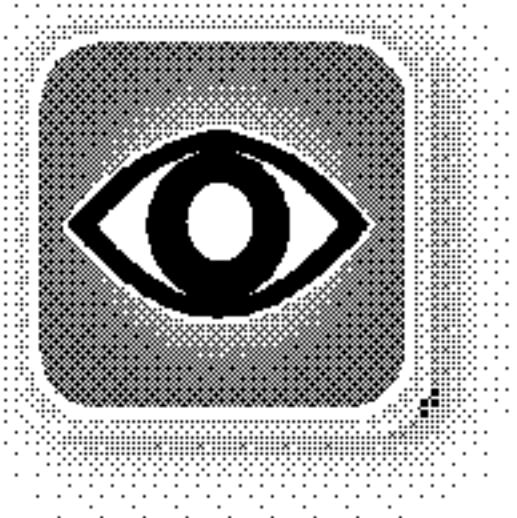
- Toddlers often have difficulty controlling impulses such as the desire to bite, hit or scream. Toddlers can sometimes restrain themselves when told "no" (although they will also want to test you), but it is especially difficult for them to control themselves when they are tired, hungry, or upset. By observing a toddler, it may be possible to identify the signs of a frustrating situation before it occurs or gets out of hand. When a toddler is overtired, she may need to be invited to a quiet area, or redirected with a song or movement game. (Brain Wonders)
- If a tantrum cannot be avoided, it's important for the caregiver to know how to handle the situation effectively. Negative behavior is normal and healthy in a toddler during the second year. Try to understand the reason for the behavior as the toddler is trying to establish individuality and independence. Remaining calm but firm is not only best for the toddler, but also for you. If you become increasingly angry and demand compliance, you become a role model for additional negative behavior on the toddler's part. Redirecting the toddler's attention to a pleasant activity may diffuse the situation and is far more effective than scolding. (Kleckner 105)
- Experiencing frustration/tantrums is an important developmental process for toddlers in learning how to cope with and get through difficult situations. Allowing toddlers to express these strong feelings while they are learning other ways to manage feelings is a necessary part of development.

12 To 18  
Months

## Physical Development

**As A Toddler Grows and Develops, Look to See:****Large Muscle Development***A toddler:*

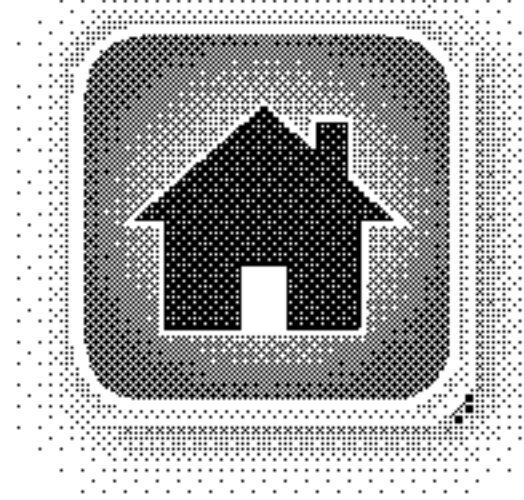
- Stands without support. She may take steps by herself but stills prefers to crawl as a faster way to get around.
- Lifts his knees high and steps down with the front part of his foot hitting the ground first. At first, his walking appears clumsy. As he approaches his 2nd birthday, he begins to step more smoothly with a heel-to-toe movement.
- Is now able to move more easily around things in her environment. Walking becomes more coordinated.
- Can climb up and down stairs. This is also a time when he might try climbing out of his crib.
- Runs, propels herself on riding toys, throws objects, kicks, hops on two feet, expresses herself through dance.

**Small Muscle Development***A toddler:*

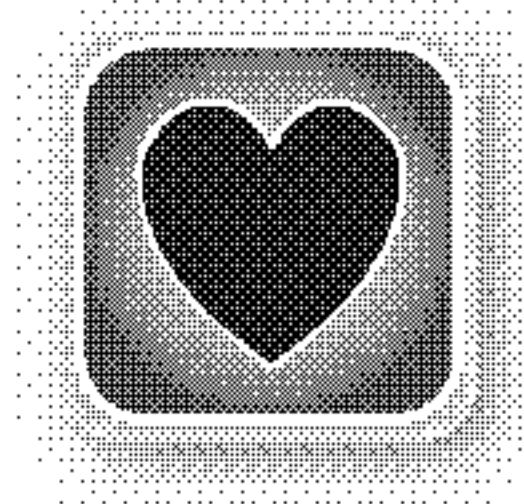
- May use both hands at the same time for two different reasons and prefers one hand over the other.
- May undress himself or untie his shoes. This is a good time to encourage self-help skills.
- Shows interest in exploring sensory materials and uses art materials.
- Feeds herself finger foods, drinks from a covered then an uncovered cup, and washes her own hands.

**A Supportive Environment Includes:**

- Large, open spaces to explore, both indoors and outdoors. Spaces should be free of things with sharp edges, allowing him a safe place to crawl and practice walking.
- Many opportunities to practice walking and moving around obstacles in the environment (e.g., large pieces of furniture).
- Things that can be played with in different ways, explored safely with a young toddler's whole body and carried around while walking.
- Opportunities to carry, dump, climb and push (pull things such as toy shopping carts, doll strollers, or small wagons and riding toys).
- Plenty of safe, low places for climbing under, over, inside of, on top of, and around.

**Ways You Can Support Healthy Growth and Development:**

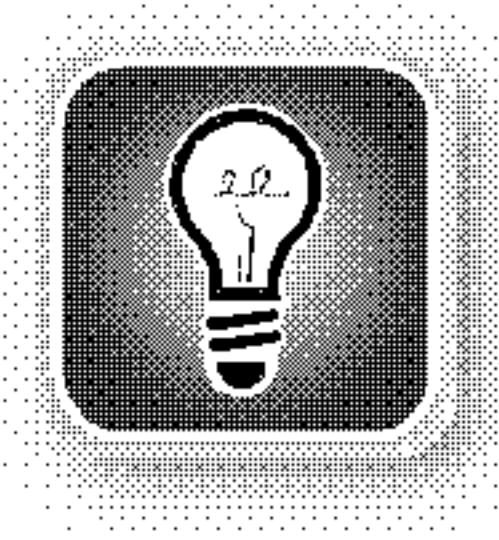
- Offer surroundings that are safe to move around in.
- Support her efforts to walk, but be careful not to push her to walk, allowing her to develop at her own pace and in her own time. Changing back and forth between walking and crawling is normal.
- Place favorite toys in different areas of the room and ask him to bring them back to you.



12 To 18  
Months

## Physical Development

### *Did You Know:*



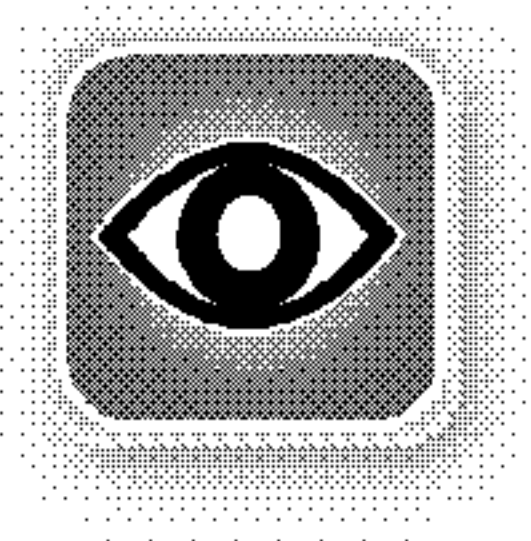
- Toilet Learning is a process which includes three basic skills necessary for success. First is **muscle control**. A toddler must be able to control his sphincter muscles to hold and let go of bowel and bladder contents. Second is **communication**. A toddler must be able to understand what it is you want him to do and to communicate with you—by word or action—when he wants to use the toilet. Third is **desire**. A toddler must want to be trained. He may want to please you, to be like his friends, or he may simply prefer to be clean. Bladder and bowel control are developmental behaviors. There are wide variations in the age at which a toddler reaches the appropriate stage of development. Generally, the later training begins, the less time it takes. However, the concept of “readiness” is central. How will you know he is ready? He may indicate readiness by: being regular in bowel movements, staying dry for an hour or two in the daytime and waking up dry from naps, complaining when wet or soiled and generally liking to be clean and tidy, being aware the urine and feces come from his body, wanting to imitate adults and be grown up, telling you when he has had or is having a bowel movement, and pausing and making sounds or grimaces when having a bowel movement. You can respond and promote successful toilet training by being calm and patient, having a matter-of-fact attitude, by clearly telling the toddler what is expected of him, by accepting gradual successes, by praising and encouraging his successes, and by understanding his failures. Casual responses to failures indicate that you have confidence in him to do better next time. Note that the age at which a toddler starts toilet training and the progress he makes is not an indication of the toddler’s other developmental achievements. (Kleckner 107)

12 To 18  
Months

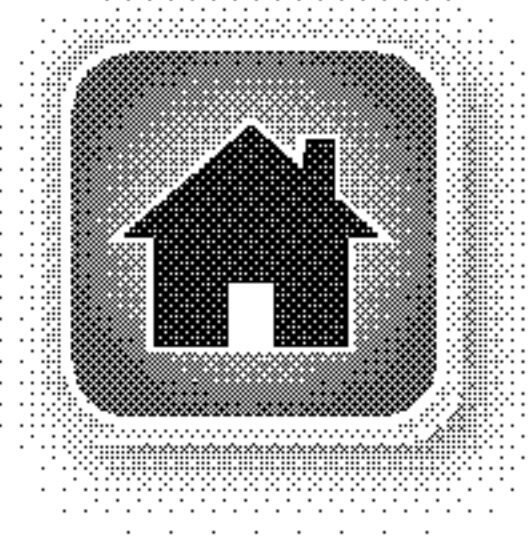
## Cognitive Development

**As A Toddler Grows and Develops, Look to See:***A toddler:*

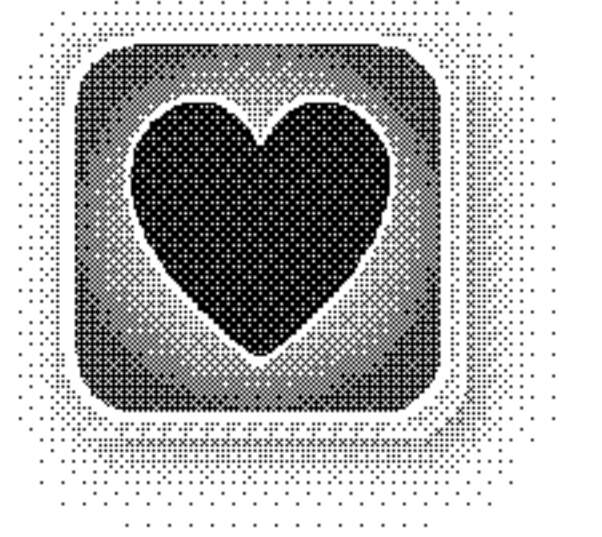
- Can find hidden toys and will go looking for them if you ask him to.
- Has a better memory.
- Can solve a problem and tries new ways to solve problems.
- Often (not always) thinks about actions before acting.
- Copies others who are not present. By 12 months, the brain has matured enough that it is possible for toddlers to remember things that happened a few hours or even a day earlier. Within the 12-18 month range, the toddler is able to remember what someone else did and repeat it some time later.
- Has the potential to learn from what she has seen others do. You may demonstrate the use of a particular toy such as banging on a musical instrument or placing a peg in a hole. While the toddler may not repeat the action immediately, she may display it in some form at a later time in the day or week. (Brain Wonders)
- Becomes more and more familiar with stories and remembers sequence and details. He delights in his excitement over being able to guess what comes next. Do not be surprised if he becomes upset when you try to skip pages in his favorite book.
- Is starting to role play and use props in pretend play.

**A Supportive Environment Includes:**

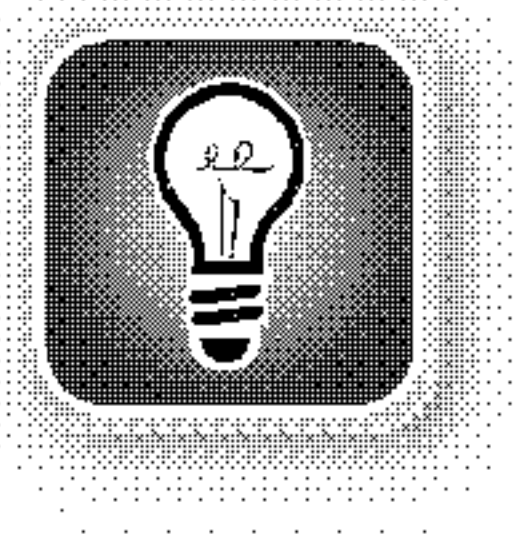
- The toys and household items listed in the Birth to 12 month sections of this document. However, toddlers can use these toys in much more sophisticated ways.
- Large beads to string, large Lego blocks, small building blocks, stacking cones, wooden blocks, nesting toys, puzzles, dolls, dress-up clothes (hats, pocketbooks), cooking utensils, pots and pans.
- Push-pull toys.
- Opportunities to play with interesting and challenging materials: things that encourage manipulation, interaction and the need to figure something out, such as blocks, puzzles, water and sand, and plenty of props for pretend play.
- Toys that are put away and brought back at a later time. A toy he hasn't seen in a while cannot only spark new interest, but also exploration in new and complex ways.

**Ways You Can Support Healthy Growth and Development:**

- Encourage active problem solving by showing an interest and following the toddler's lead in play and activities.
- Let yourself be a safe, secure base from which she can explore. You are there to encourage her to explore on her own, as well as to give comfort and emotional support when needed. She has come to count on your trusting relationship for emotional support.
- Continue to provide for interaction with other toddlers.
- Set up his surrounding so that he can see new and more complex ways to use toys and equipment.
- Be open to her new ways of exploring her world ( e.g., stacking pillows, using puzzle pieces as cars, etc.)
- Allow a toddler to make limited choices (e.g., an apple or banana for snack, crayons or markers to color, etc.)
- Let him make mistakes as he is exploring and playing with things. These are learning experiences, too!
- Continue talking with her. This not only supports her developing communication and thinking skills, but also her sense of self. Through practice she becomes aware of the power of language to gather information and communicate her needs. (Brain Wonders)

**Did You Know:**

- Around 12 months of age toddlers begin to think in more complex ways. They will spend time using objects as tools. For example, if you give them a stick, they will use it to try to get an out-of-reach toy. Toddlers are aware that if they pull on a string, the attached toy will come along, which makes pull toys very popular at this age. Toddlers will also begin to experiment with objects to see what they can do. For example, they will throw a ball to the ground and see that it bounces, then throw a doll to see what it will do. (Brain Wonders)



12 To 18  
Months

## Language Development & Communication

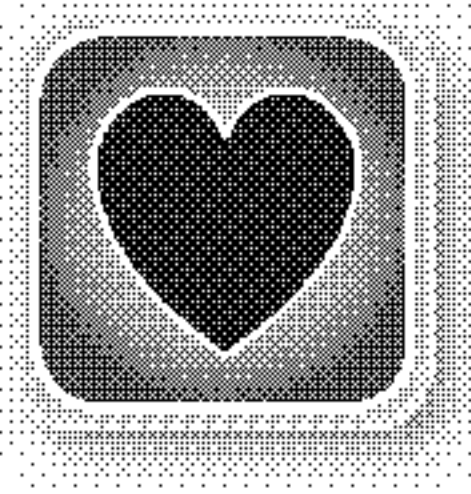
### As A Toddler Grows and Develops, Look to See:



*A toddler:*

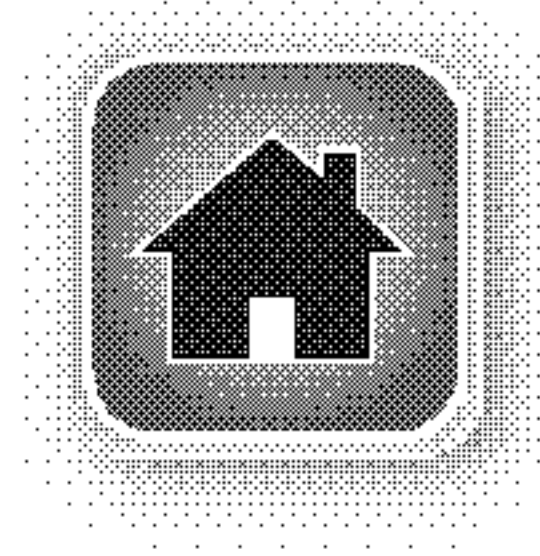
- Knows that words stand for things.
- Recognizes named body parts.
- Makes sounds and says words very similar to those he has heard most even though you might not understand the words.
- May say her first words which often are the name of a person, thing or action. Words may include "hi," "bye," or "no."
- May say two to eight words. Remember receptive language (the ability to understand what others are saying) develops before expressive language (the toddler's ability to speak words).
- Uses non-verbal signs that he understands what you are saying, such as pointing or moving toward something you have named.
- Begins to increase her vocabulary toward the end of this period. Vocabulary usually is not more than 10-20 single words.
- Uses gestures and sounds together to tell you what she wants you to know.
- Will repeat or try another ways of letting you know what he wants if his first try does not work.

### Ways You Can Support Healthy Growth and Development:



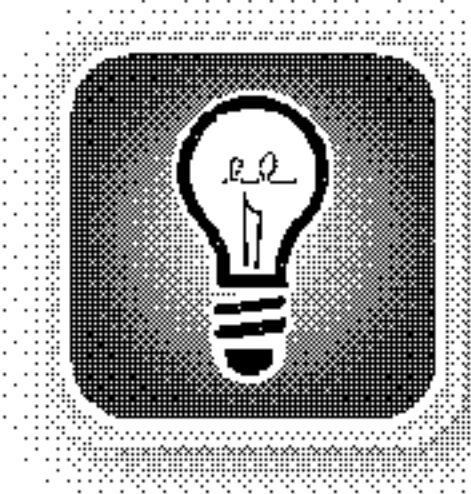
- Get down on his eye level and make eye contact when speaking with him.
- Continue to talk about what she is doing as she is doing it.
- Show excitement in his efforts to communicate with you.
- Encourage conversation with other adults and children.
- Give simple instructions to follow.
- Play games with her.
- Sing songs and repeat finger plays over and over again to support his desire and need for repetition.
- Encourage expression of feelings through words.
- Encourage expansion of language experience.
- Listen to the tone of his voice. Is he asking a question, stating a command, or voicing a protest? Watch him as he tries to speak. Is he pointing to something? What is he looking at? These are clues to the meaning of his expressive language.

### A Supportive Environment Includes:



- Toy telephones and dolls to promote language development.
- Interactive books, magazines, and newspaper pictures.
- Talking to a toddler about her play.
- Music.
- Language partners (adults and other children).

### Did You Know:

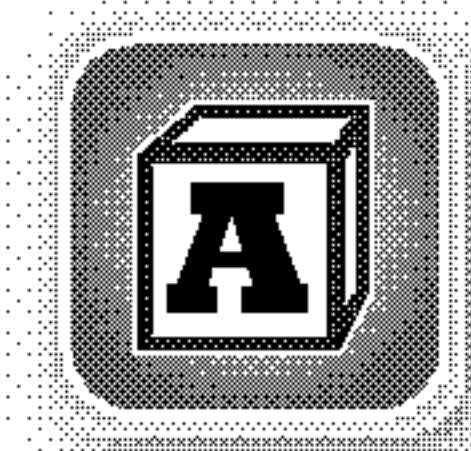


- Research suggests that talking with toddlers influences the growth of vocabulary. The more words a toddler hears while engaged in "conversations" with her care providers, the larger her vocabulary will be and the faster it will continue to grow. It is important to understand that listening to the T.V., or to your conversations with other adults in your care setting, will not do the job. The best support for this kind of language growth is talking directly to your toddlers about things that are meaningful to them, especially their own actions, feelings and attempts to speak. (Brain Wonders)
- Children need to hear a lot of words. Be sure to offer more positive and supportive language rather than a lot of commands. It's helpful when you talk about the "here and now" - things that are going on in front of the child.



12 To 18  
Months

## Twelve To Eighteen Months



## Activities that Support Healthy Growth and Development

### Shop 'Til You Drop

Shopping for groceries is just one of many daily routines that you can use to help a toddler learn. Shopping is especially good for teaching new words and for introducing him to new people and places.

#### What You Need

A grocery shopping list.

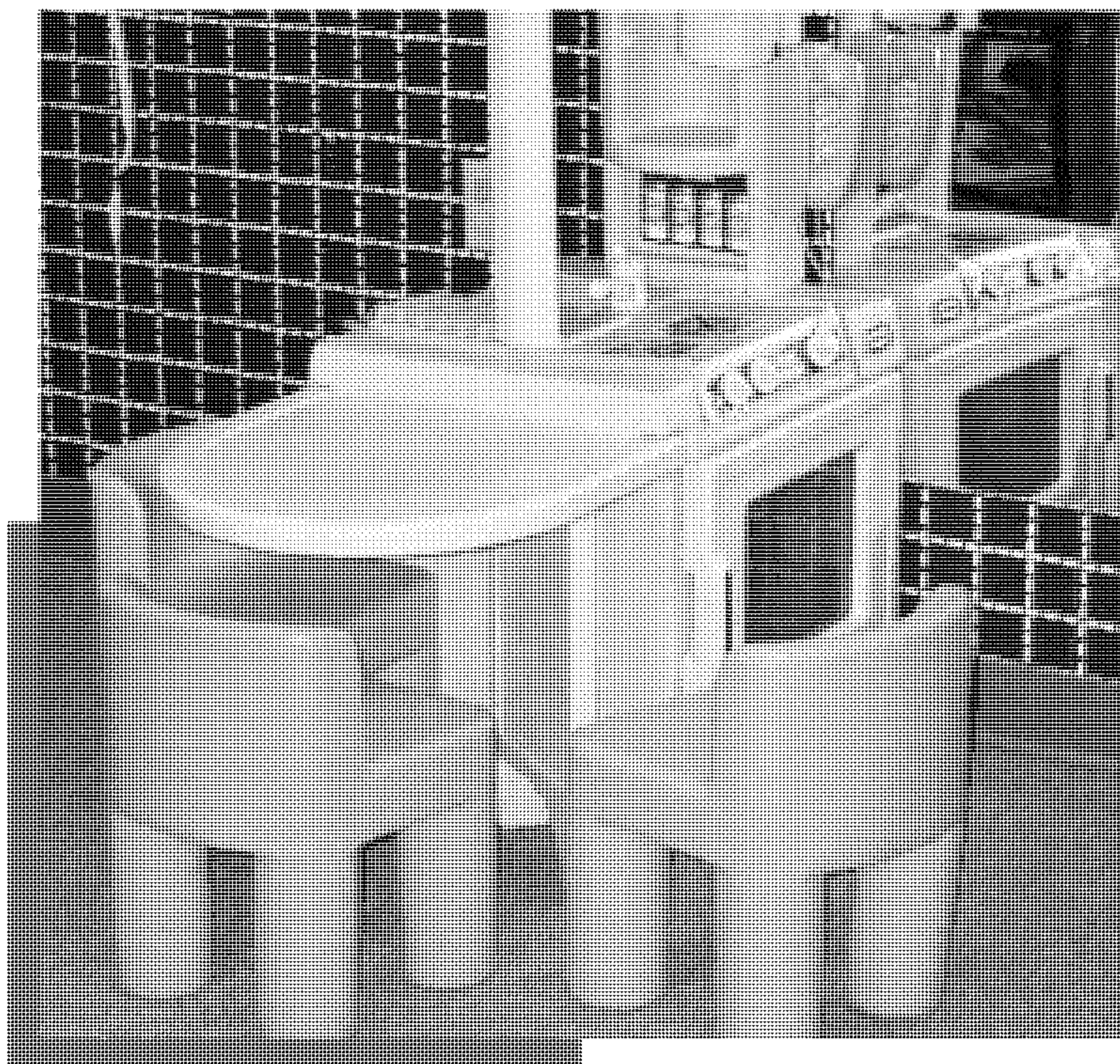
#### What to Do

- Pick a time when neither you nor the toddler is hungry or tired.
- At the store, put him in the shopping cart facing you. Take your time as you walk up and down the aisles. Let him feel the items that you buy - a cold carton of milk, for example, or the skin of an orange. Talk to him about the items: "The skin of the orange is rough and bumpy. Here, you feel it."
- Be sure to name what you see on the shelves and talk about what you are seeing and doing: "First, we're going to buy some cereal. See, it's in a big red and blue box. Listen to the great noise it makes when I shake the box. Can you shake the box? Now we're going to pay for the groceries. We'll put them on the counter while I get out the money. The cashier will tell us how much money we have to pay."
- Encourage the toddler to practice saying "hi" and "bye-bye" to clerks and other shoppers.
- Leave the store before he gets tired or grumpy.



### Close-up

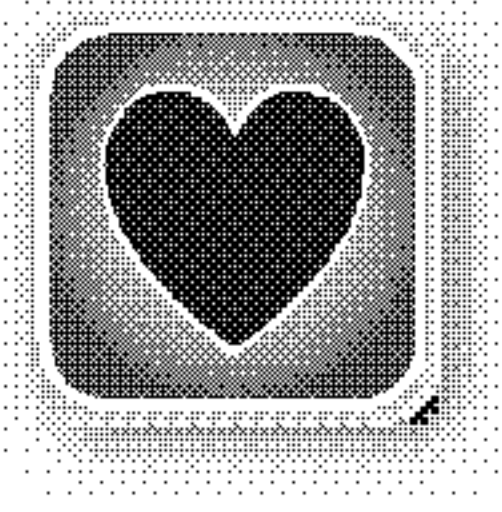
It is 10am and 14-month-old Jordan is fussy and crying. Sandra, Jordan's caregiver, moves toward him with one of his favorite toys. When she reaches him, Jordan bats the toy, turns away and whimpers. Sandra tries again to comfort Jordan by inviting him to come and sit on her lap and look at a book. Jordan falls to the floor and cries. After a moment, Sandra looks at the clock and then at Jordan and says gently, "Jordan, are you hungry?" She continues with, "Jordan, if you are hungry, go sit in your little chair." Jordan walks over to his little chair. Sandra asks warmly, "Jordan, do you want milk or juice?" Jordan replies, "Ju-Ju." Jordan is learning: to communicate what he needs and what he is feeling; to make choices; to follow simple directions; to use words to get what he needs; and about cause and effect.



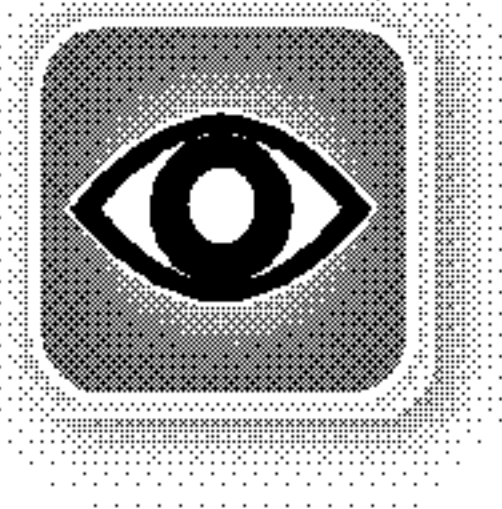
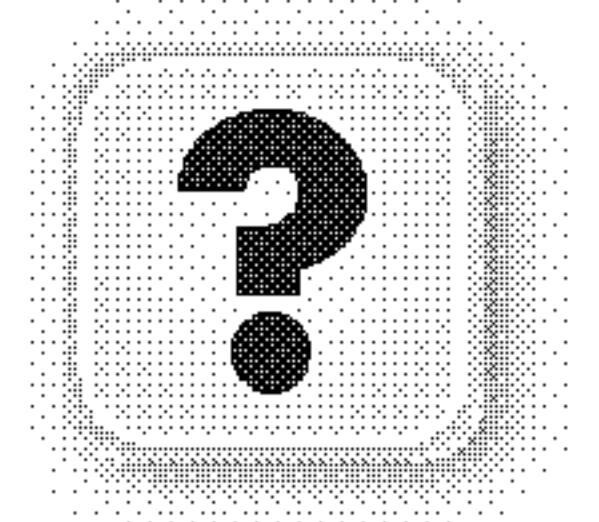
12 To 18  
Months

## Parent Pull-Out

Your baby is taking on the world! From an infant who relied on you totally, your toddler can now walk, talk, feed himself and go after what he wants!

**What To Look For And Do:**

- Your toddler can follow one and two-step directions but may not always want to do so. This independence needs to be encouraged but you also have to set limits (rules). Expect that she will test the limits (rules) as she learns what she can do and what is not allowed.
- He needs lots of places and things to explore and he enjoys other children. Keep choices to a minimum or he'll become frustrated.
- She is much more coordinated and you'll see it as she moves around things, climbs stairs, and maybe out of her crib. She even runs and pushes herself on a riding toy.
- Your toddler still likes to explore different materials and now will do so with art materials, as well as with water and sand, and toys such as large beads to string.
- He will learn from watching others and copy them so be careful what he sees as it may come out in his pretend play.
- She is using more and more words and other ways of communicating her needs. She is still learning more words so make those she hears positive words.

**Do You Have Questions About Your Child's Development?***Help Me Grow***Child Development Infoline Can Help!***What is Help Me Grow?*

A free, statewide program that connects children and families to available community services and resources. By calling *Help Me Grow* and speaking with a care coordinator, you can work together to answer questions about your child.

*Help Me Grow* finds services and support for:

- Health
- Behavior
- Parenting
- Development
- Learning

**Who can call *Help Me Grow*?**

- Parents
- Child Care Providers
- Caregivers

**Ages & Stages***What is Ages & Stages?*

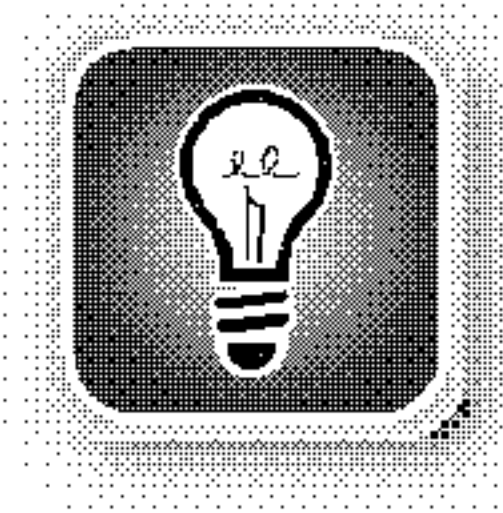
The *Ages & Stages* Child Monitoring Program helps you follow your child's development from four months to five years of age. When you sign up for this free program, *Help Me Grow/Child Development Infoline* will mail you a questionnaire every few months until your child's fifth birthday. A care coordinator will then contact you by mail or phone about your completed *Ages & Stages* questionnaire.

Find out how *Help Me Grow*, a program of the Children's Trust Fund, can help.

**Call 1.800.505.7000**

**Parents, Did You Know?****Parents as Teachers (PAT) programs** provide

home visits and more to parents of children before birth and up to kindergarten entry. The information they offer helps both parents and children gain knowledge and build skills. To find out about training for home visitors or caregivers email: [connpat@earthlink.net](mailto:connpat@earthlink.net).



To find a program call 2-1-1 (InfoLine).

To find out more about PAT go to

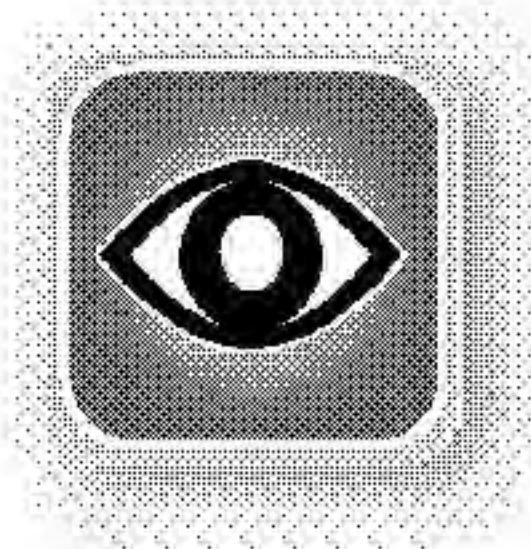
[www.parentsasteachers.org](http://www.parentsasteachers.org).



(b)(6)

18 To 24  
Months

## Personal & Social Development



### As A Toddler Grows and Develops, Look to See:

#### Social

##### *A toddler:*

- Is becoming aware of other people's points of view. He begins to understand that others have feelings and becomes very interested in them.
- Plays make believe (dramatic play) and pretends to be a character in a book or movie with you or others.
- Uses words or pictures to tell you what she is interested in... "Look, airplane!"
- Continues to enjoy copying adult behaviors and activities.
- Is interested in helping with day-to-day activities around the house.

#### Feelings and Self-Awareness

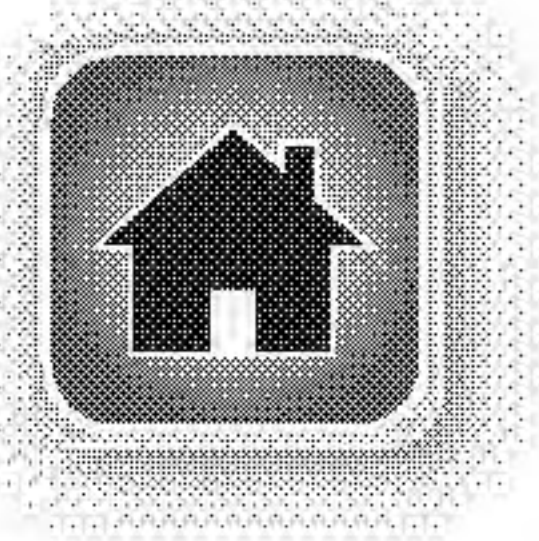
##### *A toddler:*

- Shows increased interest in the dressing process. Taking off his clothes is becoming a big hit!
- Is becoming an independent person who wants to do things by herself. "NO" becomes one of her most powerful words; she enjoys saying it and trying it out in many contexts.
- Temper tantrums may be on the increase as he realizes he cannot do everything he wants when he wants, or tell you in words exactly what he is feeling.
- May be refusing to eat. This is often a sign of both her growing independence and a decrease in appetite and rate of growth.
- Is drinking from a cup without a lid, using a spoon to feed himself and performing many other simple tasks by himself.
- Is beginning to gain some bladder and bowel control.

(b)(6)

### A Supportive Environment Includes:

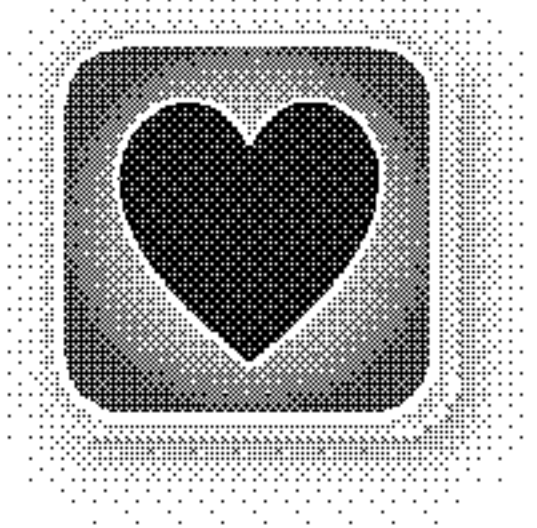
- A cup without a lid at mealtimes, along with a spoon so she can feed herself.
- Materials for dramatic play such as dress-up clothes, dolls, or plastic dishes.
- Many opportunities to take off socks, hats, and shoes.
- Opportunities for a toddler to help sort, fold, store and choose clothes to wear.
- Many opportunities for him to try things on his own. Delight with him in his accomplishments and be there to help when he needs it.
- Some things of her own that are placed where she won't fear others taking them.



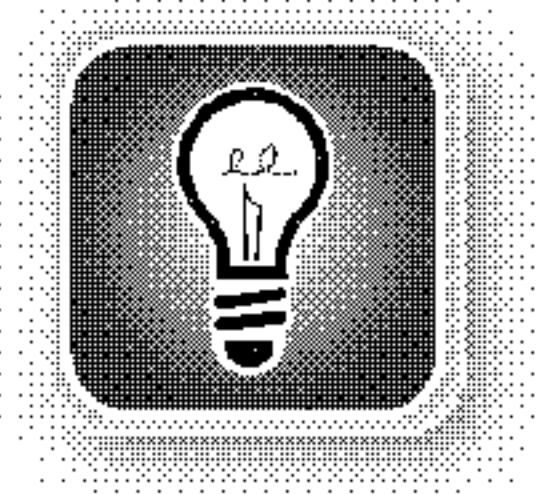
18 To 24  
Months

## Personal & Social Development

### Ways You Can Support Healthy Growth and Development:



- Encourage her to help with day-to-day jobs as she is able. Encourage her to try doing new things for herself.
- Set clear, simple rules (limits) and gently but firmly follow through with them. Safety always comes first (e.g., sitting in a car seat while riding in the car).
- He wants to do things for himself and will tell you what he wants. This may be frustrating for you at times. Think about some of the behaviors that are frustrating for you and try to think of them before they happen. During these times, you may want to try to move his attention to something that you see as a more positive option, such as asking him about an upcoming fun activity.
- These times can also be very frustrating for a toddler. Encourage her to find her comfort toys, or to help calm herself by sucking her thumb (if this is a comfort for her).
- Be patient! Although a toddler wants to do everything he sets out to do himself, he still needs you close by to help.
- Respect her: When you show respect, she learns to respect herself and others.
- Model pro-social, sharing behavior in your everyday interactions with children and other adults. Play games that involve sharing and turn taking. While this will help him to use and practice these behaviors, do not expect him to share with other children all the time. Toddlers need time to mature and lots of practice to use these skills regularly during play.
- Keep consistent daily routines around eating, sleeping, bathing and toileting. Routines help toddlers guess what comes next in their day and master daily experiences which promote self-confidence. Help her get ready for changes by telling her what will happen next and giving her some time to move from one thing to another.
- Be there as a good listener.
- Name feelings - your own and the child's (e.g., "I feel sad." or "Putting on your shirt is frustrating.")



### Did You Know:

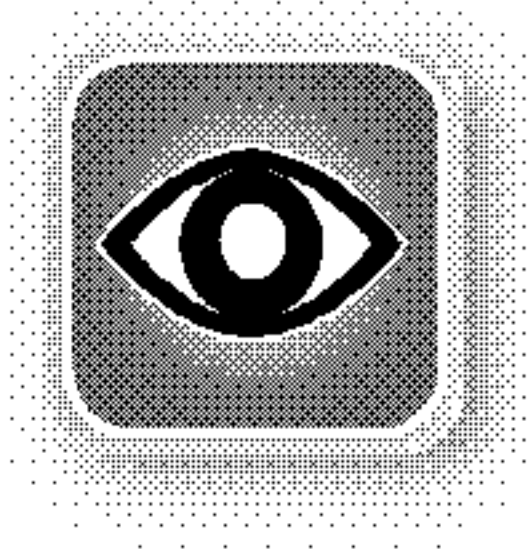
- As he becomes more aware of his wants and needs, issues of ownership and sharing will come up. Toddlers often claim things as "mine" and are very possessive. However, know that there is hope. As he learns what is his and what is not, he will begin to think about sharing with others.
- A toddler is also learning how to control her behavior (self-control) and act appropriately in situations (beginning to understand what she should and should not do). However, she is not good at this yet. She may hit, cry, yell, bite and may not be able to stop herself from doing these things. Self-control comes with time and brain maturation. (Brain Wonders)

18 To 24  
Months

## Physical Development

**As A Toddler Grows and Develops,  
Look to See:****Large Muscle Development***A toddler:*

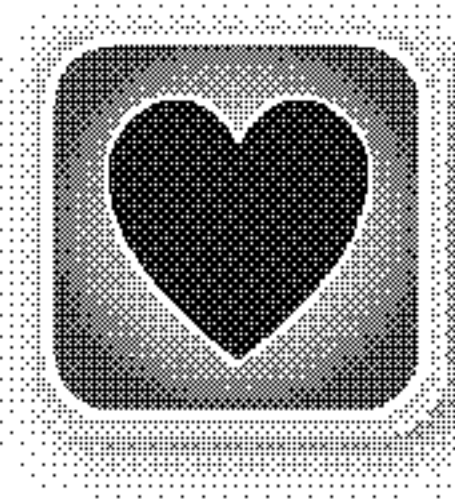
- Is beginning to walk faster and in a more coordinated manner.
- Runs, but awkwardly.
- Will walk up stairs holding a hand.
- Is learning to master body movements by stooping, walking, kicking, throwing, climbing and running.
- Can bend over to pick things up without falling.

**Small Muscle Development***A toddler:*

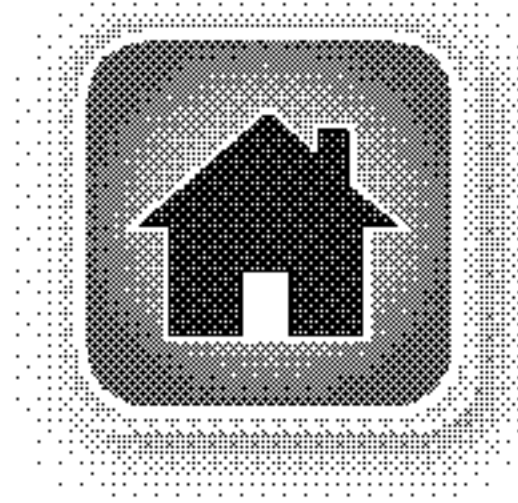
- Can use a crayon to scribble, as well as copy marks.
- Is gaining better control when feeding herself.

**Ways You Can Support Healthy  
Growth and Development:**

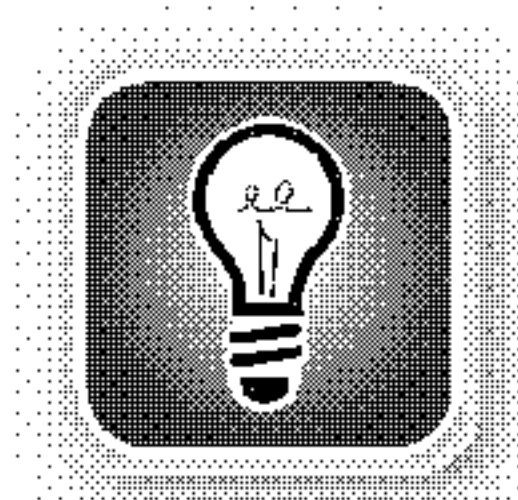
- Keep the toddler's play area interesting for him. You may want to change his toys by rotating them, or adding new ones. For example, when his interest lowers for a toy, put it away for 2 weeks or so and then bring it back out again. He may have a renewed interest in it. A few toys will catch his attention; with too many choices he may move quickly from one to another.
- Encourage her to play with other children. Rolling balls back and forth and running together can be lots of fun. Always watch toddlers playing together.
- Give enough opportunity for physical exercise. He may enjoy dancing to music, hopping, pretending to exercise with you - touching his toes, reaching high above his head, etc.
- Help the toddler get on and off a 4-wheeled riding toy until she can do it by herself.
- Give opportunities to grasp, hold, pour, scoop, squeeze, and otherwise play with a variety of materials that can be safely handled and put in the mouth.
- Let him see you reading, writing or drawing; observation is a powerful learning tool both for you and him.

**A Supportive  
Environment Includes:**

- Room to walk and run and opportunities to take walks to new and different places such as a community park.
- Experiences where he can see, touch, taste, hear and smell, such as water and sand play.
- Materials such as crayons, pencils, dolls and doll clothes, nesting toys, paper, puzzles, play dough, snap together blocks, small blocks, small toy figures and cars.
- Riding toys, wiffle ball and bat, bean bag toss into a cardboard box or laundry basket, climbing toys, jungle gyms, puzzles, stringing beads, shape sorters, etc.
- Large pieces of paper taped to the table or floor with washable crayons or markers. Always stay close by to supervise a toddler who is just learning to experiment and explore with art materials. Keep in mind that crayons do break and creative play can be messy.
- An assortment of blocks of different size, shape and color to practice stacking, building and balancing. Join in her play and let her be the leader.

**Did You Know:**

- As she is practicing the many ways to use her body (running, hopping, kicking, pushing, pulling), a toddler may become less interested in other areas of development. For example, you may notice that learning new words slows down a little. This is normal. Continue to give her opportunities to practice all of her skills.
- In just a few months, toddlers go from crawling to walking to almost running. Practicing their new moves strengthens connections in their brains that help with coordination. Each new motor skill adds to a toddler's sense of mastery and feelings of competence.
- Your local library has many activities, as well as books, for a toddler to engage in. You can also sign out activities.



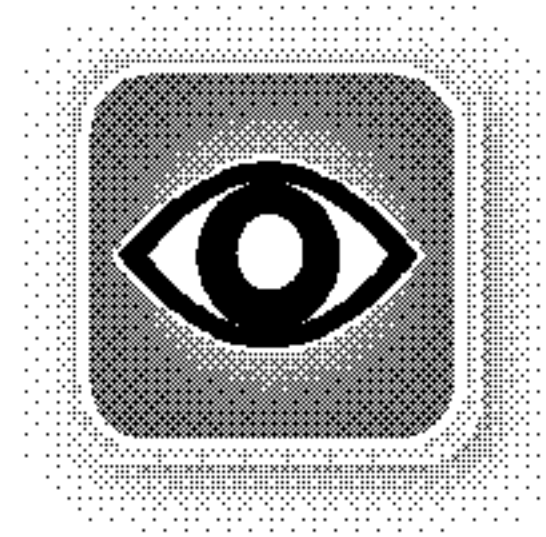
18 To 24  
Months

## Cognitive Development

### As A Toddler Grows and Develops, Look to See:

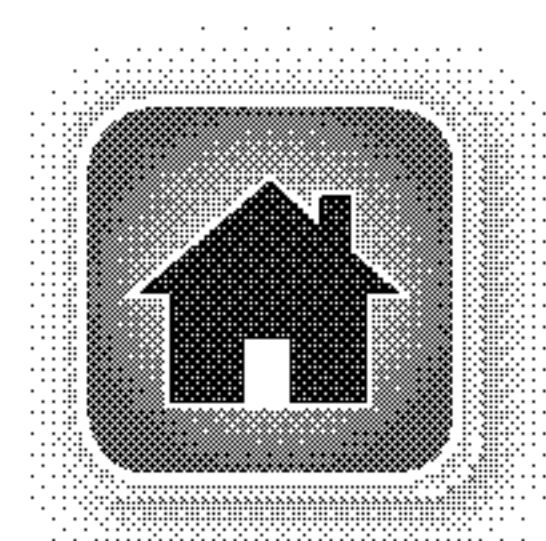
#### *A toddler:*

- Is beginning to solve problems in her head.
- Is quickly learning new words.
- Is beginning to enjoy imaginative play and role playing, such as being a “dog” - walking on 4 legs and barking (symbolic play).
- Knows some sounds that animals make and enjoys copying them.
- Takes things apart and tries to put them back together again.
- Will figure out how to move past things, such as climbing on a chair to reach something he wants that’s too high for him to reach from the ground.
- Is calling on past experiences to figure out new challenges.
- Continues to be very curious about her surroundings and new environments.
- Begins to notice tiny details.
- Is experimenting with cause and effect. He is a little scientist, causing things to happen and then watching to see what happens next. For example, he may roll a ball into blocks and watch them fall. Then he may roll a ball into a chair and see that it doesn’t move.
- Is using one object to represent another (using a block as a phone).
- Recognizes herself in the mirror.



### A Supportive Environment Includes:

- A variety of toys to choose from placed at the toddler’s level (e.g., small people, animals, doll houses, nesting bowls, pots and pans, and large mixing spoons).
- Blocks and other stacking materials (empty boxes) to build up, knock down and build up again. He will learn there are many ways to accomplish the same goal.
- Sturdy books that are available.
- Outdoor play. Investigate the outdoors with her. Talk about the colors, shapes, patterns, and textures that you both see and feel. Watch closely as she still may want to put her mouth on things to explore them.



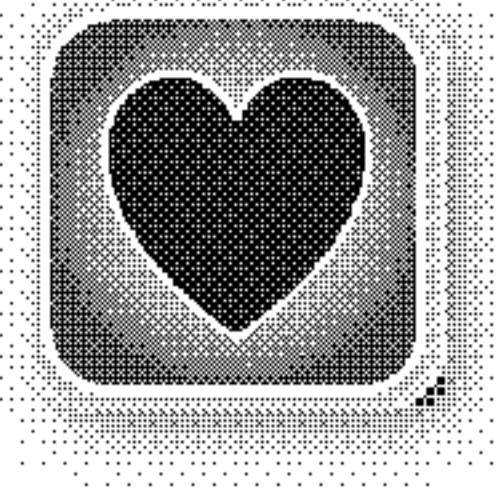


18 To 24  
Months

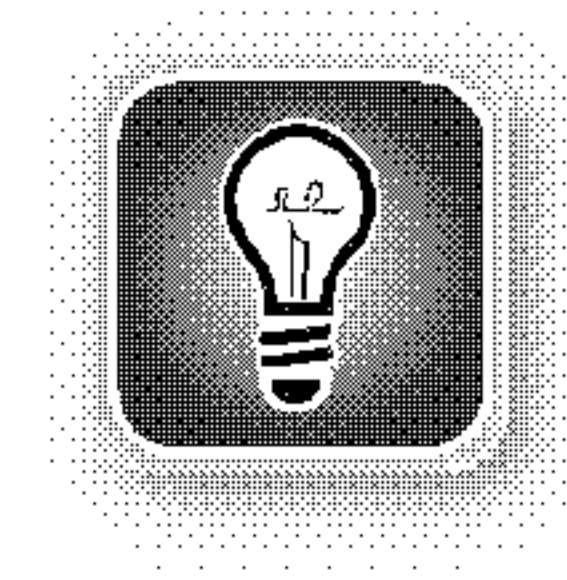
## Cognitive Development

### Ways You Can Support Healthy Growth and Development:

- Continue to offer choices, but only two or three at a time. Let him make decisions throughout the day and be sure that the options you offer are ones you are okay with him choosing.
- Allow her to work out a challenge or problem she is facing without your help. Think of ways in which she might solve this problem. Be close by to ensure her safety. Applaud her accomplishments.
- Continue to encourage his use of language by giving him words to express his feelings and desires. Continue to talk about what you both see and do.
- Encourage her exploration of toys. Be sure to let her pace herself. She will determine her rate of learning.
- If you haven't already done so, be sure to safety-proof the environment. Get down on a toddler's level and look around to identify the things that might catch his interest.
- Call her attention to small things in books, magazines, or on other everyday items like cereal boxes. Ask her to point to some of the details.
- While a toddler's experimentations may cause you frustration and irritation, knowing that these are the ways in which he has to learn about his world and what his body can do, it is important to be patient, provide guidance and ensure his safety.
- Play pretend games with her. You will learn a great deal about her thoughts and how she feels and will have many chances to expand on her thinking. This can help her be more creative.
- Resist pressures from others to "teach" a toddler specific academic skills, such as colors and shapes. He will learn these readily if you refer to them in the course of your daily conversations. "Do you prefer a red apple or green apple?" or "Can you hand me the blue ball?" (Brain Wonders)



### Did You Know:



- While a toddler is beginning to think symbolically and use items to represent something real in her life (pretending to eat a plastic apple), she still learns best when she sees, hears, and touches real things (a real apple) at the same time.
- Music is an activity that serves as a memory booster. For reasons we do not yet understand, songs, rhythms, and chants seem to linger in young children's minds especially well. Somehow the association of melody and lyrics encourages young brains to take hold and store the words of songs better than those of regular conversation. (Brain Wonders)

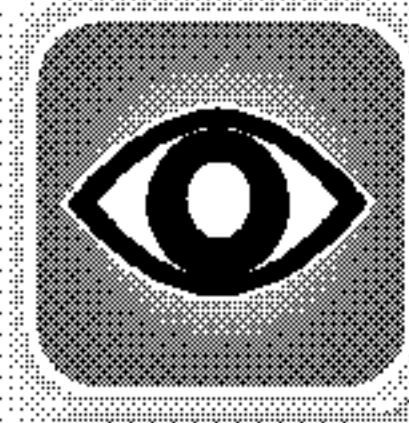
18 To 24  
Months

## Language Development & Communication

### As A Toddler Grows and Develops, Look to See:

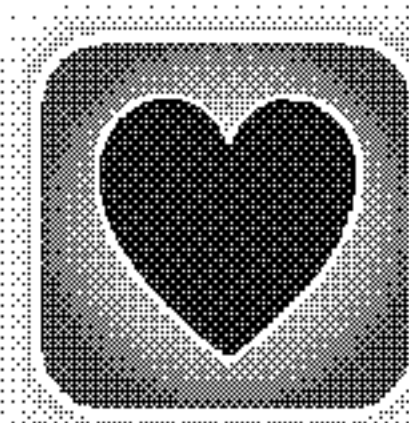
*A toddler:*

- Can respond to personal pronouns (me, her, him).
- Can follow 2-step commands (e.g., "Please pick up your shoes and put them in the closet").
- Listens to gain meaning from what is heard.
- Begins to use more words than gestures when speaking.
- Is using her words to gain attention and indicate her wants, sometimes very forcefully.
- Uses words to tell you about specific things, people, or actions.
- Uses words such as "I", "me" and "your."
- Has a vocabulary that is growing by leaps and bounds - around 9 new words a day. He understands simple questions, can speak about 50 words and understands about 300 words by age 2.
- Speaks in short, two-word phrases like, "Me up!" meaning "Please pick me up!"



### Ways You Can Support Healthy Growth and Development:

- Continue to talk about what she is involved in. Name things for her. Ask her to name things she sees during her play. If a toddler says a word or phrase incorrectly, simply repeat it correctly for her.
- His speech may be hard to understand and often he speaks slowly. Be patient, giving him time to complete his thought.
- Praise toddlers for trying to communicate with you and encourage their continued use of language. Remember that speaking "correctly" comes with time and maturity.
- Read aloud and often with her. Create a quiet space or reading area where you can snuggle together while reading a book.
- Ask him questions and encourage him to ask you questions. Be an active language partner with him.
- Continue to listen with interest to what she is saying and give her more words to describe her thoughts. For example, "That doggie." "Yes, that is a doggie and he is playing with a red ball."
- Offer real pictures of animals, people and familiar things to draw his attention and encourage his conversation.



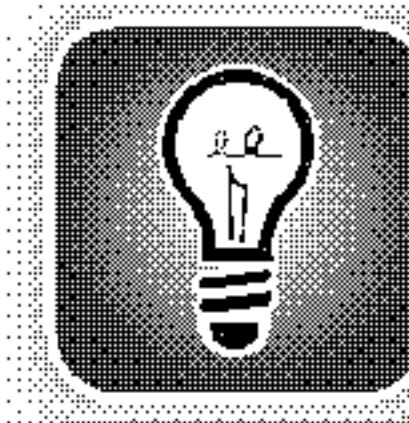
### A Supportive Environment Includes:

- Books, books and more books. (See Books to Grow On pp 86-88)
- Trips to the local library.
- Story-telling. Toddlers love to hear stories whether they are read or told to them. Tell stories about things of interest to them.
- Rhymes, finger plays, poems and songs. Yes, even ones you make up!



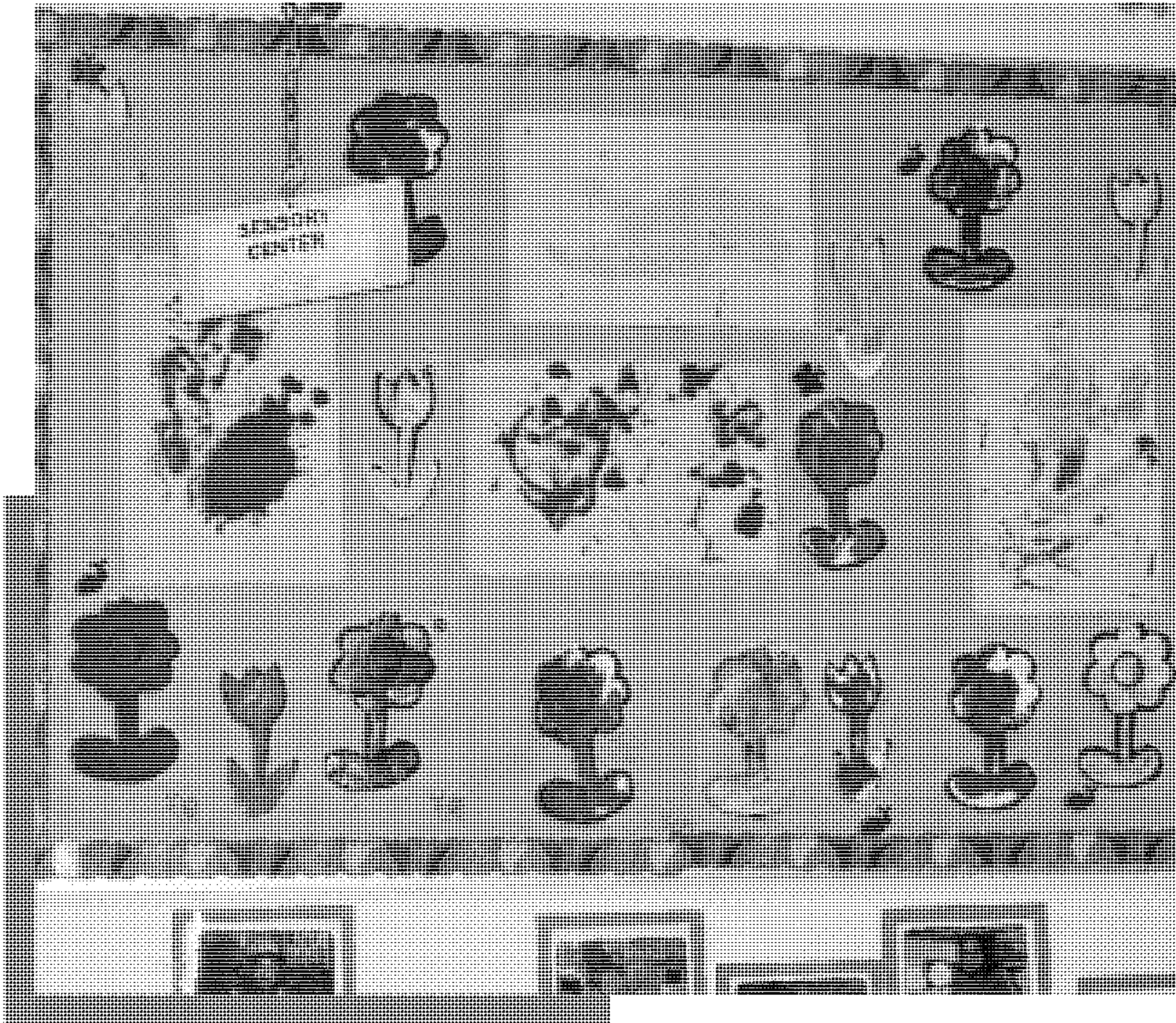
### Did You Know:

- It is important to know about a child's hearing ability from infancy through toddlerhood. Frequent ear infections and even mild hearing loss can lead to language delays. As the child's caregiver, share any concerns with his family and urge them to talk to the family doctor.
- Shortly after a toddler begins using 50 words, a vocabulary explosion occurs. She begins adding several new words to her spoken vocabulary every day. Interestingly, researchers have noticed that this vocabulary explosion occurs at about the same time as an increase in the number of synapses (connections between brain cells) in an important language center of the brain known as Wernicke's area. (Brain Wonders)



18 To 24  
Months

## Eighteen To Twenty-Four Months



### Activities that Support Healthy Growth and Development:

#### Make your own play dough:

- 2 cups flour
- 1 cup salt
- 2 tablespoons cream of tartar
- 2 cups water
- 1 tablespoon mineral oil
- Food coloring

Mix all ingredients in a saucepan. Cook over medium heat, stirring until stiff. Allow to cool, then knead. Store in a zip lock baggie. It will last a long time. Use cookie cutters to make different shapes. Poke a hole near the top of each shape. Let air dry. Put string through the holes and hang from a hanger to make a mobile.

#### Make your own finger paint:

- 1/4 cup cornstarch
- 2 cups water
- Food coloring

Mix ingredients in a saucepan. Boil until mixture thickens. Allow to cool, then pour into jars or other storage containers and color with food coloring. Best used on a glossy paper (butcher or shelf paper) that's taped to a surface like the floor or a low table.

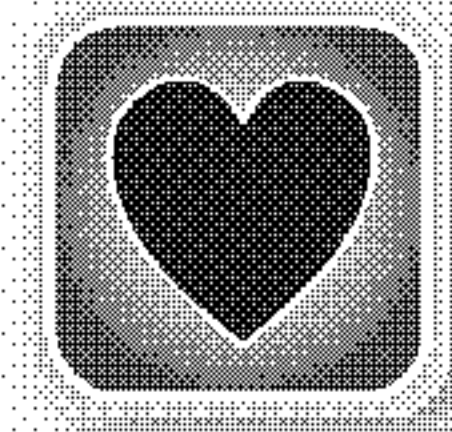


### Close Up

2-year-old Sophie is in the kitchen while her caregiver, Janice, is making cookies. Sophie pushes a chair near the sink where Janice is working and says, "me up." She climbs onto the chair to wash her hands. Janice pours the liquid soap in Sophie's hand. After Sophie rubs her hands together she reaches toward the faucet. Janice turns the water on and off for Sophie and offers her a paper towel. After she dries her hands, Sophie climbs down and throws the paper away. Janice takes a small plastic cup, dips it into the bowl of measured flour and says, "Sophie, would you like to help me pour the flour?" Sophie smiles broadly. She pushes the chair closer to Janice and climbs. After Sophie empties the cup of flour into the batter, Janice looks at Sophie while pointing to a box of raisins and says, "Hmm... what else do we need for our cookies?" Sophie says, "Raisins." As Sophie dumps the raisins into the batter, she takes one for herself. As she reaches for another, she checks Janice's face. Janice laughs. Sophie takes another raisin. Janice hands Sophie the spoon and asks, "Sophie, do you want to help stir the batter?" Sophie takes the spoon with glee. While Sophie is stirring, Janice asks, "What do we do next?" Sophie points to the oven. Janice replies, "That's right. After we put the cookies on the pan, we'll put them in the oven." Sophie is learning: to guess what comes next; sequencing; to communicate what she wants; self-help skills; to develop her fine motor skills; social skills.

18 To 24  
Months

## Parent Pull-Out



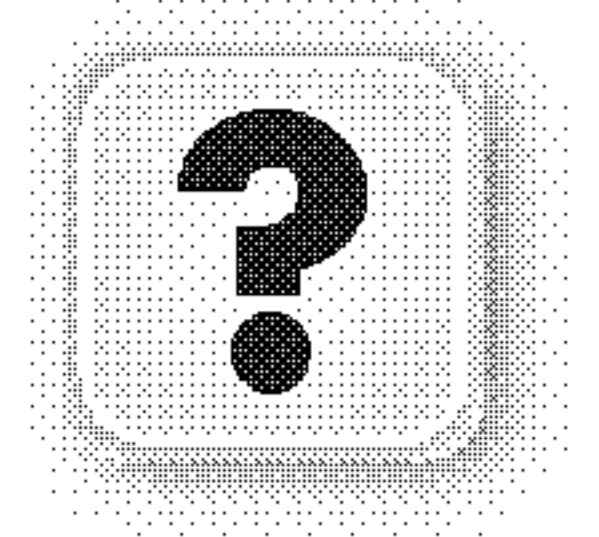
Your baby is now a toddler! She loves to help with daily chores and wants to do things for herself. She can feed and dress herself with little help. And she can play by herself or next to others but she will still want you close by when she gets frustrated or tired. Routines are still very important.

### What To Look For And Do:

- Your toddler needs you to set limits (rules) and create routines. He will then learn how to fit his needs and wants within what is allowed. Explain what will happen if he does not follow the limits (rules) you have set. Make sure he knows what will happen ahead of time. Follow through on what you say.
- Your toddler needs you to know what she is feeling. Help her name her feelings and help her work through them.
- Your toddler is trying new skills such as stooping (although he may fall over at first), swinging a bat, riding a bike, and using small materials such as puzzles and small toys.
- Your toddler needs lots of time for physical play (watch her carefully at the playground). She also needs quiet time to look at books and play pretend games (household items are great). She can use one item as another (a banana for a phone).
- Your toddler loves music and can join in simple action songs. Listen when he talks to you and stretch his sentences by adding words that further describe what he is trying to say.



### Do You Have Questions About Your Child's Development?



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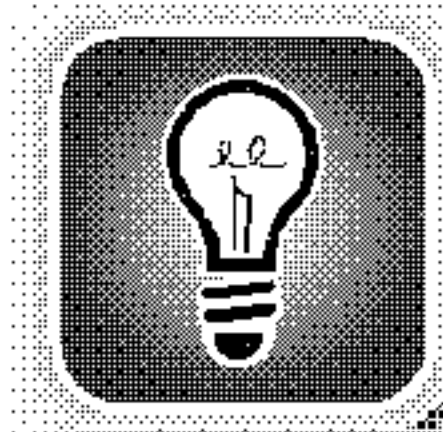
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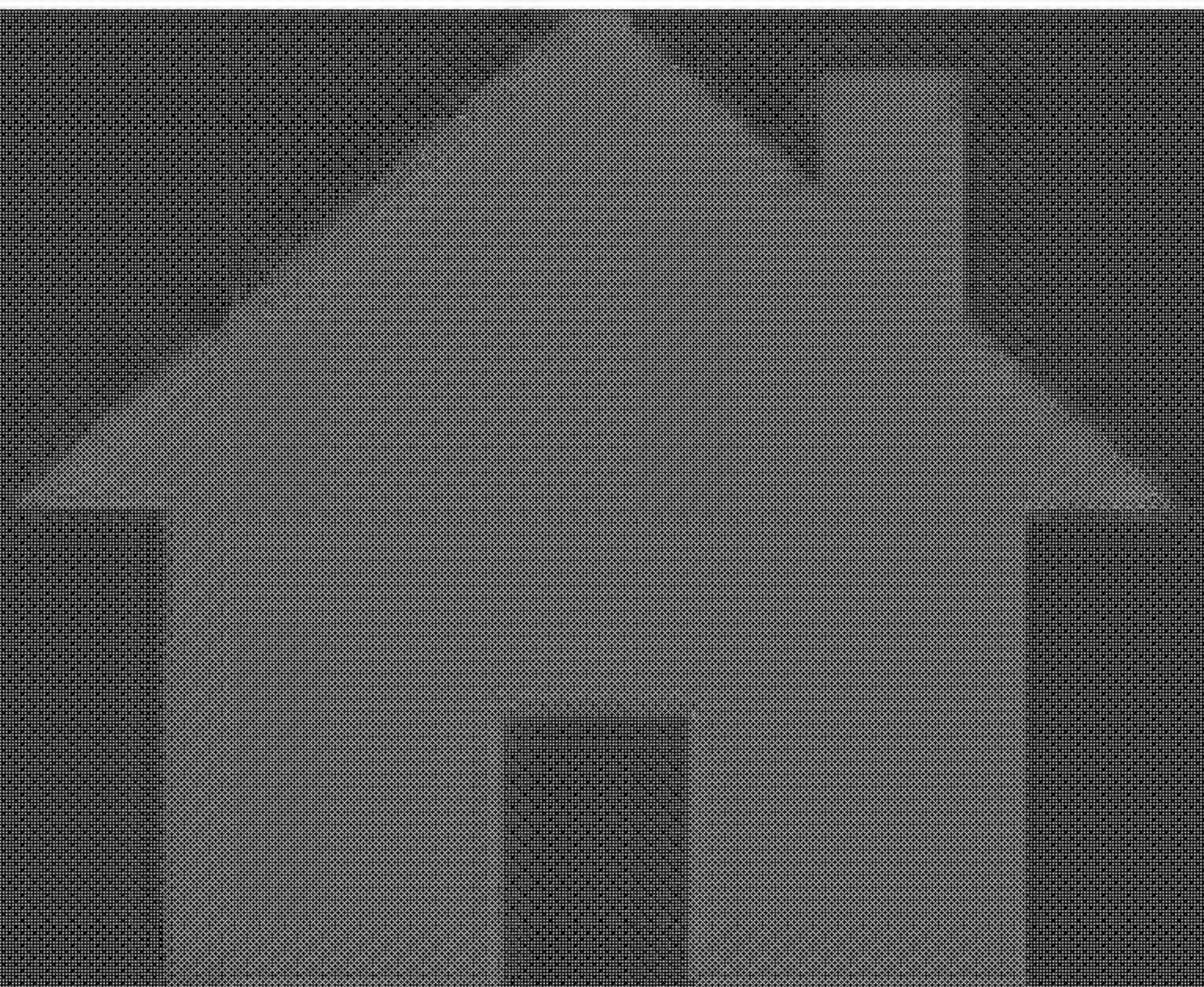
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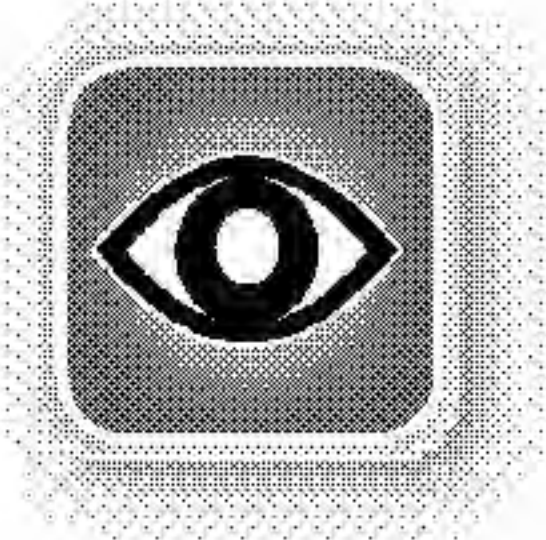
**24 To 36  
Months**

## Personal & Social Development

### As A Toddler Grows and Develops, Look to See:

#### Social

*A toddler:*



- May want to keep what belongs to him close by and often will not want to share.
- Will play for longer and longer periods of time.
- Is more involved and interacts more in play with other children.
- Begins to seek out play with other children on his own.
- Plays make believe with one or more children.

#### Feelings and Self-Awareness

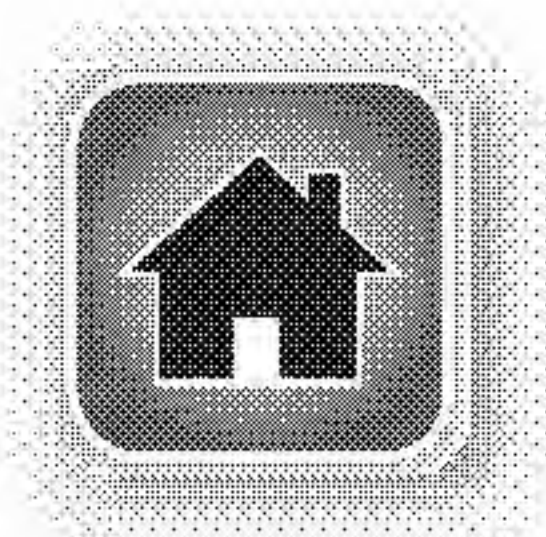
*A toddler:*

- Begins to understand the idea of personal property and may say, "That's mine."
- Begins to show independence and continues to show pride in his accomplishments.
- May say "no" at first, even to something she wants.
- Still finds it hard to describe how he feels even though his vocabulary is growing and he is able to put more words together. This can be frustrating for him.

(b)(6)

### A Supportive Environment Includes:

- Space for what belongs to him.
- Similar toys in a play area in order to lessen problems around sharing with other children.
- Art, music, and movement to provide opportunities for her to express her feelings.
- Offering props for pretend play: dress-up clothes, puppets, dolls, small animal figures, etc., to allow opportunity for role-playing.
- Planning for situations/experiences where a toddler can be successful and experience a sense of accomplishment and pride.
- Time to join in a group where he interacts with other children and shares in stories and song.
- Providing consistent daily routines around eating, sleeping and toilet learning so that she can guess what comes next in her day and master daily experiences. This strengthens her self-confidence.

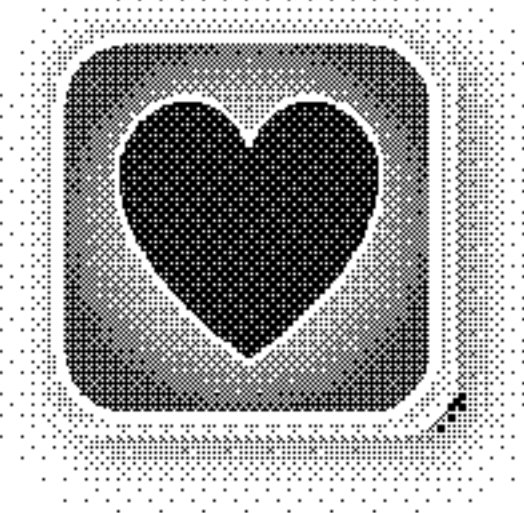


24 To 36  
Months

## Personal & Social Development

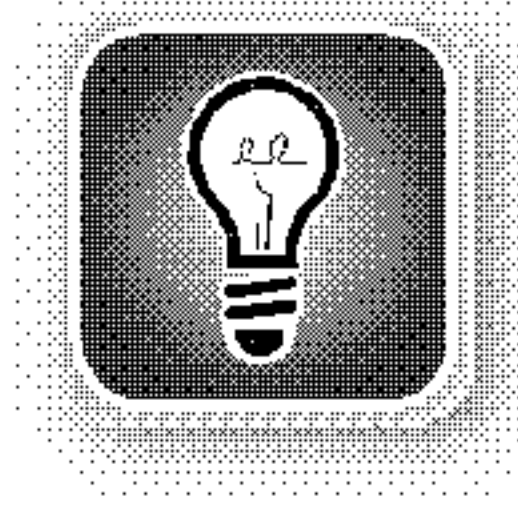
### Ways You Can Support Healthy Growth and Development:

- Respect her desire to hold onto and take her possessions with her.
- Model sharing and turn taking. Waiting helps children learn self-control and recognize that others have needs too. Encourage cooperative play with others but do not expect a toddler to be able to show these behaviors all the time.
- Allow him the opportunity to try things himself even if you know it will take a little longer to get done.
- Read books that explore and discuss feelings. For example, consider "When Sophie Gets Angry - Really, Really Angry" by Molly Bang and "The Way I Feel" series by Cornelia Spelman.
- Help toddlers stay involved in play by extending their play experience and preventing interruptions of their play.
- Help her identify and name her feelings: anger, frustration, happiness, and sadness.
- Anticipate situations in which he may have difficulty and intervene before an aggressive action takes place, such as hitting or biting.
- Help her connect her feelings with actions. For example, "I know that you are angry, but you may not hit Claire. Say, I'm angry."
- Offer strategies that he can use in frustrating situations, such as using his words to solve the problem or asking for help.



### Did You Know:

- While older toddlers have more interest in their peers than they did at 18 months, they are still most interested in pleasing themselves and cannot yet understand another child's perspective. It is not unusual for toddlers of this age to be verbally and physically aggressive in their play with objects and peers. (Brain Wonders)
- Be sure to stay close by and prevent aggression when possible or intervene if necessary.
- Older toddlers are still unable to stop themselves from acting on their desires. Again, recognizing their feelings and suggesting other ways they can express themselves is still the best response at this age. As they grow, encourage them to think about what else they can do (e.g., throw the balls into the laundry basket instead of the wall). The ability to substitute an acceptable action for one that is not acceptable is essential for functioning well in school. (ZERO TO THREE)





24 To 36  
Months

## Physical Development

### As A Toddler Grows and Develops, Look to See:

#### Large Muscle Development

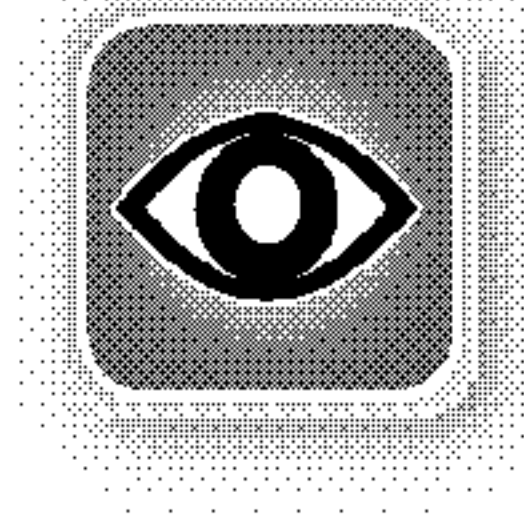
*A toddler:*

- Enjoys running but may have difficulty stopping and turning. He also likes hopping, skipping, jumping and climbing.
- Walks up and down stairs using one foot then the other.
- Throws a ball and kicks it with one foot.
- Begins to balance on one foot.
- Pedals a tricycle.

#### Small Muscle Development

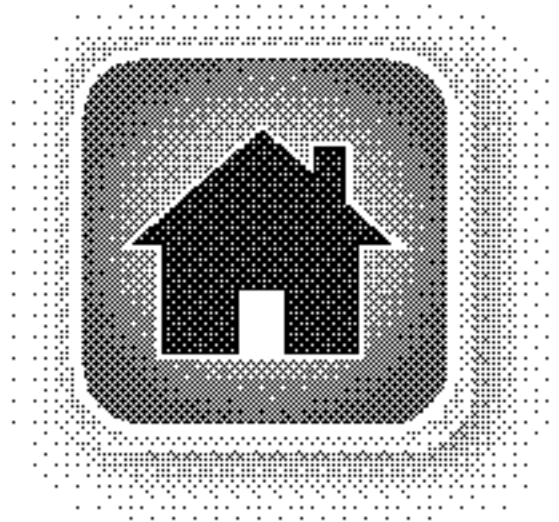
*A toddler:*

- Helps to dress herself with clothing that's easy to put on. She may still need your help with snaps, buttons and zippers.
- Begins to brush his own teeth with help.
- Can use a spoon, fork and cup but may still spill.
- Can turn pages of a book one by one.
- Enjoys messy, creative play such as painting with a paint brush, finger painting, scribbling, gluing and taping under your careful supervision.
- Begins to favor one hand over the other.
- Begins to cut with safety scissors, draws straight lines, and can copy a circle.



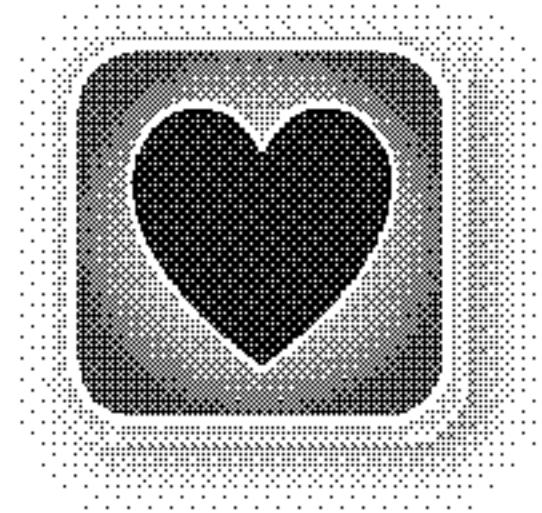
### A Supportive Environment Includes:

- Space to run on hills, ramps, low stairs, etc.
- Riding toys, rocking toys, balls - small and large.
- Trips to a playground with swings, climbers, sand and water play.
- Books, 2 - 4 piece large puzzles, pegboards, stacking toys, things to string such as large beads.
- Play dough (see recipe p. 55), washable crayons, markers, paints (see recipe p. 55), chalk, and taping and gluing activities.
- Clothing to play dress-up, dolls to dress and undress, household items to encourage pretend play (e.g., pretend cooking)



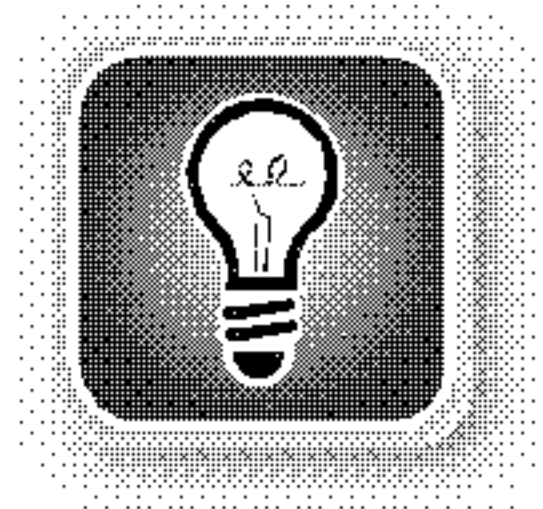
### Ways You Can Support Healthy Growth and Development:

- Encourage free movement (within safe limits) and self-expression through movement - running, spinning, dancing.
- Provide for and become involved in sensory experiences with him. Talk about what you are feeling, smelling, tasting, and hearing.
- Offer her simple choices whenever possible.
- Offer a variety of toys that encourage his hand and finger use. Rotate toys available within the environment and encourage new ways to use familiar toys.
- Be a toddler's "coach" by supporting her if she gets stuck when trying new things.
- Include him in making meals (pouring ingredients, stirring, etc.) or setting-up and cleaning the table with you.
- Go for walks exploring the outdoors together and use these opportunities to teach her about concepts such as big and small.



### Did You Know:

- Play is essential to a toddler's healthy development. Through play he interacts with other children, has the opportunity to explore what he can do with his body, pretends and tries out various roles, explores the properties of objects, practices language and new vocabulary, and tries out different feelings.
- It is through all of these play experiences that a toddler's development is supported in the following areas: personal and social, physical, cognitive (thinking abilities), and language development and communication.



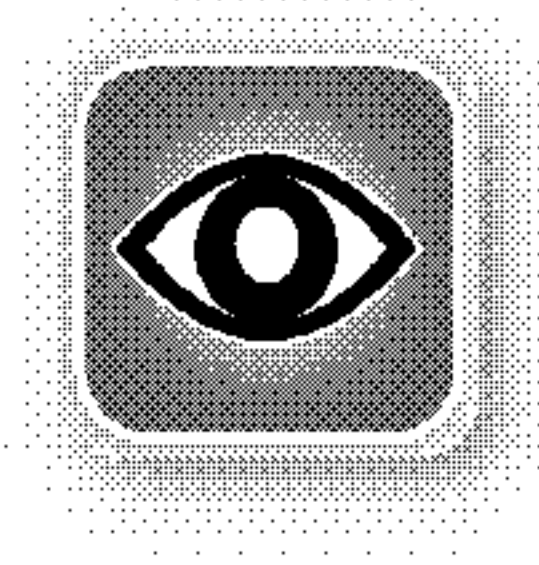
24 To 36  
Months

## Cognitive Development

### As A Toddler Grows and Develops, Look to See:

#### A toddler:

- Is beginning to solve many problems on his own and will try many ways to solve a problem that he is facing.
- Will stay focused on a task for longer periods of time.
- Enjoys simple puzzles (4-5 pieces), and simple jokes.
- Knows most of her body parts and can name them on dolls and people.
- May count two or three things.
- Enjoys comparing sizes - "big" and "small."
- Notices differences in size, shape and color; and enjoys matching and grouping things that are alike.
- Remembers events and places he has been and enjoys telling others about his experiences.
- Begins to explain WHY she wants to do something. For example, "Why do you want the apple?" "Because I'm hungry."



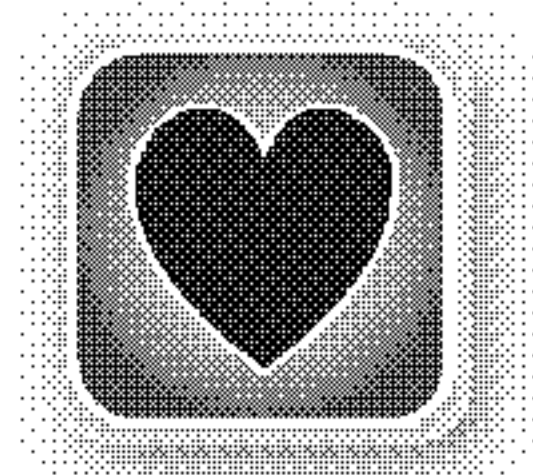
### A Supportive Environment Includes:

- A variety of construction materials: cardboard, glue, construction paper, clay, crayons.
- Simple hands-on science activities and small experiments such as using food coloring to change the color of water.
- Things to sort and classify by color, size, shape and weight.
- Continued availability of art materials for messy, creative play, as well as other things he can play with using his hands and fingers.
- Books.



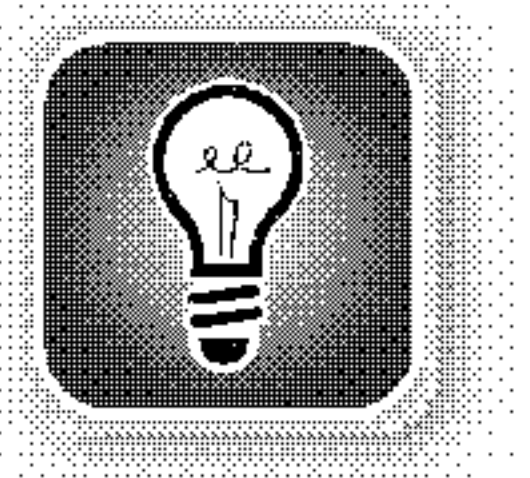
### Ways You Can Support Healthy Growth and Development:

- Develop a sense of timing, knowing when to step in and when to hold back and let her work out her differences.
- Be aware of the strength of emotions, the development of thinking and problem-solving skills, and the difficulty toddlers may have in controlling their impulsive behaviors. You can help them learn how to control aggressive behaviors by being attentive to their play and interactions; by helping them identify, label, and connect their emotions with actions; and by helping them find more appropriate solutions when conflicts arise. (Brain Wonders)
- Give both girls and boys the same opportunities to explore different activities such as large and small muscle play, conversation, dress up and dramatic play, art, music, science, and outdoor play.
- Talk about events you have done together with a toddler, such as a walk to the park. Ask him to remember things he saw and did.
- Play a game having toddlers touch body parts, head, nose, ears, eyes, as you name them.



### Did You Know:

- Toddlers love to ask why. They are naturally curious and this is an important way for them to learn. "Why" questions make toddlers think more about an issue. Asking toddlers "why" questions is an excellent way to encourage them to talk about what they think and how they feel.
- Being able to control impulses requires maturation of thinking skills. In fact, this involves several steps. In order to control impulses children need to first know the rule involved (e.g., No grabbing an object from another child.) and then understand that the rule applies to a particular situation (No taking the toy from Jimmy.) They need to be able to shift and control their attention from what they want to the expected behavior (Susie wants the truck, but she shouldn't take it from Jimmy.) Finally, children need to be able to think of the alternatives to their behavior (Instead of taking the truck from Jimmy, Susie can see if there are more on the shelf or wait until Jimmy is done playing with it and have a turn, etc.) (Brain Wonders)



24 To 36  
Months

## Language Development & Communication

### As A Toddler Grows and Develops, Look to See:

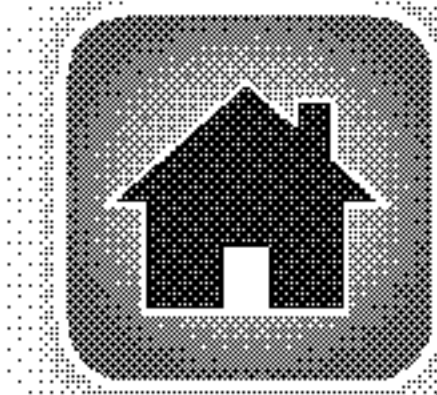
#### A toddler:

- Enjoys expressing himself through language. He talks about what he is doing while doing it, trying out what he has learned about communicating with others in new contexts. He expects even strangers to be language partners with him.
- Can talk about the past.
- Can say her own first and last name.
- Has mastered vowel sounds and many consonant sounds although he still may have trouble with articulation.
- Will use personal pronouns such as I, me and you, although not always correctly.
- Enjoys telling and retelling stories and short jokes (sometimes forgetting the punch line).
- Takes cues from others, laughing out loud when others are laughing.
- Enjoys talking on the phone and pretending to talk on the phone.
- Enjoys "reading" familiar books to you and other playmates.
- Understands "How" and "Why" questions.
- Uses phrases or sentences to ask a question about something she wants to do (e.g., "Go to playground?") with inflection.
- Has conversations with adults and peers that make sense, often with four or more back and forth comments on a variety of topics.
- May speak between 800 - 900 words and understands more than 1,000 words by the end of this period.



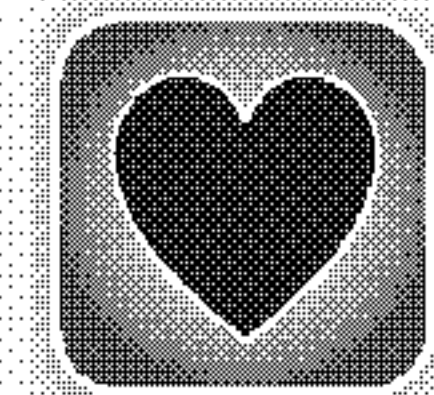
### A Supportive Environment Includes:

- A variety of children's books.
- Pictures at a toddler's eye level, including samples of her artwork.
- Songs and language games (rhyming words, etc.).
- Plenty of opportunity to talk with other children and adults.
- Music and musical instruments, including home-made drums, shakers, etc.
- Puppets, small people, animals, dollhouses, barns, and baby dolls.



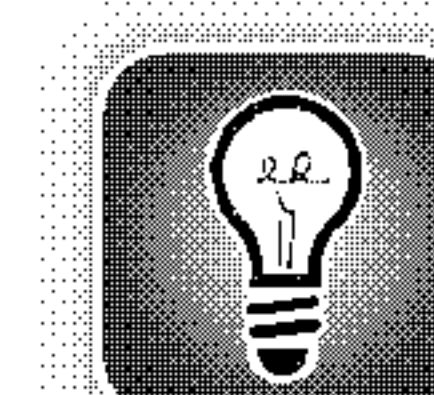
### Ways You Can Support Healthy Growth and Development:

- Continue to encourage him to talk with you. Ask questions such as, "What do you think would happen if...?"
- Ask her what she is feeling in different situations. For example, "Are you happy to see Beth?" "Did it make you feel angry when Josh took your toy?"
- Ask him to tell others what he wants. Provide him with examples such as, "I want the truck." "I was using that ball."
- Remind her to solve challenges with others using her words as opposed to physical means (hitting, grabbing, kicking).
- If a toddler is approaching a "break down" point (e.g., ready to break into uncontrolled crying), let him know that you understand what he is feeling and provide support (e.g., "I know you are tired and feel frustrated because you cannot find Elmo. Let's look together.")



### Did You Know:

- By engaging in conversations with a toddler and really listening to her responses, she feels important.
- In today's world, bilingualism is a skill to be valued and supported when it is the goal of the toddler's family. Infants are quite capable of learning two languages from birth. They begin life with the ability to hear the differences among the sounds of many languages. Any sounds a child continues to hear reinforces the brain connections used to process them, so she will retain the ability to perceive and produce them.
- By 2 - 3 years, toddlers are very capable of using each language with different people in different contexts. For example, speaking Spanish with the care provider and English with Mom and Dad, or speaking English with Mom and Spanish with Grandma. (Brain Wonders)
- Remember: a toddler exposed to two languages is dealing with two very different systems of communication. While she is capable of doing this, her progress in each may appear a bit slower than if she were communicating in only one language. (Brain Wonders)



24 To 36  
Months

## Twenty-Four To Thirty-Six Months

### Activities that Support Healthy Growth and Development:

- Puppets (home-made will do just fine) offer an opportunity for children to safely express their feelings through pretend play. For directions on making puppets, check the Internet, sewing patterns at fabric stores, and your own imagination! Puppets can be made from all kinds of materials: socks, fabric scraps, felt, paper maché, poster board, paper bags, paper plates and cups, and even vegetables!
- Mirrors and dolls also inspire toddlers to engage in pretend play. Mirrors enable him to see himself during dress-up play as he explores different roles using related props. (Dombro, Colker and Dodge 228)
- Dolls that are about 12 - 15 inches long and can be carried in one hand are preferred. Dolls should reflect different ethnic backgrounds to promote his understanding and acceptance of diversity in the larger world. (228)
- Using a paper bag or a shoe box, design a "mystery" box or bag for her to explore. Toddlers enjoy the surprise of reaching into a mystery box to discover hidden objects that must be identified by their shape, texture, or smell. (229)
- "Toddlers naturally gravitate to toys that promote their independence. Self-help boards, cards, or frames for practicing fastening and unfastening Velcro strips, snaps, buckles, hooks, and zippers are always favorites". (229)
- Push and pull toys, blocks, riding toys, climbers, and even large cardboard boxes continue to be popular with this age group.



(b)(6)

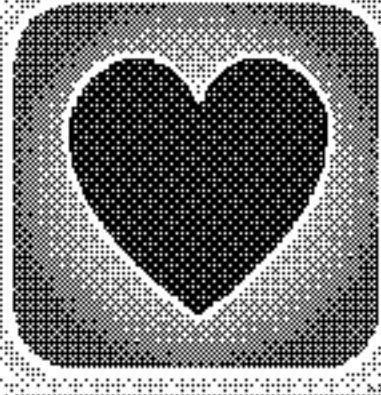
### Close Up

Dan, a teacher, takes a group of children to the playground. 35-month-old Jin and 30-month-old Trae race toward the slide. When they reach the stairs, they try to climb the stairs at the same time, each declaring, "Me first!" Dan walks over to the children and says calmly, "I see both of you want the slide. It's not safe for both of you to go up the stairs at the same time. How can we solve this problem?" Jin says, "Me first!" Trae hits Jin and declares, "No, me first!" Dan takes Trae's hand and says, "I cannot let you hit Jin. You need to tell Jin that you want to be first." Dan goes on to say, "What if we take turns? I'm going to let Jin go up the stairs and count how long it takes for her to slide down. Then it will be your turn, Trae, and I will count for you." Jin climbs the stairs and slides down. She races back to Trae and Dan and declares, "Trae, now it's your turn!" The children continue to take turns climbing and sliding during their morning play. Trae and Jin are learning: to delay gratification; to cope with frustration; to use words to solve problems; to share and take turns; adults can be helpful; and number and time concepts.



24 To 36  
Months

## Parent Pull-Out



Your baby is now a big boy (or girl)! He can say his thoughts and feelings in words.

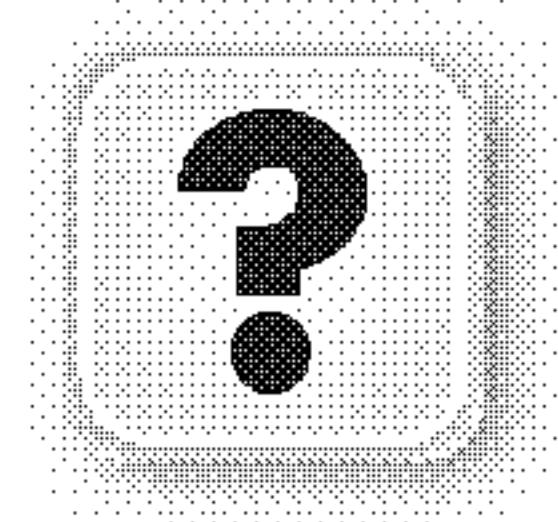
He can tell others his name and age and what he wants or needs. He can walk, run and jump. He can figure out ways to get what he wants and remembers what comes next in the day. He can feed and dress himself and may even be starting toilet training.

### What To Look For And Do:

- Your toddler will play for longer and longer periods of time and even plays with other children instead of just next to them. She may even initiate a game with them and take turns. She has learned this through interactions and playing simple games with you.
- Your toddler loves books about feelings and books that give him ideas for pretend play. He also loves TV and videos but be careful what they are and how often he watches.
- Your toddler uses one foot then the other when going up and down stairs and can kick a ball without falling. She can pedal a tricycle and begin to balance on one foot.
- Your toddler still enjoys art play especially if it is messy so offer materials that he can touch, smell and taste safely.
- Your toddler is developing school readiness skills as she can stay focused for longer periods of time: doing puzzles, counting a few objects, comparing sizes, noticing differences and solving problems.
- Your toddler will love telling you jokes (some that only he gets). He may "read" you his favorite book and loves to ask "why" a million times a day.
- Your toddler needs lots of space, things to play with and use in different ways, books and music, and your attention.



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Call 1.800.505.7000

#### Parents, Did You Know?

##### Parents as Teachers (PAT) programs

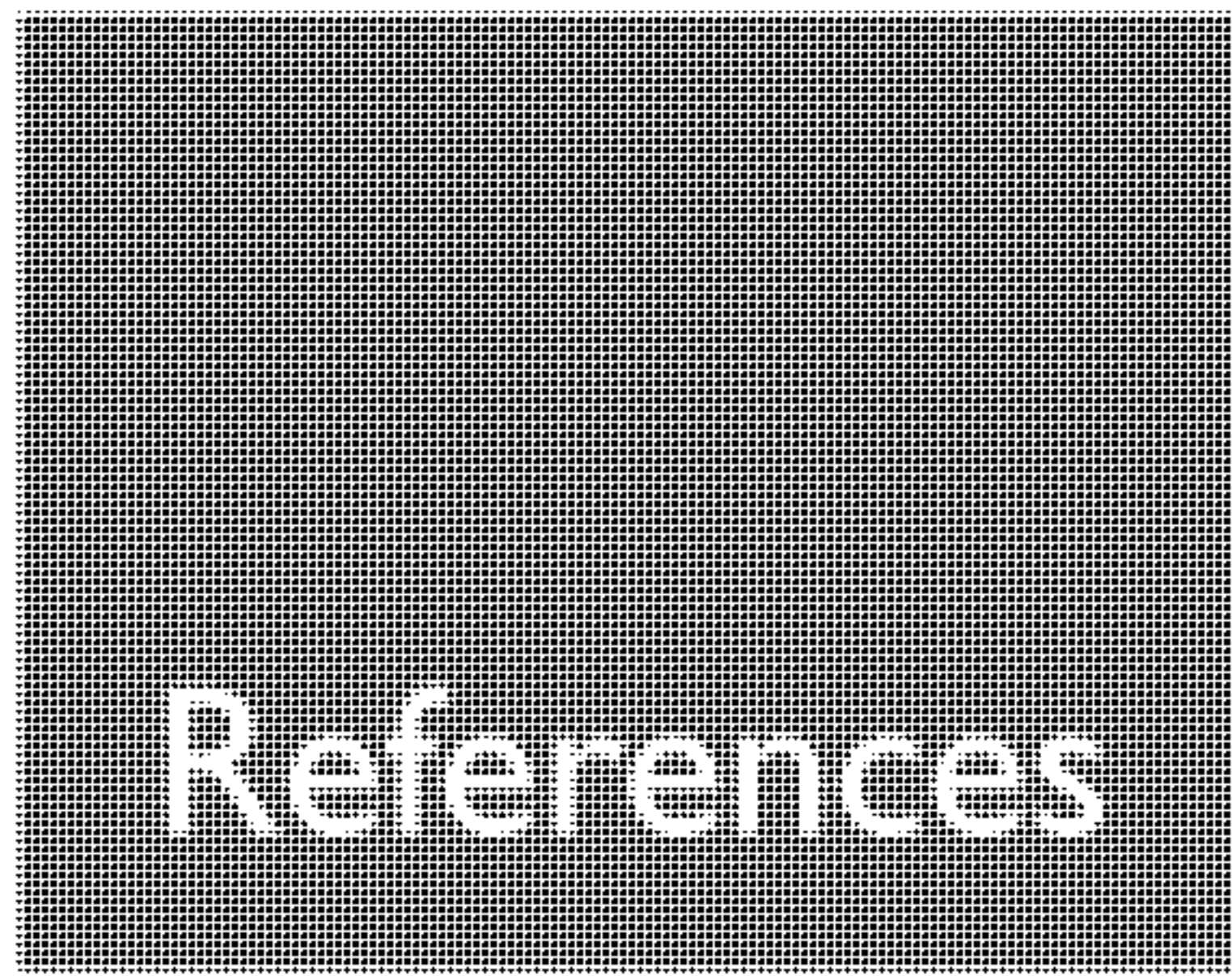
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To find a program call 2-1-1 (InfoLine).

To find out more about PAT go to

[www.parentsasteachers.org](http://www.parentsasteachers.org).



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### 3 To 6 Months:

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<http://zerotothree.org/brainwonders/index.html>

Parents As Teachers National Center Curriculum  
[www.parentsasteachers.org](http://www.parentsasteachers.org)

### 6 To 9 Months:

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### 18 To 24 Months:

Brain Wonders  
<http://zerotothree.org/brainwonders/index.html>

### 24 To 36 Months:

Brain Wonders  
<http://zerotothree.org/brainwonders/index.html>

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Dombro, Amy Laura, Colker, Laura J., Dodge, Diane Trister. The Creative Curriculum For Infants And Toddlers. Washington DC: Teaching Strategies, 1997.



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McMullen, M.B. (1999). Research in Review: Achieving best practices in infant and toddler care and education. *Young Children* 54 (4): 69–76.

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Harms, Thelma, Cryer, Debby and Clifford, Richard M. Infant/Toddler Environment Rating Scale. Rev. ed. New York: Teachers College Press, 2006.

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Theilheimer, R. (2006). Molding to the children: Primary caregiving and continuity of care. *ZERO TO THREE* 26 (3): 50-54.

Torelli, L. (1989). The developmentally designed group care setting: A supportive environment for infants, toddlers, and caregivers. *ZERO TO THREE* 10 (2): 7-10.

## Pamphlets

### Keys To Great Parenting—Fun and Learning with Your Baby or Toddler

A series of seven pamphlets based on seven keys to unlocking your child's wonderful abilities. Titles include: *Care for Yourself; Cuddle, Talk and Read with Your Child; Know How Your Child Develops; Be Playful with Your Child; Show Your Child the World; Teach Self Control; Practice Nutrition, Health and Safety.*

## Web Sites of Interest

### Better Baby Care Campaign

<http://www.betterbabycare.org>

The Better Baby Care Campaign is a nationwide effort to improve the quality of infant and toddler child care. It provides up-to-date information on research and resources regarding infant and toddler care. The website provides information on federal, state, and local policy initiatives.

### Brain Wonders

<http://www.zerotothree.org/brainwonders>

Brain Wonders provides information about early brain development and the relationships between babies and their parents and caregivers that support intellectual and social-emotional development.

### Brazelton Touchpoints Center

<http://www.touchpoints.org>

The Touchpoints Model is a training program that provides skills and strategies for professionals to build alliances with parents of children from birth to three. It combines relationship building and child development and promotes building and maintaining relationships with parents as the basis of preventive care. It focuses on key points in the development of infants, toddlers, and their families.

### Child Care Aware

<http://childcareaware.org/>

Child Care Aware helps parents find the best information on locating quality child care and child care resources in their local communities. It is funded through a cooperative agreement with the Child Bureau, Administration of Children and Families, U.S. Department of Health and Human Services.

### Child Care Bureau, Administration For Children And Families, U.S. Department Health And Human Services

<http://www.acf.hhs.gov/programs/ccb/>

The Child Care Bureau is dedicated to improving the quality, affordability, and availability of child care for families. The Bureau administers federal funds to states, territories, and tribes to assist low-income families in accessing quality child care when parents work or participate in education or training programs.

### Connecticut Birth To Three System

<http://www.birth23.org/>

The mission of the Connecticut Birth to Three System is to strengthen the capacity of families to meet the developmental and health-related needs of their infants and toddlers who have delays or disabilities. It provides resources, publications, programs and referrals, as well as a Child Development Infoline that offers an opportunity to talk personally with someone about your concerns. The phone number to call is 1-800-505-7000.

### Connecticut Parents as Teachers (ConnPAT)

[connpat@earthlink.net](mailto:connpat@earthlink.net)

<http://www.parentsasteachers.org>

This web site contains information for parents, caregivers and home visitors. Parents as Teachers is a resource network. ConnPAT is the state system for Parents as Teachers National Center; it provides information on PAT programs in CT as well as training Institutes for PAT parent educators and for the child care system.

### Early Head Start National Resource Center At ZERO TO THREE

<http://www.ehsnrc.org>

The Early Head Start National Resource Center (EHSNRC) is operated by ZERO TO THREE, Washington, DC, in collaboration with WESTED of Sausalito, CA. The EHSNRC works at the national level to provide information and training to Early Head Start on a range of topics including: developmentally appropriate and culturally sensitive services for infants/toddlers and families, building effective relationships with families, creating developmentally appropriate environments, effective networking, collaboration, and community-building skills, inclusive services for children with special needs, and other topics.

### State of Connecticut Educational Resources Information Center-Clearing House On Elementary And Early Childhood Education (ERIC/EECE)

<http://www.eric.ed.gov>

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with resources and information on education. The ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) provides information for educators, parents, families, and individuals interested in the development, education, and care of children from birth through early adolescence.

### Healthy Child Care America (HCCA)

<http://www.healthychildcare.org>

The HCCA program is a collaborative effort of health professionals, child care providers, and families working to improve the health and safety of children in child care. HCCA seeks to maximize the health, safety, well-being, and developmental potential so each child experiences quality child care within a nurturing environment and has a medical home.

### Healthy Minds

<http://www.zerotothree.org/healthyminds/9-12months.pdf>

What do we really know about how a child develops? What can parents do to best support their child's healthy development and growing brain? Some of the answers are in this series of Healthy Minds handouts. Each handout is based on findings from a report (Neurons to Neighborhoods Science of Early Childhood Development) from the National Academy of Sciences that examined the research on child and brain development to establish what is known about the early years. The information is age-specific, summarizes key findings from the report and suggests how you might be able to use the key findings to nurture your own child's healthy development.



**Help Me Grow**

<http://www.ct.gov/ctf>

A program for children at risk, ages birth to five, funded by the Children's Trust Fund, to help families connect to existing resources in their communities. They can also help families monitor their children's development through the Ages and Stages Questionnaire process. They can be reached through the Child Development Infoline at: 1-800-505-7000.

**I Am Your Child (IAYC)**

<http://www.iamyourchild.org>

The IAYC Foundation is a national, non-profit, non-partisan organization dedicated to raising awareness about the importance of early childhood development and school readiness. It develops a wide variety of resources for parents, early childhood professionals, child advocates, health care providers, policy makers, and the media.

**Maternal And Child Health Bureau,  
Department Of US Health And Human  
Services (MCHB)**

<http://www.mchb.hrsa.gov>

MCHB provides links to resources, publications, websites, and federal and state programs relating to the health and well-being of infants, children, adolescents, pregnant women and their families. MCHB also provides a list of child health links including children with special needs.

**National Association For The Education Of  
Young Children (NAEYC)**

<http://www.naeyc.org>

NAEYC is a nation-wide membership organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade. The website provides information on accreditation, early learning, resources for both parents and childhood providers, and early childhood education policy.

**National Black Child Development  
Institute (NBCDI)**

<http://www.nbcdi.org>

The National Black Child Development Institute (NBCDI) is a nonprofit organization that provides support through programs, workshops, and resources for African American children, their parents and areas of early health and education, health, elementary and secondary education, child welfare, and parenting. The website provides links to information about their local affiliates, conferences, and programs.

**National Center For Children In Poverty  
(NCCP)**

[http://www.nccp.org/it\\_index.html](http://www.nccp.org/it_index.html)

The National Center for Children in Poverty is a non-profit, non-partisan research and policy organization. It strives to identify and promote strategies that prevent child poverty and improve the lives of low-income children and families.

**National Childcare Information Center  
(NCCIC)**

<http://nccic.org/cctopics/infants.html>

The National Child Care Information Center (NCCIC), a project of the Child Care Bureau, is a national organization that links information and people to complement, enhance, and promote the child care delivery system, ensuring that all children and families have access to high quality, comprehensive services. This link is a publication and organizational resource that pertains to infants and toddlers.

**National Early Childhood Technical  
Assistance Center (NECTAC)**

<http://nectac.org>

The National Early Childhood Technical Assistance Center supports the implementation of the early provisions of the Individuals with Disabilities Education Act (IDEA). Its mission is to strengthen service systems to ensure that children with disabilities (birth through five) and their families receive and benefit from high quality, culturally appropriate, and family-centered supports and services.

**National Infant & Toddler Child Care  
Initiative**

<http://nccic.org/itcc>

The National Infant & Toddler Child Care Initiative is designed to support Child Care Development (CCDF) state and territory administrators in their efforts to effect system-wide improvements in infant and toddler care. The initiative is funded by the Child Care Bureau, Administration for Children and Families, Department of Health and Human Services and is located at *ZERO TO THREE*.

**The Program For Infant Toddler  
Caregivers (PITC)**

<http://www.pitc.org/>

The goal of PITC is to help caregivers recognize the crucial importance of giving tender, loving care and assisting in infants' intellectual development through an attentive reading of each child's cues. The videos, guides, and manuals are designed to help child care managers and caregivers become sensitive to infants' cues, connect with their family and culture, and develop responsive, relationship-based care.

**Resources For Infant Educators (RIE)**

<http://www.rie.org>

**ZERO TO THREE**

<http://www.zerotothree.org>

The *ZERO TO THREE* website offers information for those interested in the healthy development of young children, birth to three. The site includes information on brain development, learning during every day, the developmental assessment process, parenting tips, professional journal articles, and policy briefs, as well as easy-to-use, A-Z topic listings, a search engine, and a growing list of Spanish materials.



Compiled by the librarian members of the American Library Association-Children's Book Council Joint Committee

April 2003

## 0-6 Months

The child explores the world through the senses-sight, sound, and touch.

All Fall Down, Helen Oxbury

Animal Crackers: Bedtime, Jane Dyer

Baby Animals: Black and White, Phyllis Tildes

Baby Rock, Baby Roll, Stella Blackstone

Big Fat Hen, Keith Baker

Black on White, Tana Hoban

Blue Hat, Green Hat, Sandra Boynton

How a Baby Grows, Nola Buck

I Love Colors, Margaret Miller

Max, Ken Wilson-Max

My First Baby Games, Jane Manning

My Very First Mother Goose, Iona Opie

Peek-A-Boo! Janet and Allan Ahlberg

## 6-12 Months

The child in increasing exploration with his hands and is able to reach for books, touch and feel pictures. He prefers pictures of faces and begins to vocalize.

Animal Kisses, Barney Saltzberg

Baby's Lap Book, Kay Choroa

Brown Sugar Babies, Charles Smith

Goodnight Moon, Margaret Wise Brown

I Can, Helen Oxenbury

I Smell Honey, Andrea Pinkney

Maybe, My Baby, Irene O'Book

My Colors (Mis Colores), Rebecca Emberly

Red, Blue, Yellow Shoe, Tana Hoban

Time for Bed, Mem Fox

Twinkle, Twinkle, Little Star, Jeanette Winter

Welcome, Baby! Baby Rhymes for Baby Times, Stephanie Calmenson

Where's the Baby? Tom Paxton

## 12-18 Months

The child is able to hold a book with help, turn pages, point at pictures, and make sounds for a particular picture.

The Bear Went Over the Mountain, Rosemary Wells

Big Dog, Little Dog, Dav. Pilkey

Count with Maisy, Lucy Cousins

Eating the Alphabet: Fruits and Vegetables from A to Z, Lois Ehlert

The Everything Book, Denise Fleming

Five Little Monkeys Jumping on the Bed, Eileen Christelow

Freight Train, Donald Crews

Itsy Bitsy Spider, Rosemary Wells

Jamberry, Bruce Degen

My First Action Rhymes, pictures by Lynne Cravath

Pat the Bunny, Dorothy Kunhardt

Rabbit's Bedtime, Nancy Elizabeth Wallace

Read to Your Bunny, Rosemary Wells

Sheep in a Jeep, Nancy Shaw

Ten, Nine, Eight, Molly Garrett Bang

Tom and Pippo Read a Story, Helen Oxenbury

Where Is My Baby? Harriet Ziefert and Taback Simms

Where's Spot? Eric Hill

You Are My Perfect Baby, Joyce Carol Thomas

Zoom City, Thatcher Hurd

## 18-36 Months

The child is able to name familiar pictures, turn one page at a time, and carry a book around the house. She is able to concentrate on simple stories but still needs a great deal of one-on-one interaction and physical activity.

Be Gentle! Virginia Miller

Book! Kristine O'Connell George

Brown Bear, Brown Bear, What Do You See? Bill Martin Jr. and Eric Carle

Chicka Chicka Boom Boom, Bill Martin Jr. and John Archambault

Color Zoo, Lois Ehlert

Come Along, Daisy Jane Simmons

Construction Zone, Tana Hoban

Dinosaur Roar! Paul Stickland and Henrietta Stickland

Dinosaurs, Dinosaurs, Byron Barton

Hello, LuLu, Caroline Uff

Jesse Bear, What Will You Wear? Nancy White Carlstrom

Little White Duck, Bernard and Walt Whippo

Maisy's ABC, Lucy Cousins

Max's First Word, Rosemary Wells

"More More More," Said the Baby, Vera Williams

Mouse Mess, Linnea Riley

On Mother's Lap, Ann Herbert Scott

Silly Little Goose! Nancy Tafuri

The Tale of Peter Rabbit, Beatrix Potter

The Very Hungry Caterpillar, Eric Carle

The Wheels on the Bus, Raffi

You're Just What I Need, Ruth Krauss



# The Connecticut Framework

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## Preschool Curriculum Framework

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## **Connecticut State Department of Education**

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# The Connecticut Framework

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## Preschool Curriculum Framework



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## Introduction

*Connecticut's Preschool Curriculum Framework* was developed by the State Department of Education Bureau of Early Childhood Education and Social Services, with the assistance of the EASTCONN regional educational service center. This document incorporates information and perspectives from a wide array of resources, including:

- National Education Goal One Panel technical reports and consultation with panel members;
- federal standards, e.g., *Head Start Program Performance Standards*, British Columbia standards, and standards from other states, including Minnesota and Maryland;
- nationally recognized assessment protocols, e.g., Work Sampling System, Child Observation Record;
- Connecticut Department of Education curriculum frameworks; and
- Connecticut Mastery Test, Grade 4 objectives.

Draft documents were reviewed and critiqued by focus groups and by a convocation of early childhood educators from colleges and universities, public and independent schools, community child-care and education programs, professional associations, regional educational service centers and other state agencies.

### Guiding Principles

There are a number of principles from which the development of the *Preschool Curriculum Framework* emanates. The following are guiding principles:

- **Early learning and development are multidimensional; developmental domains are highly interrelated.**  
Development in one domain influences development in other domains. For example, children's language skills affect their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation from each other. The dynamic interaction of all areas of development must be considered. Content standards and performance standards listed for each domain could also be cited in different domains.
- **Young children are capable and competent.**  
All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children, regardless of their backgrounds and experience.
- **There are individual differences in rates of development among children.**  
Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that may require program staff members to adapt expectations of individual children or adapt experiences so that children can be successful in achieving a particular performance standard. Additionally, each child is raised in a cultural context that may affect the approach that the teacher uses with each child.

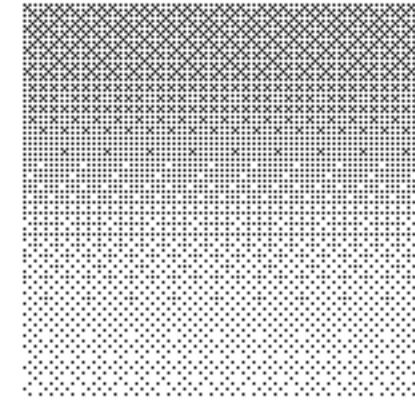
- **Children will exhibit a range of skills and competencies in any domain of development.**  
All children within an age group should not be expected to arrive at each benchmark at the same time or master each standard to the same degree of proficiency.
- **Knowledge of child growth and development and consistent expectations are essential to maximizing educational experiences for children and to developing and implementing programs.**  
Early care and education program staff members must agree on what they expect children to know and be able to do (benchmark knowledge) within the context of child growth and development. With this benchmark knowledge, early childhood staff members can make sound decisions about appropriate curriculum for the group and for individual children.
- **Families are the primary caregivers and educators of their young children.**  
Families should be aware of programmatic goals, experiences that should be provided for children and expectations for children's performance by the end of the preschool years. Program staff members and families should work collaboratively to ensure that children are provided optimal learning experiences. Programs must provide families with the information they need to support children's learning and development.
- **Young children learn through active exploration of their environment through child-initiated and teacher-selected activities.**  
The early childhood environment should provide opportunities for children to explore materials and engage in concrete activities, and to interact with peers and adults in order to construct their own understanding about the world around them. There should therefore be a balance of child-initiated and teacher-initiated activities so as to maximize children's learning.

## Organization of this Document

The *Preschool Curriculum Framework* is organized by using four domains of development:

- personal and social development
- physical development
- cognitive development
- creative expression/aesthetic development

As stated previously, there is interdependence among the domains. Therefore, content standards and performance indicators in each domain reflect an overlap among domains. For example, the creative expression/aesthetic development domain contains the performance indicator "assume the role of someone or something else and talk in the language/tone appropriate for that person/thing." This indicator also requires cognitive and social knowledge of the person or thing, oral language skills (voice, tone, vocabulary) and physical skills to imitate the actions of others. Therefore, this document must be considered as a whole when considering the development of preschool-age children.



## Personal and Social Development

### Program Goals

*By the end of preschool, children will:*

- demonstrate a sense of self as a learner;
- demonstrate a sense of responsibility to oneself and others; and
- demonstrate effective functioning, individually and as a member of a group.

### Content Standards

*Preschool programs will provide children with opportunities to:*

- exhibit curiosity, creativity, self-direction and persistence in learning situations;
- describe themselves using several basic characteristics;
- demonstrate awareness of one's own and others' feelings;
- participate in and exhibit self-control in group situations;
- interact appropriately with peers and familiar adults;
- use age-appropriate conflict-resolution strategies; and
- recognize similarities and appreciate differences in people.



## CONTENT STANDARD — Personal and Social Development

*Preschool programs will provide children with opportunities to exhibit curiosity, creativity, self-direction and persistence in learning situations.*

### PERFORMANCE STANDARDS (INDICATORS)

**Educational experiences will assure that preschool children will:**

- **engage in activities that they select or create and demonstrate self-direction in use of materials;**

Children will make independent decisions about what learning center or materials to work with and will get and use the materials they need.

**Example:** As a result of a field trip to a construction site, children decide to re-create one in the block area. They decide that they need blocks, fences and sticks to make the scaffolding. After gathering the materials needed, children use them to build the site.

- **sustain attention to task;**

Children can remain engaged in an activity that they have selected for a minimum of 15 minutes.

- **demonstrate the ability to use a minimum of two different strategies to attempt to solve a problem;**

Children will attempt several different strategies when encountering difficulty while they are using materials.

**Examples:** A child wants to use a ball and tries to reach it herself. When she can't reach it herself, she asks for a friend's help. Children attempting to build a butterfly house use Scotch tape to put the netting onto the frame. This does not work, so they decide to use masking tape, which doesn't work either. They then use staples.

- **demonstrate delight or satisfaction when completing a task or solving a problem;**

Children receive pleasure or gratification when completing a task or solving a problem by themselves.

**Example:** After 10 minutes, a child completes a difficult puzzle with no assistance. She smiles and shouts, "I finally did it!"

## CONTENT STANDARD — Personal and Social Development

*Preschool programs will provide children with opportunities to describe themselves using several basic characteristics.*

### PERFORMANCE STANDARDS (INDICATORS)

**Educational experiences will assure that preschool children will:**

- refer to themselves by first and last name; and
- identify themselves by family and by gender.

Children will state whether they are a girl or a boy. They will identify the members of their family by their roles in the family, e.g., mother, brother, grandmother, uncle.

## CONTENT STANDARD — Personal and Social Development

*Preschool programs will provide children with opportunities to demonstrate awareness of one's own and others' feelings.*

### PERFORMANCE STANDARDS (INDICATORS)

**Educational experiences will assure that preschool children will:**

- use words to express emotions or feelings.

Children move from more physical displays of emotions and begin to verbalize them.

**CONTENT STANDARD — Personal and Social Development**

*Preschool programs will provide children with opportunities to participate in and exhibit self-control in group situations.*

**PERFORMANCE STANDARDS (INDICATORS)**

**Educational experiences will assure that preschool children will:**

- **participate in small- and large-group activities;**

Children will participate in a variety of small-group activities such as cooking and reading together, and in large-group activities such as circle time and creative movement.

- **manage transition from one activity to the next;**

Children will clean up and put away materials in appropriate places and move to the next activity with few verbal prompts.

- **follow classroom and playground rules; and**

Children will demonstrate an understanding of classroom and playground rules. They will also participate in the development of rules.

- **be aware of and follow the classroom schedule and routines.**

Children will be familiar with and follow the daily schedule and routines. They will be able to tell another person what activity comes next and about any special activity planned for the day.



## CONTENT STANDARD — Personal and Social Development

*Preschool programs will provide children with opportunities to interact appropriately with peers and familiar adults.*

### PERFORMANCE STANDARDS (INDICATORS)

**Educational experiences will assure that preschool children will:**

- **interact with one or more children, beginning to play or work cooperatively;**

Children are moving from parallel to cooperative play. Children will engage in activities that involve interactions with one or more children to enhance socio-dramatic play or to work together to build or complete a project.

**Examples:** Children decide that they will launch a shuttle. Children assign roles and tasks and carry out the activity. Children will work together to complete a puzzle.

- **enter into or initiate a play situation;**

Children will enter into a play situation. Children will initiate a play theme with peers.

**Examples:** Two children are building with Legos. Miguel walks over to the table and asks, "Can I play?" Kim asks the children and the teacher to pretend that they work in an emergency room.

- **demonstrate empathy and caring for others; and**

Children assist other children in clean-up or work together to complete a project. If one child gets injured, other children will acknowledge how that child might be feeling and offer help.

- **seek help from peers or adults.**

When children need assistance with a self-help task or in solving a problem, they will ask for help from adults or peers in the classroom.

**CONTENT STANDARD — Personal and Social Development**

*Preschool programs will provide children with opportunities to use age-appropriate conflict-resolution strategies.*

**PERFORMANCE STANDARDS (INDICATORS)**

**Educational experiences will assure that preschool children will:**

- **use words to identify the conflict;**

Children will use words to identify the problem they are having with a peer.

**Example:** A child approaches a teacher and says, “Anne won’t let me have a turn on the swing.”

- **engage in developing solutions and work to resolve conflicts; and**

Children will participate in the facilitation of a conflict resolution by an adult, agree to a solution and follow it.

**Example:** A child approaches a teacher and says, “Anne won’t let me have a turn on the swing.” The teacher facilitates a problem-solving session with the two children to identify the problem and to brainstorm possible solutions. The children decide that Anne will have five more minutes on the swing and then it will be Jason’s turn.

- **seek adult help when involved in a conflict.**

If a child cannot resolve a conflict with another child, he or she will ask an adult for assistance.

**CONTENT STANDARD — Personal and Social Development**

*Preschool programs will provide children with opportunities to recognize similarities and appreciate differences in people.*

**PERFORMANCE STANDARDS (INDICATORS)**

**Educational experiences will assure that preschool children will:**

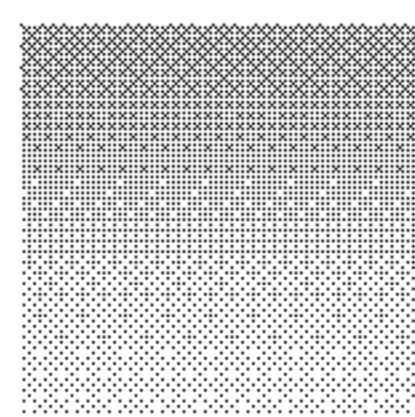
- **state at least two ways in which children are similar and two ways in which they are different; and**

Children notice similarities and differences between themselves and others. Children verbalize these similarities and differences.

**Examples:** Children recognize similarities in eye color, favorite activities, gender and family make-up (e.g., younger brothers or sisters).

- **interact with a variety of children in the program.**

Children will choose to engage in activities with a variety of peers. They will play with others regardless of gender, race or ability.



## Physical Development

### Program Goals

*By the end of preschool, children will:*

- demonstrate control, balance, strength and coordination in gross-motor tasks;
- demonstrate coordination and strength in fine-motor tasks;
- participate in healthy physical activity; and
- practice appropriate eating habits, hygiene and self-help skills.

### Content Standards

*Preschool programs will provide children with opportunities to:*

- engage in a wide variety of gross-motor activities that are child selected and teacher initiated;
- use a variety of materials that promote eye-hand coordination and small-muscle development;
- demonstrate spatial awareness in both fine- and gross-motor activities;
- choose nutritious meals and snacks; and
- practice basic hygiene and self-help skills.



**CONTENT STANDARD—Physical Development**

*Preschool programs will provide children with opportunities to engage in a wide variety of gross-motor activities that are child selected and teacher initiated.*

**PERFORMANCE STANDARDS (INDICATORS)**

**Educational experiences will assure that preschool children will:**

- **demonstrate competence in a variety of activities that require coordinated movement using large muscles;**

**Examples:** Climbing stairs and ladders, jumping, hopping, dancing, creative movement.

- **perform activities that combine large-muscle movements with equipment;**

**Examples:** Catching, throwing or kicking a ball, riding a tricycle, using a slide or swings, creative movement.

- **combine a sequence of several motor skills in an organized way; and**

**Examples:** Doing an obstacle course; participating in a creative movement activity, using music with movement.

- **choose to engage in physical activity that is child selected or teacher initiated.**

**CONTENT STANDARD—Physical Development**

*Preschool programs will provide children with opportunities to use a variety of materials that promote eye-hand coordination and small-muscle development.*

**PERFORMANCE STANDARDS (INDICATORS)**

**Educational experiences will assure that preschool children will:**

- **perform fine-motor tasks that require small-muscle strength and control;**

**Examples:** Using a paintbrush, glue stick, paper punch or scissors; building with Legos or similar manipulative materials.

- **use eye-hand coordination to successfully perform fine-motor tasks; and**

**Examples:** Doing puzzles; building block structures; cutting with scissors; stringing beads.

- **show beginning control of writing, drawing and art tools.**

**Examples:** Holds a pencil or marker with a functional grasp; uses dry erasers or chalk on a board; uses tools for Play Dough.

## CONTENT STANDARD—Physical Development

*Preschool programs will provide children with opportunities to demonstrate spatial awareness in both fine- and gross-motor activities.*

### PERFORMANCE STANDARDS (INDICATORS)

**Educational experiences will assure that preschool children will:**

- **move through an environment with body control; and**

Children develop motor control, coordination and balance in the early years. A child should be able to walk in the classroom and not bump into furniture or people.

- **demonstrate spatial awareness in fine-motor activities.**

Children will demonstrate an awareness of top and bottom, up and down.

**Examples:** Hold a book with top up; use a shape sorter.

## CONTENT STANDARD—Physical Development

*Preschool programs will provide children with opportunities to choose nutritious meals and snacks.*

### PERFORMANCE STANDARDS (INDICATORS)

**Educational experiences will assure that preschool children will:**

- **recognize and eat a variety of nutritious foods.**

When presented with several foods, children will be able to tell which are considered healthy foods to eat.

**Example:** Participate in the preparation of healthy snacks and meals. Select foods that are healthy.



**CONTENT STANDARD—Physical Development**

*Preschool programs will provide children with opportunities to practice basic hygiene and self-help skills.*

**PERFORMANCE STANDARDS (INDICATORS)**

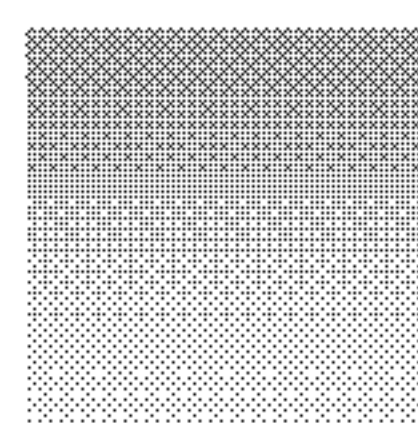
**Educational experiences will assure that preschool children will:**

- **practice personal hygiene; and**

Children will wash hands, brush teeth, toilet independently and use tissues appropriately.

- **use self-help skills.**

Children will put on and take off clothes. They will select, use and put away materials.



## Cognitive Development

### Program Goals

*By the end of preschool, children will:*

- demonstrate the ability to think, reason, question and remember;
- engage in problem solving;
- use language to communicate, convey and interpret meaning; and
- establish social contacts as they begin to understand the physical and social world.

### Content Standards

#### Logical – Mathematical/Scientific Thinking

*Preschool programs will provide children with opportunities to:*

- express wonder, ask questions and seek answers about the natural world;
- recognize and solve problems through active exploration, including trial and error and interacting with peers and adults; and
- organize and express their understanding of common properties and attributes of things.

#### Language and Literacy

*Preschool programs will provide children with opportunities to:*

- communicate their experiences, ideas and feelings by speaking;
- listen with understanding to directions, conversations and stories;
- exhibit interest in reading; and
- use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms.



<b>CONTENT STANDARD — Cognitive Development</b>
<b>Logical – Mathematical/Scientific Thinking</b>

*Preschool programs will provide children with opportunities to express wonder, ask questions and seek answers about the natural world.*

<b>PERFORMANCE STANDARDS (INDICATORS)</b>
---

**Educational experiences will assure that preschool children will:**

- **ask questions about and comment on observations and experimentation;**

Children are naturally curious. When provided with opportunities to observe and investigate the environment, they will ask questions about and comment on their observations and what they discover.

**Examples:** Children will ask, “Where does the sun go to sleep?” and “How come the sun keeps following me?” Comment on how fast or slow sand from the sand table flows through their fingers or fists; and observe or predict the differences in a balloon filled with water and one filled with air.

- **collect, describe and record information; and**

Children will make comparisons among different objects using different senses. They will use words to describe their experiences.

**Examples:** After tasting several different types of apples, children will compare their taste, color and texture; plant seeds, observe, discuss, draw and write (with adult help) about the growth of plants. During a walk around the neighborhood or in the park, children will collect objects (e.g. leaves, twigs) for the nature table for observation and discussion.

- **use equipment for investigation.**

Children will use a variety of materials for investigation and data collection.

**Example:** Use magnets, sieves, wire whisks, magnifying glasses, microscopes, scales, tape measures, photographs, drawings or videos.

<b>CONTENT STANDARD — Cognitive Development</b>
<b>Logical – Mathematical/Scientific Thinking</b>

*Preschool programs will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.*

<b>PERFORMANCE STANDARDS (INDICATORS)</b>
---

**Educational experiences will assure that preschool children will:**

- **make and verify predictions about what will occur;**

Children will make predictions about what will occur based on observations, manipulation and previous experiences. They will use resources such as experiments, books, computer software, peers and adults to verify their predictions.

**Examples:** After experimenting with mixing colors at the easel, predict which color will be made when two colors are mixed together. As they use magnets on various objects, verify which objects the magnet attracts.

- **compare and contrast objects and events;**

Children will identify attributes for comparison, compare characters of stories or events of stories, note similarities and differences, or find patterns.

**Example:** Compare the similarities and differences in the animals depicted in *The Great Kapok Tree* and *A Nice Walk in the Jungle*.

- **classify objects and events based on self-selected criteria; and**

Children will identify ways to organize objects or information and provide the rationale for their method of classification.

**Examples:** Sort objects based on whether they were found at the ocean or in the park or woods.

- **use language that shows understanding of scientific principles to explain why things happen;**

Children will use vocabulary that indicates their understanding of scientific principles.

**Example:** Use words such as sink, float, melt, freeze, liquid, solid.

<b>CONTENT STANDARD — Cognitive Development</b>
---

<b>Logical – Mathematical/Scientific Thinking</b>
---

*Preschool programs will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.  
(continued)*

<b>PERFORMANCE STANDARDS (INDICATORS)</b>
---

**Educational experiences will assure that preschool children will:**

- **engage in a scientific experiment with a peer or with a small group.**

Children will conduct observations or experiments with one peer or with a small group using sharing and turn-taking skills.

**Examples:** Several children will place a Hula-Hoop on a piece of grass; they will observe what is inside the hoop and jointly record their observations. Make applesauce; describe the process and changes they observe.

<b>CONTENT STANDARD — Cognitive Development</b>
<b>Logical – Mathematical/Scientific Thinking</b>

*Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.*

<b>PERFORMANCE STANDARDS (INDICATORS)</b>
---

**Educational experiences will assure that preschool children will:**

- **recognize simple patterns and duplicate or extend them;**

Children will use a variety of manipulatives and art media to create or imitate visual or auditory patterns.

**Examples:** Using rhythm sticks, invent a pattern, with other children and adults copying and adding another beat to the sequence.

- **create and duplicate patterns and shapes using a variety of materials;**

Building on their recognition of patterns, children will create their own patterns with a variety of materials and duplicate patterns presented to them.

**Example:** Create a symmetrical pattern when using unit blocks to build a house. Create simple patterns with colored rubber bands when using geoboard. Create and repeat patterns according to size, while stringing beads. Repeat a sound pattern during music, e.g. two taps with rhythm sticks; pause; then three taps.

- **sort objects by one or more attributes and regroup the objects based on a new attribute;**

Children will classify objects by attributes that they select.

**Examples:** Sort pictures of animals based on the attributes of number of legs and color. Sort transportation vehicles based on where they are used (land, air or sea). Sort objects by what belongs and does not belong to a group.

<b>CONTENT STANDARD — Cognitive Development</b>
---

<b>Logical – Mathematical/Scientific Thinking</b>
---

*Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.  
(continued)*

<b>PERFORMANCE STANDARDS (INDICATORS)</b>
---

**Educational experiences will assure that preschool children will:**

- **order several objects on the basis of one attribute;**

Children will arrange objects in a sequence that they can explain.

**Examples:** Notice who is shorter, taller, tallest. Organize a collection of plastic farm animals by size, going from smallest to biggest. Arrange a collection of unit blocks from longest to shortest.

- **show spatial awareness by demonstrating an understanding of position and order;**

Children will use vocabulary to indicate their knowledge of position and order.

**Examples:** Near, far, top, bottom, under, over, first, second, last.

- **use common instruments to measure things;**

Children will use a variety of instruments to measure weight, volume, height, distance and temperature.

**Example:** When cooking, use measuring cups and spoons to add ingredients. Determine how many footsteps it will take to move from one place to another. Use scales to balance various objects.

- **demonstrate understanding of one-to-one correspondence while counting.**

Children will count objects and make the connection between number and quantity.

**Examples:** A child is assigned the task of setting the table for snacks and must count out and place the correct number of napkins and cups for the number of children in the classroom. Children count beads as they are stringing them and assign the correct number to each bead.



<b>CONTENT STANDARD — Cognitive Development</b>
---

<b>Logical – Mathematical/Scientific Thinking</b>
---

*Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.  
(continued)*

<b>PERFORMANCE STANDARDS (INDICATORS)</b>
---

**Educational experiences will assure that preschool children will:**

- **show curiosity and independent interest in number-related activities;**

Children will engage in counting and discussing quantity as they play.

**Examples:** Children will discuss their age or tell how many siblings they have (may use fingers to indicate the number); guess the number of cookies on a plate; repeat counting rhymes and singing games with numbers.

- **estimate and verify the number of objects;**

Children will make estimates of quantity, distance, weight and length, and use measuring tools and other ways to verify the estimation.

**Examples:** While playing at a water table, estimate the number of cups of water needed to fill a large container; then fill the container and compare the result to the estimate. Estimate the number of unit blocks needed to build a road across a “play city.” After building the road, count how many blocks were actually used and compare the figures.

- **demonstrate an understanding of sequence of events and time periods; and**

Children will describe or represent a series of events in the appropriate sequence. Children will use words to denote time periods or a sequence of events.

**Examples:** Talk about time periods by events such as eating cereal in the morning before coming to school. Be able to tell the steps of making butter from cream. Use words such as before, after, today and tomorrow appropriately. Read stories dealing with time periods or sequence of events, e.g., *The Very Hungry Caterpillar*.

- **collect, organize and display information.**

Children will demonstrate a variety of strategies to share information.

**Examples:** Drawings, clay models, computer graphics, graphs, charts, photographs, videos.

<b>CONTENT STANDARD — Cognitive Development</b>
<b>Language and Literacy</b>

*Preschool programs will provide children with opportunities to communicate their experiences, ideas and feelings by speaking.*

<b>PERFORMANCE STANDARDS (INDICATORS)</b>
---

**Educational experiences will assure that preschool children will:**

- **speak clearly, including use of appropriate tone and inflection;**

Children will moderate volume, speaking so that their words will be understood by peers and adults.

- **use multiple-word sentences or phrases to describe ideas, feelings and actions;**

Children will use several sentences, with at least five words in each sentence, to respond to a question or express ideas, thoughts and feelings.

- **speak to initiate a conversation or enter into a play situation; and**

Children will use language to engage in conversation by making statements or by asking questions.

**Example:** Child enters sociodramatic area and states, “Okay, I’ll be the big brother and I’m back from working at Burger King.”

- **speak for a variety of other purposes.**

Children use language to retell stories and experiences, make up stories, describe, ask questions, get information and ask for assistance.

**Example:** Children carry on a telephone conversation in dramatic play.

<b>CONTENT STANDARD — Cognitive Development</b>
<b>Language and Literacy</b>

*Preschool programs will provide children with opportunities to listen with understanding to directions, conversations and stories.*

<b>PERFORMANCE STANDARDS (INDICATORS)</b>
---

**Educational experiences will assure that preschool children will:**

- **demonstrate understanding of basic conversational vocabulary;**

Children will respond to their names, requests for action or information, and follow two-step directions.

**Example:** Follow routine classroom instructions, e.g., put the cup in the trash when you finish your juice.

- **demonstrate understanding of messages in conversation; and**

Children will attend to conversation and indicate understanding by their behavior.

**Examples:** Understand and respond to a stated change in the daily schedule. Listen to a nursery rhyme on tape and respond by doing activities suggested by the nursery rhyme.

- **retell information from a story.**

After listening to a story, children will retell the basic story line and will recall characters and location.

<b>CONTENT STANDARD — Cognitive Development</b>
<b>Language and Literacy</b>

*Preschool programs will provide children with opportunities to exhibit interest in reading.*

<b>PERFORMANCE STANDARDS (INDICATORS)</b>
---

**Educational experiences will assure that preschool children will:**

- **show independent interest in reading-related activities;**

Children will choose to read a book or engage in reading-related activities during learning-center time.

**Examples:** Use pictures in a book to “read” a story to peers. Listen to a book on tape in the listening center. Improvise parts of a story during dramatic play.

- **attend to a story;**

Children will listen with interest to a story read or told by an adult or another child.

- **demonstrate book awareness;**

Children will hold a book upright, turn pages from the front of the book to the back, and scan pages from top to bottom and left to right.

- **recognize matching sounds and some printed letters; and**

Children will begin to become aware of the connection between letters and sounds.

**Examples:** Notice that names beginning with the letter “J” make the same sound (Jesse, Jasmine, Joshua, Jason). Write a save sign for their block structure by writing “SV”. Notice rhyming words in nursery rhymes. Notice repetitive words in familiar stories, e.g. *The Grouchy Ladybug*.

- **recognize several printed words.**

Children will name several words that are familiar to them in their environment.

**Examples:** Recognize their first and/or last names, and stop, exit and art center signs.

<b>CONTENT STANDARD — Cognitive Development</b>
<b>Language and Literacy</b>

*Preschool programs will provide children with opportunities to use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms.*

<b>PERFORMANCE STANDARDS (INDICATORS)</b>
---

**Educational experiences will assure that preschool children will:**

- **use symbols or drawings to express thoughts, feelings and ideas;**

Children will draw or “write” about their experiences.

**Examples:** Draw a representation of the school bus getting a flat tire and explain the picture. Make a book from paper and “write” the school bus story using scribbles, letter-like symbols or letters to retell the school bus incident.

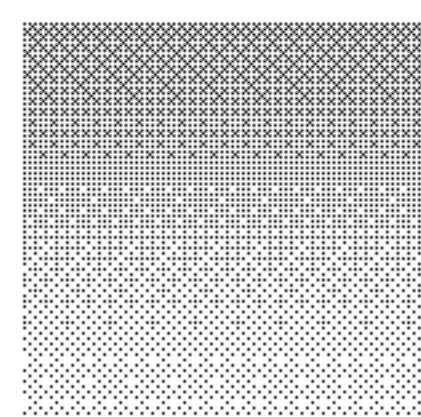
- **print or copy their first name; and**

Children will use a sample or will independently print their first name.

**Examples:** Make scribbles to represent their names on artwork. Use computer or letter stamps to write names. Write their names from memory.

- **use letter-like approximations to write words or ideas.**

Children will develop an awareness of letters and the connection between oral language and writing. They will “write” words on paper without a sense of top or bottom, left to right or letter order in a word. Children may also use letter or word stamps, a computer or a typewriter.



## Creative Expression/Aesthetic Development

### Program Goals

*By the end of preschool, children will:*

- use different art forms as a vehicle for creative expression and representation; and
- develop an appreciation of the arts.

### Content Standards

*Preschool programs will provide children with opportunities to:*

- exhibit curiosity about and explore how materials function and affect the senses;
- create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media;
- represent fantasy and real-life experiences through pretend play;
- engage in musical and creative movement activities; and
- describe or respond to their own creative work or the creative work of others.



**CONTENT STANDARD — Creative Expression/Aesthetic Development**

*Preschool programs will provide children with opportunities to exhibit curiosity about and explore how materials function and affect the senses.*

**PERFORMANCE STANDARDS (INDICATORS)**

**Educational experiences will assure that preschool children will:**

- **use a variety of art materials and activities for sensory experience and exploration; and**

Children will experiment with different ways to use art materials. Children will experience materials of different textures and smells.

**Examples:** Use a variety of tools to paint and draw (e.g., brushes of different sizes, sponges, straws, felt-tip markers, pencils, crayons and chalk); manipulate Play Dough or clay by pounding, squeezing, rolling, cutting and making objects; and prepare and eat a variety of foods.

- **elect to use the art media.**

During learning center or choice time, children will choose to engage in a creative art activity.



**CONTENT STANDARD — Creative Expression/Aesthetic Development**

*Preschool programs will provide children with opportunities to create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media.*

**PERFORMANCE STANDARDS (INDICATORS)**

**Educational experiences will assure that preschool children will:**

- **demonstrate the ability to represent experiences, thoughts and ideas using several art forms; and**

Children will select different art materials (e.g., tempera paints, items for collages, markers, wood) to represent thoughts, ideas and experiences, using a few details.

**Examples:** Paint a picture of their family, using a relative scale of body size; build a village from unit blocks based on their knowledge of what belongs in a community (e.g., houses, roads, hospital, grocery store); and draw or write signs for block structures.

- **use a variety of visual art media for self-expression.**

Children will select different media to express emotions and ideas.

**Examples:** Draw a picture, using different colors; vary the intensity of strokes and combine colors. Faces of figures drawn will include smiling, sad or crying faces.

**CONTENT STANDARD — Creative Expression/Aesthetic Development**

*Preschool programs will provide children with opportunities to represent fantasy and real-life experiences through pretend play.*

**PERFORMANCE STANDARDS (INDICATORS)**

**Educational experiences will assure that preschool children will:**

- **assume the role of someone or something else and talk in the language/tone appropriate for that person or thing; and**

**Examples:** Pretend to be the baby of the family — crawl on the floor and make “baby sounds;” assume the role of firefighter — wear appropriate dress, pretend to use a hose and ride on a fire truck.

- **engage in cooperative pretend play with another child.**

A child will take on a role in pretend play, interact with another child who is also in a pretend role, and will engage in a play sequence.

**Examples:** One child will pretend to be sick: “Doctor, I have the flu and I have a headache.” The other child takes on the role of doctor and says, “Please come into my office so that I can take your temperature.” The cooperative play continues for at least five minutes.

**CONTENT STANDARD—Creative Expression/Aesthetic Development**

*Preschool programs will provide children with opportunities to engage in musical and creative movement activities.*

**PERFORMANCE STANDARDS (INDICATORS)**

**Educational experiences will assure that preschool children will:**

- **participate in group musical experiences, which may include listening to music, singing songs, doing finger plays and using musical instruments;**

Children will willingly participate in singing songs, finger plays, musical games and other musical activities.

- **initiate the singing of songs, finger plays, the use of musical instruments or the use of tapes or compact discs; and**

Children will select musical instruments or use tape recorders during learning center time. They will spontaneously sing songs.

- **participate in creative movement and dance.**

Children will engage in a variety of movement and dance activities individually and in a group.

**Examples:** Move in spontaneous and imaginative ways to music; dance to different kinds of music (e.g., ethnic, jazz and classical); and use props such as scarves or kites to express individual and group ways of moving.

**CONTENT STANDARD — Creative Expression/Aesthetic Development**

*Preschool programs will provide children with opportunities to describe or respond to their own creative work or the creative work of others.*

**PERFORMANCE STANDARDS (INDICATORS)**

**Educational experiences will assure that preschool children will:**

- **use oral language to explain or describe or ask questions about a work of art; and**

When asked “Can you tell me about your picture?”, children will describe the drawing or painting. When asked “What do you think this picture is about?”, children will give an explanation.

- **express interest in and show appreciation for the creative work of others.**

Children will respond in various ways to the creative work of others, e.g., through body language, facial expression or oral language.

**Examples:** Sway, tap, hum, smile while listening to recorded music; observe, applaud classmates or others as they engage in creative movement, singing or playing musical instruments.



## State of Connecticut

M. Jodi Rell, Governor

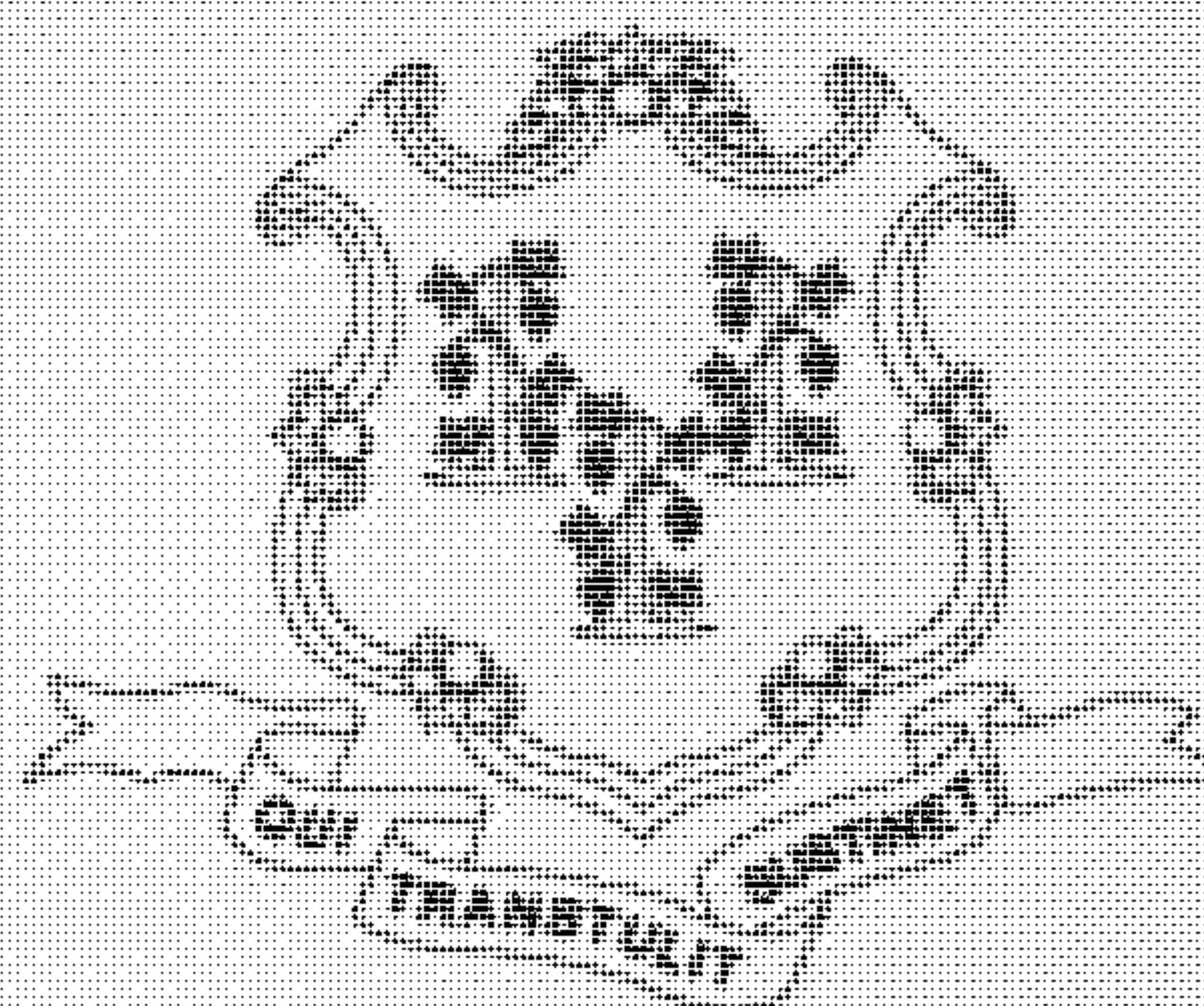
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# The Connecticut Framework

# Connecticut

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# Connecticut

## Preschool Assessment Framework

State of Connecticut  
State Board of Education 2008



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# **Connecticut Preschool Assessment Framework**

**Connecticut State Department of Education**



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## Acknowledgments

The *Connecticut Preschool Assessment Framework* was developed to complement the *Connecticut Preschool Curriculum Framework (1999)*. The *Connecticut Preschool Assessment Framework* was field-tested at a number of program sites and reviewed by experts in early childhood education and child development. These reviewers spent countless hours and provided valuable suggestions that supported its development.

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## Introduction

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The *Connecticut Preschool Assessment Framework* is a curriculum-embedded tool for assessing 3- and 4-year-old children in their preschool classrooms. It was developed to be a companion to the *Connecticut Preschool Curriculum Framework* (1999) and articulates comprehensive performance standards or learning outcomes. These curriculum and assessment frameworks provide a system for using standards in both planning curriculum and assessing children's progress. They enable teachers to plan and implement curriculum that addresses specific learning standards and to observe and assess children's progress in achieving these standards. This system focuses curriculum planning on standards, or learning outcomes, rather than primarily on activities.

The *Connecticut Preschool Assessment Framework* was developed for specific purposes and with an appreciation that assessment models must be used in ways that are beneficial to children and teachers.

## Purposes and Nonpurposes

The primary purposes of the *Connecticut Preschool Assessment Framework* are to:

- ✧ observe and monitor each child's progress related to curricular goals and performance standards;
- ✧ support curriculum development and planning that promote children's learning and development by teachers and families;
- ✧ organize and mutually share information between families and program staff members; and
- ✧ share information with receiving teachers and to support effective transitions.

The *Connecticut Preschool Assessment Framework* is **not** intended to be used to:

- ✧ compare one child to another;
- ✧ make placement or retention decisions;
- ✧ compare one classroom or one program to another; and
- ✧ evaluate teachers.

These defined purposes and nonpurposes were central to all aspects of the development of the assessment framework and it is essential that this framework be used only for its intended purposes. As stated in the National Education Goals Panel document:

The intended use of an assessment – its purpose – determines every other aspect of how the assessment is conducted. Purpose determines the content of the assessment (What should be measured?); methods of data collection (Should the procedures be standardized? Can data come from the child, the parent, or the teacher?); technical requirements of the assessment (What level of reliability and validity must be established?); and finally, the stakes or consequences of the assessment, which in turn determine the kinds of safeguards necessary to protect against potential harm from fallible assessment-based decisions (Shepard, L., Kagan, S. L., and Wurtz, E., Eds., 1998, page 6).

The National Education Goals Panel document cautions that, “serious misuses of testing with young children occur when assessments intended for one purpose are used inappropriately for other purposes” (Shepard, L., et al, 1998, page 7).<sup>1</sup> In addition, early childhood assessment must not be used to make teachers so focused on outcomes that they do not pay adequate attention to how young children learn, or to the individual needs and the cultural context of their children’s environments.

The intent of the *Connecticut Preschool Assessment Framework* is to enable teachers to connect observation and assessment based on performance standards, with thoughtfully prepared and sensitively implemented curriculum that engages children in positive, meaningful learning experiences that are appropriate to their ages, their individual needs and their cultural contexts. The *Connecticut Preschool Assessment Framework* is for all children, including children with disabilities.

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<sup>1</sup> See Appendix A - Validity and Reliability Related to Purposes.

## Guiding Principles

The *Connecticut Preschool Assessment Framework* was developed in accordance with the principles of early childhood assessment set forth by the National Education Goals Panel (Shepard, L., Kagan, S. L., and Wurtz, E., Eds., 1998); and the National Association for the Education of Young Children (Bredekamp, S. and Rosegrant, T., Eds., 1992). The *Connecticut Preschool Assessment Framework* calls for teachers to:

- ✧ assess children by observing their performance during typical classroom activities;
- ✧ focus on describing what children can do and the progress they have made; and
- ✧ make assessment decisions based on multiple observations in a variety of activities.

The following additional principles also guided the development of this document.

**The *Connecticut Preschool Assessment Framework* should:**

1. accommodate children from diverse cultural, linguistic and socioeconomic backgrounds and those with disabilities;
2. rely on observable and measurable demonstrations of knowledge and skills in the typically occurring behaviors of children in the preschool program and at home;
3. provide families and teachers with a means of monitoring and documenting children's individual growth and progress over time;
4. assess meaningful and important markers that are matched to curricular goals at the preschool level;
5. be reliable and consistent across classrooms, different sites and teachers;
6. provide families and teachers with useful information that will help them to understand a child's individual styles and learning needs;
7. identify for each child, areas of strength and interest, areas that need strengthening, appropriate goals, and potential concerns;
8. engage families and teachers in a dialogue about how best to support a child's growth at home and at school;
9. assist teachers in making instructional decisions and provide feedback to teachers about their programs – whether they provide a range of experiences at appropriate levels of challenge matched to the interests and needs of all children; and
10. be realistic, practical and easy to implement.



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## Overview

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### What Should Preschool Children Be Learning?

The *Connecticut Preschool Assessment Framework* is based on the model of intentional teaching. An essential part of intentional teaching is in defining the goals for children. The *Connecticut Preschool Assessment Framework* describes 30 performance standards<sup>2</sup>, or learning goals, for young children. These performance standards, listed on page 6, are based on the *Connecticut Preschool Curriculum Framework*. They include all aspects of a child's learning and are organized in four domains:

- ✧ personal and social development (P& S)
- ✧ physical development (PHY)
- ✧ cognitive development (COG)
- ✧ creative expression/aesthetic development (CRE)

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<sup>2</sup>These are based on the 77 performance standards in the *Connecticut Preschool Curriculum Framework* (1999). Appendix B shows the comparison between the performance standards in these two documents.

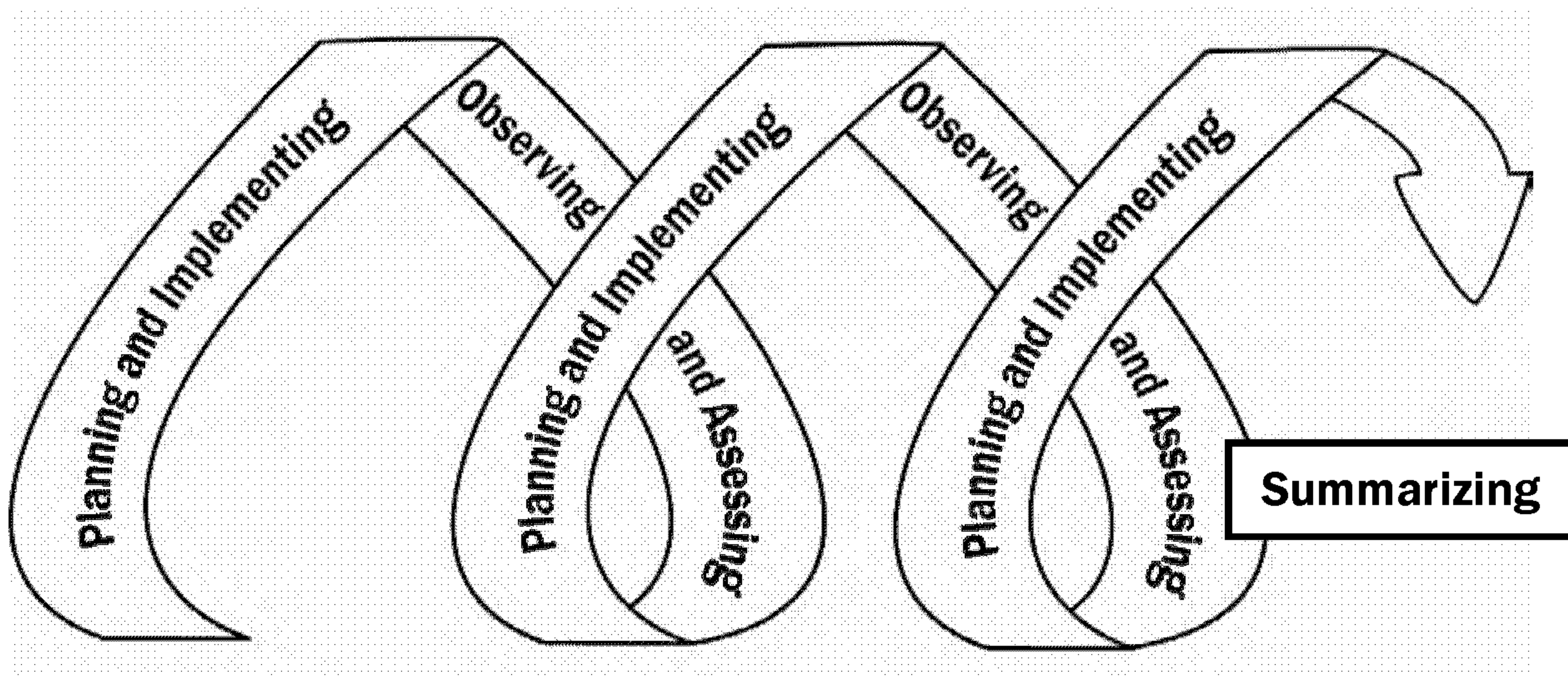
## Performance Standards in the Connecticut Preschool Assessment Framework

<b>P &amp; S 1.</b>	Shows self-direction with range of materials
<b>P &amp; S 2.</b>	Sustains attention to task or goal set out to accomplish
<b>P &amp; S 3.</b>	Participates in teacher-led group activities
<b>P &amp; S 4.</b>	Manages transitions, follows routines and rules
<b>P &amp; S 5.</b>	Uses words to express emotions or feelings
<b>P &amp; S 6.</b>	Shows empathy and caring for others
<b>P &amp; S 7.</b>	Interacts cooperatively with peers
<b>P &amp; S 8.</b>	Works to resolve conflicts
<b>P &amp; S 9.</b>	Recognizes similarities and appreciates differences
<b>PHY 1.</b>	Uses coordinated large-muscle movements
<b>PHY 2.</b>	Uses coordinated small-muscle movements
<b>PHY 3.</b>	Cares for self independently
<b>COG 1.</b>	Engages in scientific inquiry
<b>COG 2.</b>	Uses a variety of strategies to solve problems
<b>COG 3.</b>	Sorts objects
<b>COG 4.</b>	Recognizes and makes patterns
<b>COG 5.</b>	Compares and orders objects and events
<b>COG 6.</b>	Relates number to quantity
<b>COG 7.</b>	Demonstrates spatial awareness
<b>COG 8.</b>	Uses complex sentences and vocabulary to describe ideas and experiences
<b>COG 9.</b>	Understands and participates in conversations
<b>COG 10.</b>	Shows understanding of stories
<b>COG 11.</b>	Displays knowledge of books and print
<b>COG 12.</b>	Recognizes similar sounds in speech
<b>COG 13.</b>	Identifies printed words
<b>COG 14.</b>	Uses writing to convey meaning
<b>CRE 1.</b>	Builds and constructs to represent own ideas
<b>CRE 2.</b>	Draws and paints to represent own ideas
<b>CRE 3.</b>	Represents experiences and fantasies in pretend play
<b>CRE 4.</b>	Sings and responds to music

## Intentional Teaching

Early childhood teaching is a continuous process of planning and observing. Teachers plan activities and experiences that help children learn. As teachers observe, they learn about the children and can plan new activities and teaching strategies to challenge the children even further. This is the process of **intentional teaching** – a process in which teachers think carefully about what they do and why they do it. The ongoing cycle of intentional teaching is depicted below. This model is a cyclical process that involves phases of planning and implementing curriculum, and observing and assessing children to enhance planning, implementing the curriculum and summarizing.

### The Ongoing Cycle of Intentional Teaching



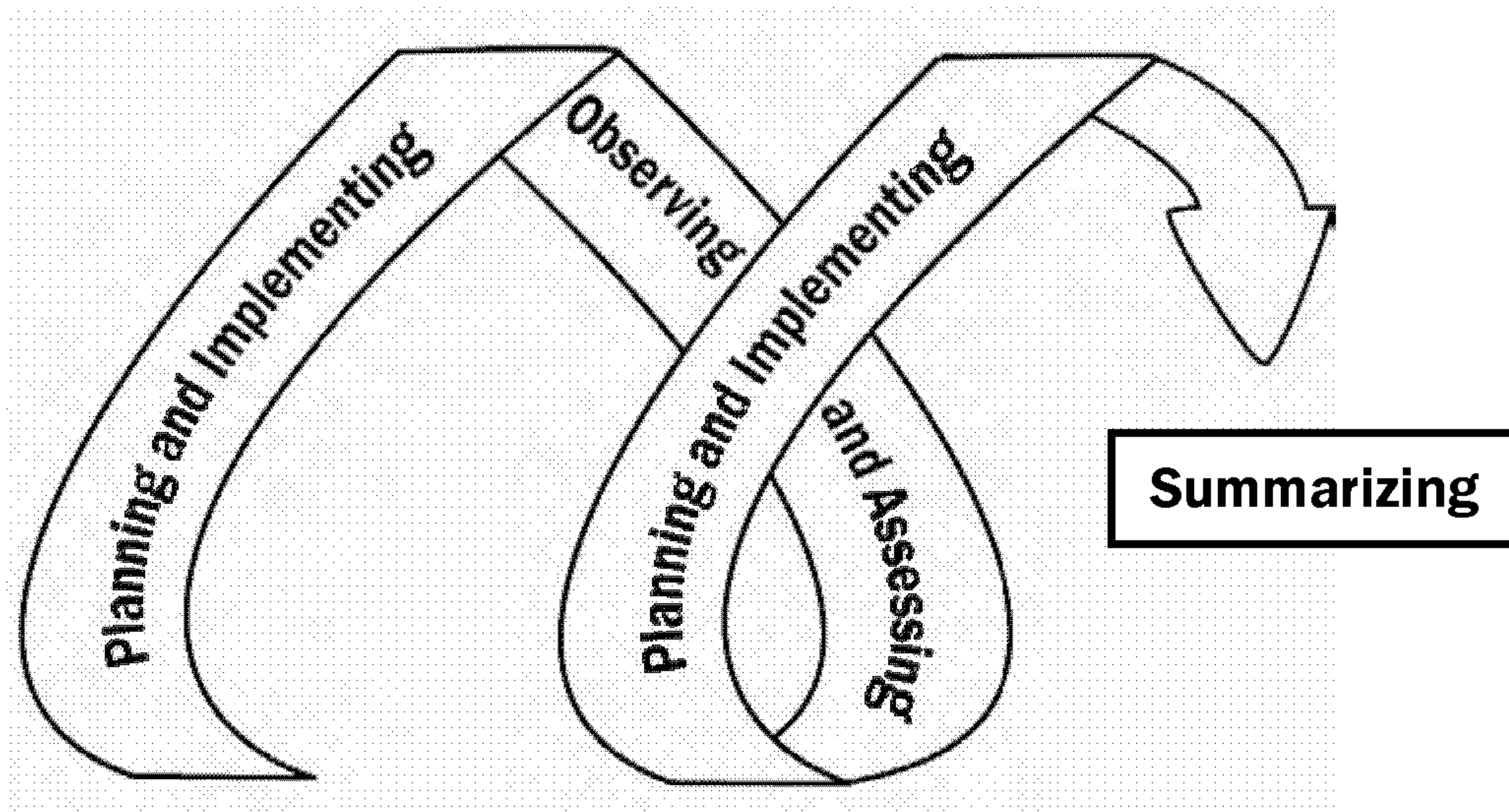


## Phases of Intentional Teaching

Performance standards are used in all phases of intentional teaching. The first phase is **planning and implementing**, the second is **observing and assessing** and the third phase is **repeating the cycle**. Several times a year observations are summarized to share with the child's family. This process of **summarizing** is the fourth phase. Each of these four phases will be described in detail in the instructions that follow.

**Phases of Intentional Teaching**

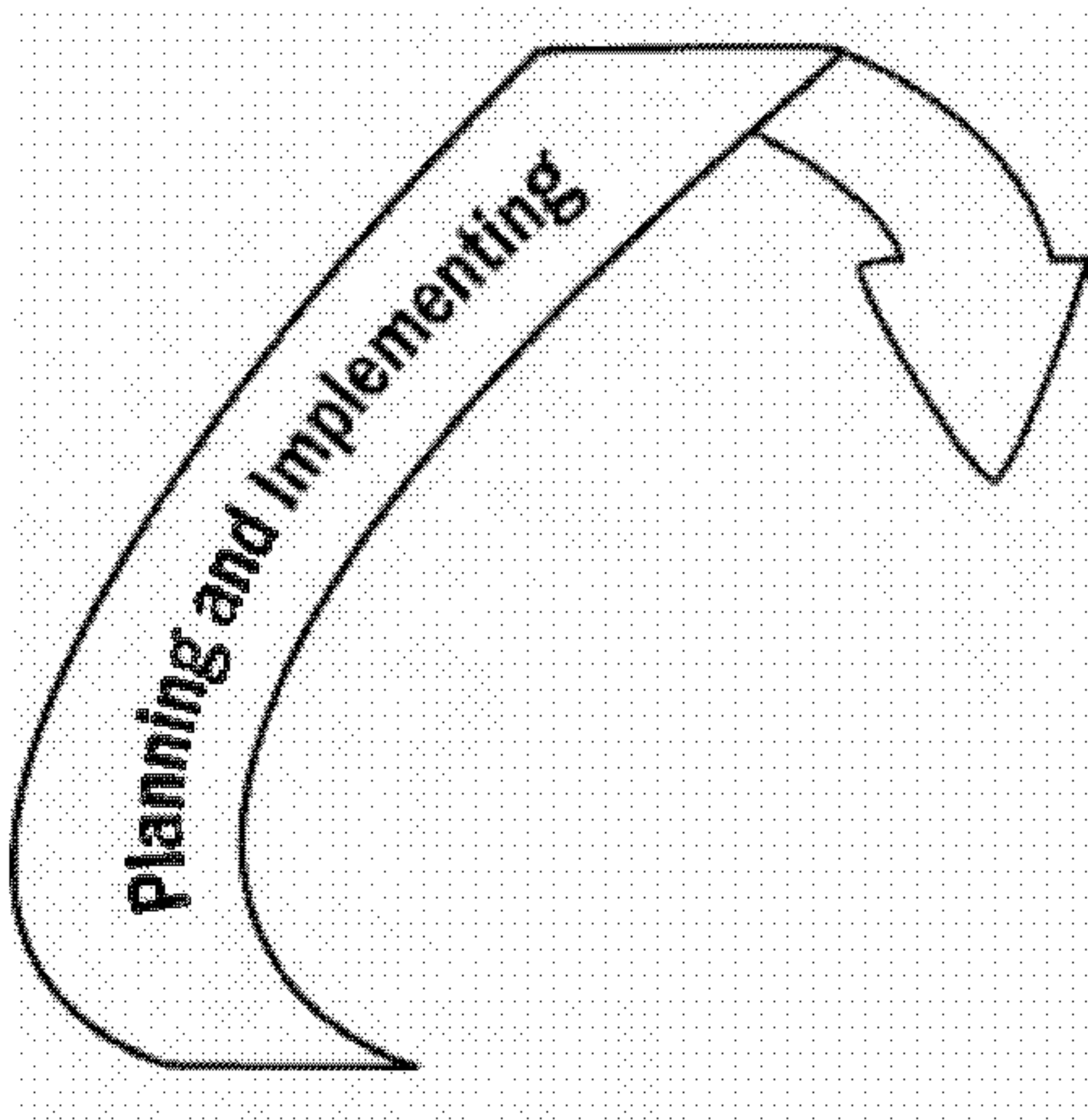
- Phase 1: Planning and Implementing
- Phase 2: Observing and Assessing
- Phase 3: Repeating the Cycle
- Phase 4: Summarizing



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## Phase 1: Planning and Implementing

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### Select Performance Standards

The first step in intentional teaching is for the teacher to decide what the children should learn. The preschool assessment process begins with teachers selecting several weekly performance standards<sup>3</sup> as learning goals for the children. It is recommended that, when the teacher begins to use this process, three performance standards be selected, one from each of three different domains. When using the performance standards, the full range of the learning goals should be addressed. *As the teacher becomes familiar with the assessment, it is recommended that four performance standards be selected: two from the cognitive domain, one from personal and social and one from the physical and or creative expression domains.*

### Brainstorm Activities and Strategies

The next step is to plan activities and teaching strategies that will help the children meet these goals. There are many ways to help children achieve each of the performance standards.

For example, to help children learn to cooperate, the teacher might plan:

- ❖ **learning center activities** (ramps in the block area or a cooking project);
- ❖ **a group activity** (reading a story about cooperation and discussing it); or
- ❖ **a teaching strategy for one center** (limiting the scissors at the art table to encourage children to take turns).

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<sup>3</sup> Activities should address the 77 Performance Standards in the *Connecticut Preschool Curriculum Framework*.

When planning activities to meet performance standards, the teacher should select those that will help children learn important skills. Many teachers plan by brainstorming activities and teaching strategies that match the weekly performance standards. The *Connecticut Preschool Assessment Framework* gives a choice of two forms to help the teacher brainstorm ideas. The teacher can choose the one that works best. One form is a *list* and the other is a *web*.<sup>4</sup>

- ✧ **Learning Activities Planning Form.** On this form the teacher lists three weekly performance standards on the left, reviews the benchmarks for the selected performance standards, then on the right-hand side fills in ideas (activities or teaching strategies) to address each benchmark. *(See example of completed Learning Activities Planning Form on page 11.)*
  
- ✧ **Brainstorming Web.** When using the web, the performance standards are written in the center and the teacher's ideas for activities and strategies are written in boxes around the outside. The boxes represent different learning centers or routines in the classroom. Arrows are used to indicate which activities relate to the performance standards and benchmarks. *(See example of completed Brainstorming Web on page 12.)* This planning web is useful for teachers who like to brainstorm by thinking of their centers or daily schedules and can be customized to suit a classroom's centers and routines.

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<sup>4</sup> Copies of both planning forms and the Weekly Calendar are included in Appendix C. These forms can be modified to fit program needs.

## Learning Activities Planning Form

Teachers: Julianne and Miguel

Week: October 2-6

<b>Performance Standards</b>	<b>Activities/Teaching Strategies</b>
<p><b>1</b>  <i>P &amp; S 7: Interacts Cooperatively with Peers</i></p>	<i>Teacher puts only one ramp and small cars in the block area to encourage children to work together.</i>
	<i>Teacher uses paper towel tubes and masking tape to make tracks for small cars.</i>
	<i>Teacher reads <u>Swimmy</u> by Leo Lionni and discusses how the characters work together to accomplish something.</i>
<p><b>2</b>  <i>COG 1: Engages in Scientific Inquiry</i></p>	<i>When children are using ramps and cars in the block area teacher makes comments and asks questions to help them notice how the height of the ramp affects the speed of cars.</i>
	<i>Small group makes applesauce, mashed potatoes or pizzas and discuss how cooking (heat) changes the texture of the food.</i>
	<i>While transitioning to go outside have children help to make predictions (e.g., How much bird seed is left in the feeder? How big do you think yesterday's puddle in the sand is today?) Review those predictions.</i>
<p><b>3</b>  <i>PHY 2: Uses Coordinated Small Muscle Movements</i></p>	<i>Child cuts and tapes paper towel tubes to make tracks for cars.</i>
	<i>Children cut cheese, potatoes or apples for cooking activity. Use tongs and tweezers to sort objects into different containers. Children use hammers and nails in woodworking area.</i>

### Brainstorming Web

Teaching Strategies, Activities and Materials

Teachers: Julianne and Miguel

Week: October 2-6

**Blocks**  
*Add one ramp and small cars to encourage children to work together*

**Math/Manipulatives**  
*Use pizza puzzles and talk about pieces – slices, half and whole  
 Stringing small plastic beads on shoelaces*

**Literacy**  
*Read Rain Makes Applesauce  
 Act out The Mitten  
 Use listening center flannel board figures for The Mitten*

**Group Time**  
*Use Sammy for movement activity.  
 Read Swimmy.  
 Discuss how the characters work together.*

**Dramatic Play**  
*Pizza Restaurant using menus, hats, aprons, order pads, pizza boxes*

**Performance Standards:**  
*P & S 7: Interacts Cooperatively with Peers  
 COG 1: Engages in Scientific Inquiry  
 PHY 2: Uses Coordinated Small-Muscle Movements*

**Routines/Transitions**  
*Before going out have children make predictions, e.g., What do you think we'll see outside?*

**Art**  
*Mural painting  
 Use paper towel tubes and masking tape to make tracks for small cars*

**Outdoors**  
*Hollow blocks with boards and trucks  
 Parachute  
 Bikes and scooters*

**Health**  
*Reinforce hand-washing procedures throughout the day*

**Science/Sensory/ Cooking**  
*Make applesauce, pizzas or mashed potatoes. Discuss changes to the texture of the food*

Weekly plans will include some activities that are not specifically related to the performance standards.

## **Complete and Implement a Weekly Calendar**

After brainstorming activities and strategies, the teacher then would plan when to do each of them during the week. This is done by transferring each idea from the Learning Activities Form or Brainstorming Web to one or more days on a Weekly Calendar. Some activities or strategies may last a day, others may last a week or more. A completed weekly calendar will help the teacher to know which activities to set up each day. The Weekly Calendar may be added to or changed as the teacher implements plans and assesses progress during the week. A Weekly Calendar can be customized to fit the classroom schedule. *(See Julianne and Miguel's calendar for one week on page 14.)*

## **Implementing the Ongoing Cycle of Intentional Teaching over Time**

A planning and implementation approach is recommended for teachers who are new to these materials. As the teacher becomes familiar and comfortable with the materials and content of the *Connecticut Preschool Curriculum Framework* and the *Connecticut Preschool Assessment Framework* and the ongoing cycle of intentional teaching, the planning process should change. For example, when the teacher has assessment information related to the children in a class, it is expected that the performance standards that are selected for planning and implementation will reflect the needs and strengths of the class. The teacher will have information about class performance on specific skills (benchmarks) and be able to plan effectively to increase children's skills. Therefore, planning will become more focused, yet more comprehensive and integrated, as the teacher will provide children with a variety of experiences that will address many important skills.

## Weekly Calendar

Teachers: Julianne and Miguel

Week: October 2-6

This calendar reflects only activities related to the following Performance Standards.

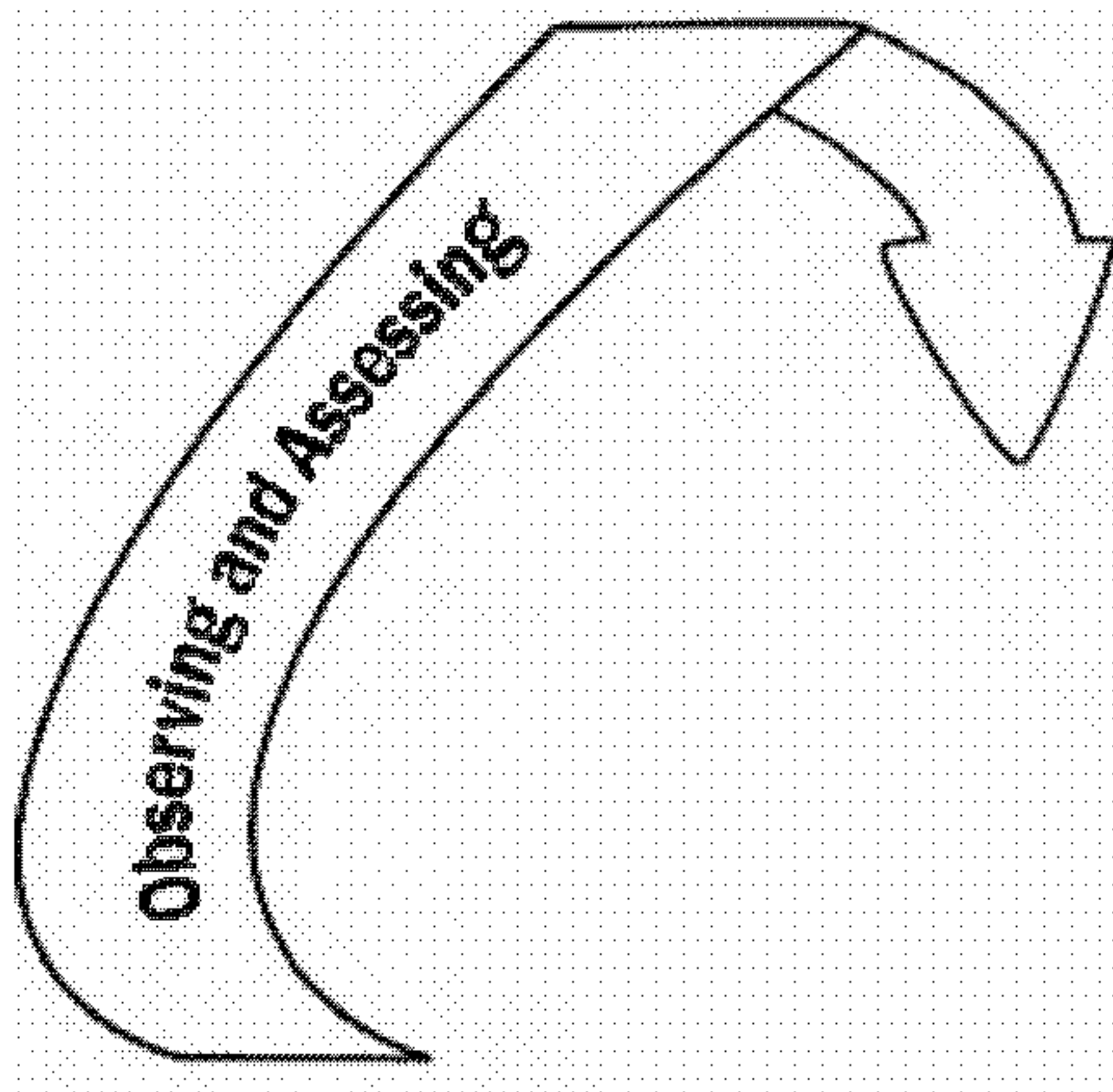
Performance Standards: P & S 7 Interacts cooperatively with peers; COG 1, Engages in scientific inquiry; PHY 2, Uses coordinated small-muscle movements

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival Activities	Books on sharing: <i>Making Friends</i> , by Fred Rogers	Books on sharing: add <i>Rainbow Fish</i> , by Marcus Pfister	Books on sharing: add <i>Swimmy</i> , by Leo Lionni	Books on sharing: add <i>Let's Be Enemies</i> , by Janice Udry	Books on sharing: add <i>That Toad is Mine!</i> , by Barbara Hazen
Group Time	Introduce pizza restaurant; discuss roles and take turns	Introduce mural painting and making a mural together		Introduce making tracks for cars	
Snack	Take opportunities to notice friends sharing	Take opportunities to notice friends sharing	Have several children prepare snack	Take opportunities to notice friends sharing	Have several children prepare snack
Center Time (indoors or outdoors) and Cleanup	Pizza restaurant materials in drama center	Mural painting Pizza restaurant	Make English muffin pizzas; predict what happens to cheese in oven	Paper towel tubes and masking tape in block area	Have only one ramp in block area; make applesauce; ask kids questions about what will happen to apples when cooked
Storytelling and Discussion	Read <i>Making Friends</i> by Fred Rogers; discuss friends sharing		Read <i>Swimmy</i> , by Leo Lionni; discuss working together		
Lunch and Nap			Eat pizzas for lunch		Eat applesauce
Outdoor Play or Music/Movement	Ask children questions about what they will see outside; review predictions	Ask children questions about what they'll see outside; review predictions	Ask children questions about what they will see outside; review predictions	Ask children questions about what they'll see outside Have large boards for ramps	Ask children questions about what they'll see outside Have large boards for ramps
Centers/Prepare to Leave	String small beads on shoe laces Lacing cards	Beads available Tongs and tweezers for sorting	Use pizza puzzles and talk about pieces Tongs and tweezers	Lacing cards Pizza puzzles	

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## Phase 2: Observing and Assessing

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In intentional teaching the teacher thinks about goals, not only when planning activities, but also when observing children in the classroom. Focusing on goals helps the teacher decide how to help children learn during an activity and on what to look for to see if children are learning.

### Find Time to Observe

Early childhood teachers are so busy in the classroom that they worry about not having time to do observations. This is where being intentional will help. Much can be seen even in a few minutes if the teacher has decided in advance what to look for. Most teachers don't observe for long periods of time, but make a number of quick observations over the course of a day.

### Observe Performance Standards

The weekly performance standards that are selected are the same standards that will be looked for during observations. These same performance standards will help the teacher to observe children's learning as a natural part of teaching. The example of Julianne in the box on page 16 shows how one teacher made observations on two performance standards while teaching in the dramatic play area.



### Example of Julianne's Observational Process

Julianne watches two children, Jesse and Leonardo, play “pizza restaurant” in the dramatic play area for a few minutes. She makes some notes about Jesse’s cooperative interactions (P & S 7) on her clipboard. She has seen Jesse play cooperatively with his one best friend, but this is the first time she has seen him play cooperatively with a different child. Julianne also makes a note that Jesse has brought play dough over to the dramatic play area and is rolling half-inch “meatballs” to add to his pizza, an example of his small-muscle coordination (PHY 2).

### Assessment is Part of the Cycle

Assessment is a natural part of the observation phase of this cycle. Intentional teachers know what the goals are for their children. They know what they want the children to learn and be able to do. When intentional teachers observe children, they compare each child’s behavior to the goals for that child. This is the process of assessment. Teachers of young children base their assessment on observations of planned and naturally occurring activities in the classroom. The purpose of assessment is to help teachers plan for children’s learning. Assessment, therefore, is an integral part of the planning and observation cycle and cannot stand alone. The *Connecticut Preschool Assessment Framework* will help teachers to integrate assessment into their teaching.

### Using Benchmarks to Assess Learning

Observations should allow the teacher to assess the children’s learning. The *Connecticut Preschool Assessment Framework* provides clear guidelines for assessing and recording what children are learning. Children usually learn new things in progression. A sequence of four skill levels is described for each performance standard. These four levels are called benchmarks. Usually, children are at the first benchmark before they start preschool (about age 2½) and progress to the second and third benchmarks during the two preschool years (about ages 3½ to 4½).<sup>5</sup> Most children do not get to the fourth benchmark until kindergarten (ages 5½ or 6). The first and fourth benchmarks on page 17 are shaded because they typically occur before and after the preschool years.

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<sup>5</sup> Substantial individual differences in knowledge and skills are common at this age; children who are the same age may demonstrate very different skills. This is also true of children with disabilities. It is not uncommon for children in preschool classrooms to demonstrate skills at both the first and fourth levels.

<b>Benchmarks for <i>Interacts Cooperatively with Peers</i></b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children

The teacher will know that children are learning if they progress from one level of benchmarks to the next. For example, at the beginning of the year a teacher may observe that Jesse plays only with his one best friend and often plays alongside others. That would be the second benchmark. After several months Jessie is seen playing cooperatively with several other children; he now displays skills in the third benchmark.

The benchmarks for all 30 performance standards are listed in the **Flip Chart**,<sup>6</sup> with descriptions of the benchmarks and examples explaining what a child may do when performing at various levels. (See *the box on the next page to understand how to read the Flip Chart.*) The cards from the Flip Chart with the performance standards can be removed each week and attached to a clipboard for use when making observations.

<sup>6</sup> The Flip Chart is a separate part of the materials for the *Connecticut Preschool Assessment Framework*. It is intended for the teacher to use as a resource when planning and making observations in the classroom.

## Flip Chart

Performance Standard	Domain	Benchmark	Description	Examples
<b>PERSONAL AND SOCIAL</b>				
<b>Performance Standard</b>	<b>BENCHMARKS FOR 2 ½ - TO 6-YEAR OLD CHILDREN</b>			
<p><i>P &amp; S 7</i></p> <p><i>Interacts cooperatively with peers</i></p>	<p><b>Works / plays alongside others</b></p> <p>Involves in parallel activities; not with others.</p> <ul style="list-style-type: none"> <li>▪ Builds with blocks next to (not with) another child.</li> <li>▪ Pretends to cook next to another "chef" without speaking or interacting with him within the play.</li> </ul>	<p><b>Works/plays in association with another child</b></p> <p>Plays cooperatively with 1 or 2 familiar peers in familiar activities. Makes attempts to join others in play.</p> <ul style="list-style-type: none"> <li>▪ When peer dials on one telephone, enters play by using another phone.</li> <li>▪ Feeds her baby doll next to friend who feeds his baby; asks friend to "pass a blanket 'cause my baby is cold".</li> <li>▪ Uses head set to listen to a book with 2 other children.</li> </ul>	<p><b>Works/plays cooperatively with a few others</b></p> <p>Adjusts own behavior in response to others; takes complementary role and sometimes able to take turns in play. Succeeds in entering ongoing play when players and/or activity are familiar.</p> <ul style="list-style-type: none"> <li>▪ After observing shoe store dramatic play for a few minutes, enters play as customer by asking peer, the "salesperson", if she has any sneakers.</li> <li>▪ When building a block house with 2 peers, suggests that they add a garage and he'll get the cars to park.</li> <li>▪ Waits turn to be the storyteller with flannel board pieces.</li> </ul>	<p><b>Sustains cooperative activities with a range of children</b></p> <p>Enters work/play situation and participates cooperatively in sustained activity with a variety of peers; negotiates by making and accepting suggestions for play scenario. Usually takes turn in play.</p> <ul style="list-style-type: none"> <li>▪ When playing circus allows others to join play; suggests lion act but accepts peer's idea for clown act instead.</li> <li>▪ Wants to be bus driver but agrees to be passenger and take turn as driver later "after we reach New Haven."</li> <li>▪ Works with others to create a teacher-assigned mural of jungle animals.</li> </ul>

## Record Observations

So much happens in an early childhood classroom each day that the teacher cannot possibly remember all of the important learning that is seen. It is important, therefore, to make written notes in the classroom while observing.

The *Connecticut Preschool Assessment Framework* provides two different ways for teachers to write their observations. One is by using the Child Observation Form, and the other is by using the Class Observation Form. **Teachers can choose the method that works best for them or develop one of their own.** In the first method, shown on page 21, all three weekly performance standards are on one form. In the second method, shown on page 22, there is a form for each standard.<sup>7</sup>

- ✧ **Child Observation Form.** At the top of this form, the teacher lists three weekly performance standards. As the teacher observes a child demonstrating one of the standards, a note is made on the child's form. For this method, one form is needed for each child. These forms can be kept in a loose-leaf folder, with a tab for each child.
- ✧ **Class Observation Form.** One performance standard and its four benchmarks are at the top of this form. Below are spaces for the names of 12 children in a class. This form works best if used with "sticky notes." When a child is observed demonstrating one of the standards, the teacher can jot it on a "sticky note" and place the note under the child's name. If the child is observed demonstrating this same standard more than once, "sticky notes" can be placed on top of one another. For this method, three forms per week are needed to observe 12 children, one for each performance standard. The teacher can copy and paste weekly performance standards from the Chart of Performance Standards and Benchmarks (See Appendix E) onto the Class Observation Form.

Regardless of the form used, the benchmarks will provide a kind of "shorthand" for making notes. The notes can be brief and to-the-point while still allowing the teacher to know if the children are learning. The notes should document exactly what is seen and heard (**objective observation**), not the teacher's interpretation (**subjective observation**).

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<sup>7</sup> Copies of both observation forms are included in Appendix D.

The format for notes is the same on both forms. A short note about what the child did is made in the large space or on the “sticky note.” Then, if possible, a benchmark is selected for that observation and recorded by checking off one of the four boxes. In the example below, Julianne used the Flip Chart to select the first benchmark for P & S 7: Interacts cooperatively with peers.

Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children
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**Example of Observational Note**

Julianne’s note on Jesse’s interactions with others:  
Performance Standard is P & S 7: Interacts Cooperatively

✓			
<i>10/02 I played alongside L in the pizza restaurant. Imitated Ls actions with setting table and putting pizza in oven.</i>			

### CHILD OBSERVATION FORM

Child: (b)(6)

Teachers: *Julianne and Miguel*

Week: *Oct 2-6*

Performance Standard 1: P & S 7 Interacts cooperatively with peers				Performance Standard 2: COG 1 Engages in scientific inquiry				Performance Standard 3: PHY 2 Uses coordinated small-muscle movements			
✓							✓				✓
10/02 Played alongside L in the pizza restaurant. Imitated L's actions with setting table and putting pizza in oven.				10/02 When I asked what we might see outside, he replied: "Leaves and branches that came down in the wind."				10/03 Cut apple in half-inch pieces with knife.			
✓							✓				✓
10/4 Built ramp structure by self outside. M tried to facilitate his working with two other children, P and A, however, Jesse continued to play by himself.				10/05 Built paper tube ramp. Spent 10 mins. moving the tube ramp up and down to change the speed of the car. Described the car going fast or slow. Did not predict with accuracy whether the car would go fast if tube was higher.				10/04 Drew an airplane and cut it out. Able to cut on the straight lines.			
	✓										✓
10/06 Assisted L and P to build a ramp in the block area. When L asked him to get some long blocks, he got them.								10/06 Printed first name with a standard pencil. Letters were well formed and same size. See sample in file.			

**CLASS OBSERVATION FORM**

Teachers: *Julianne and Miguel*

Week: *Oct 2-6*

**P & S 7 Interacts Cooperatively with Peers**

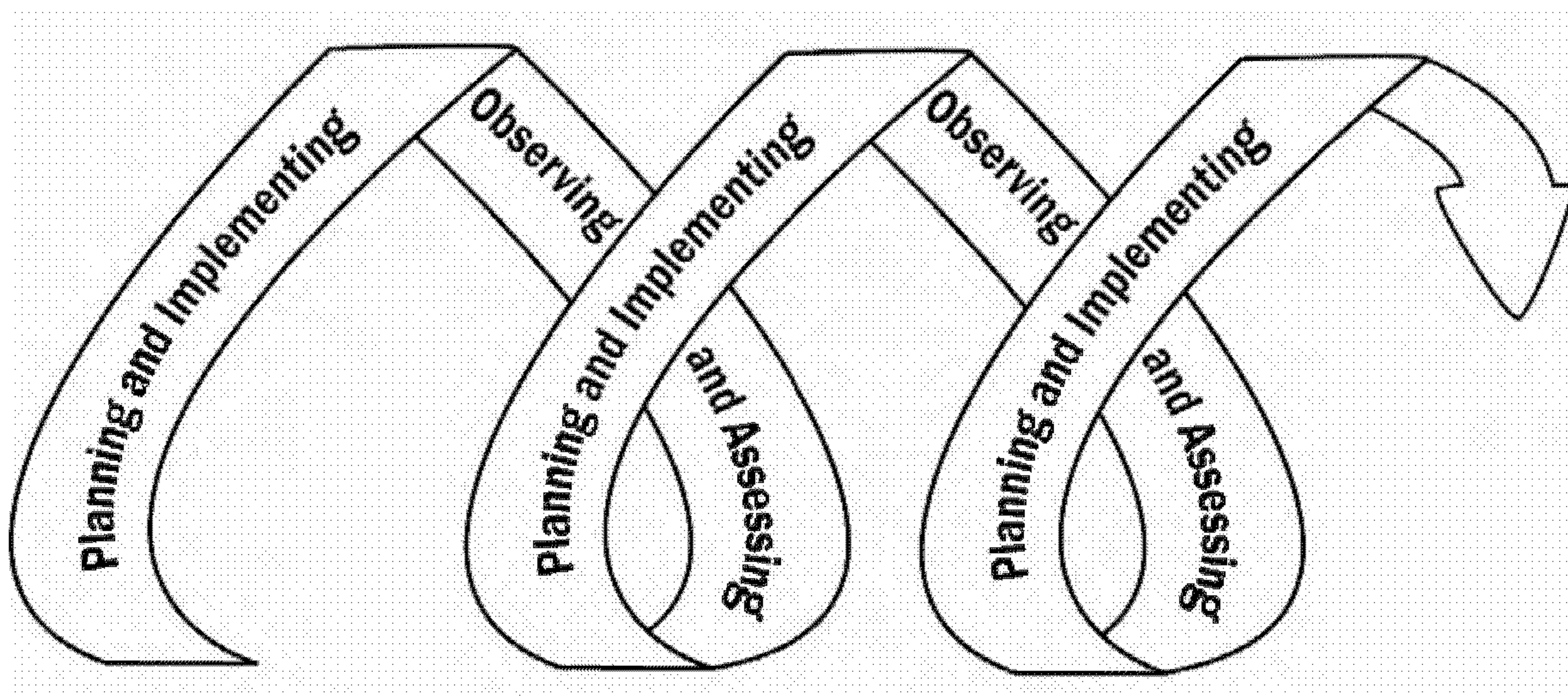
Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children
<b>1 Manuel</b>	<b>2 Jovan</b>	<b>3 Beatriz</b>	<b>4 Emma</b>
<i>10/2 worked with P and A in the block area for 30 mins. to create several ramps of different heights. Made mural with B and Jo.</i>	<i>10/02 Worked with M and B to make a mural with ripped tissue paper for 20 mins.</i>	<i>10/02 Worked with M and J to make mural with ripped tissue paper for 20 mins.</i>	<i>10/4 Built car ramp by self outside. Did not join in with others when encouraged. 10/05 Played in restaurant alone.</i>
5	6	7	8
9	10	11	12

- ✧ **Annual Planning Process.** After the teacher becomes familiar with the assessment materials, long-term plans may be created for collecting and organizing observation notes. One method of creating this long-term plan appears in Appendix E: Suggestions for Long-Term Organization of Observations.

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### Phase 3: Repeating the Cycle

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After observing and assessing it is time for the teacher to repeat the planning and observing cycle. The purpose of assessment is to help the teacher meet the needs of the children. It is very important that the teacher use the assessment information gathered when beginning the planning phase again. This is a central part of **intentional teaching**.

The information that observations of children provide can be used by the teacher to plan new activities and teaching strategies that match the children’s learning needs. Children learn best when activities are developmentally appropriate—that is, when they are matched to each child’s level of performance. The *Connecticut Preschool Assessment Framework* is structured to allow the teacher to plan developmentally appropriate activities based on each child’s level on the performance standards, and what the next level of skill should be.



## Make a Class Summary

At the beginning of each new planning phase, it is helpful to get a sense of where the class is on a particular performance standard by making a class summary. The teacher selects a performance standard and uses the observation forms to identify a benchmark for every child that was observed. If several observations of the same child were made then the level that is typical of the child's behavior should be selected and recorded on the observation form. There is a space (row of four boxes) to do this at the bottom of the columns on the **Child Observation Form** (see Appendix D) and just below the child's name on the **Class Observation Form** (see Appendix D). The teacher should count the number of children at each of the four levels to create a class summary. If the **Class Observation Form** is used, these numbers must be written in the box with the benchmarks at the top of the page. See the example below for the performance standard P & S 7, Interacts Cooperatively with Peers, for a class of 18 children.

### Example of Class Summary

#### Performance Standard: P & S 7, Interacts Cooperatively with Peers

Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children
3	8	5	2

The class summary above shows that most of the children are working and playing in association with one other child (second benchmark). It also makes the teacher aware that there are children at all four levels of this performance standard.

## Plan for the Class

The teacher can use the class summary to make plans for the following week. Julianne, the teacher in the previous example, might decide to work on this same performance standard (Interacts Cooperatively with Peers) for another week, and plan several activities that will help the children experience cooperation with other children. For example, on one day the teacher might plan an art activity that two or three children do cooperatively, and on another day a small group cooking activity. The teacher should carefully select the children for these activities, so that children who tend to play with one best friend (second benchmark) have to include a third (new) child in their cooperative group. The teacher then encourages children who are interacting with a

few others (benchmark 3) to join as the “third,” with two children this child has not joined before. In this way, Julianne can help all the children to move to the next level of skill. The teacher also makes a point of meeting the needs of the children at either end of the continuum (first and fourth benchmarks) by carefully grouping children together. The teacher’s goal is to use her knowledge of each child to help each develop skills at the next level. For those children who sustain cooperation with a range of peers (benchmark 4), Julianne also sets up a butterfly environment, an activity for Center Time that will take children several days to create.

## **Other Representations of Children’s Learning**

In addition to observations, the teacher will want to collect samples of each child’s oral language, as well as examples of each child’s work. More information about these processes appears on pages 29-31.

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## **Phase 4: Summarizing**

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### **Individual Children**

Several times each year, teachers need to summarize their observations on each child in order to share this information with the child’s family and to be used in mutual planning. Most teachers schedule a face-to-face conference with the child’s family to share observations and make plans together for the child. The teacher may want to make summaries three times a year: for example, in the late fall, in winter and again in late spring (as the final summary for each family and as transition information to share with each child’s next teacher). The *Connecticut Preschool Assessment Framework* provides a set of forms called the **Child Record**<sup>8</sup> to be used at these conferences. A Child Record is completed for each child in the class for every conference period. The Child Record contains the following information:

- ✧ Basic Information
- ✧ Child Profile
- ✧ Language Sample
- ✧ Narrative Summary

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<sup>8</sup> The Child Record is included in Appendix F.

## **Complete the Basic Information**

The first page of the Child Record includes basic information about the child, the program, and the child's language and initial adjustment to school. Some of this information will not change significantly from time to time, so this form can be completed for the first conference and then updated after that. In the box marked "Adjustment to School/Relationships to Adults" the teacher can make notes about the child's transition to school, as well as the child's ability to separate from family members in the morning and to relate appropriately to adults in the classroom.

## **Complete the Child Profile**

The Child Profile is a one-page graph of the child's performance on all 30 performance standards. In order to complete this form the teacher will need to organize observational notes for each child. If the Child Observation Form is being used, there must be forms for each child that can be stored in a loose-leaf book with a tab for each child; or in an individual file labeled with the child's name. If the Class Observation Form is being used, the teacher will have "sticky notes" for a particular child on a number of forms—one form for each performance standard. At this point these "sticky notes" may be moved to the child's folder and organized by performance standards. *(See Appendix E, Suggestions for Long-Term Organization of Observations, for a method to organize these notes).* From the observational notes for an individual child the teacher can make a circle on a benchmark for each performance standard on the Child Profile.

**Note: A child cannot be assessed based on one observation alone. The teacher must have several observations before making a decision about a benchmark.**

Observation notes may show the child to be consistently at the same benchmark for a particular performance standard, or there may be some variability in the child’s behavior. This can be recorded on the Child Profile by marking a benchmark as either “mastered” (M) or “emerging” (E). Each performance standard on the Child Profile is followed by four boxes; each box is divided in the center. A child has mastered a benchmark if it describes behavior that is typical for that child. If the child has mastered a benchmark, a mark should be placed on the right-hand side of the box. If the behavior is just beginning to be seen, a mark should be placed on the left-hand side to indicate “emerging.” As the teacher makes a decision on whether the behavior is “emerging” or “mastered”, the teacher must keep in mind that more recent observations may be a more accurate reflection of the child at this time. Technically, to be mastered, the behavior should be observed a minimum of three times in at least two different activity settings.

**Example of One Performance Standard on Child Profile**

<b>P &amp; S 7: Interacts Cooperatively</b>		○						
---	--	---	--	--	--	--	--	--

The circular mark indicates that the child has mastered the first benchmark for the performance standard: Interacts Cooperatively with Peers. This level of behavior is now typical for the child. The child does this consistently.

**Benchmarks for Performance Standard P & S 7:  
 Interacts Cooperatively with Peers**

P & S 7			
Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children

The next step is to connect the circles to create a line. This gives a quick sense of the areas of strength (where the line is further to the right) and areas in need of strengthening (where the line is more to the left). In recording future data the Child Profile will be updated by using a

different mark (a half-filled circle or a solid circle). This will give a new Child Profile line that will help to identify areas in which the child has grown (where the line has moved to the right). Children do not usually progress at the same rate in each of the learning areas. Typically, children show an uneven pattern, where some skills have progressed further than others. This is reflected in the line made to connect the marks on the Child Profile. Even if the line is mostly to the left (in the columns for the first and second benchmarks) or mostly to the right (in the columns for the third and fourth benchmarks), there will be some unevenness—that is, some areas will be more to the left and others more to the right. The Child Profile on the next page has been completed for the first and second conference meetings. The child in this sample has shown growth in P & S 1 and P & S 3, but not in PHY 3.

**Preschool Assessment Framework**

Child's Name: Jesse  
 Date of Birth: (b)(6)

Teacher: Julianne M.  
 Program: Maplewood School

**CHILD PROFILE** E=Emerging M=Mastered

Performance Standards		Benchmarks for 2 1/2 - 6 year-olds							
		E	M	E	M	E	M	E	M
PERSONAL AND SOCIAL	P & S 1. Shows self-direction				○	◐			
	P & S 2. Sustains attention				○	◐			
	P & S 3. Participates in groups			○	◐				
	P & S 4. Manages transitions				○	◐			
	P & S 5. Expresses emotions				○	◐			
	P & S 6. Shows empathy		○	◐					
	P & S 7. Cooperates with peers		○	◐					
	P & S 8. Resolves conflicts			○	◐				
	P & S 9. Appreciates differences					○	◐		
PHYSICAL	PHY 1. Uses large muscles					○	◐		
	PHY 2. Uses small muscles							◐	●
	PHY 3. Cares for self							◐	●
COGNITIVE	COG 1. Engages in inquiry							○	◐
	COG 2. Solves problems					○	◐		
	COG 3. Sorts objects					○	◐		
	COG 4. Makes patterns					○	◐		
	COG 5. Compares & orders					○	◐		
	COG 6. Quantifies				○	◐			
	COG 7. Shows spatial awareness				○	◐			
	COG 8. Uses sentences							◐	●
	COG 9. Understands conversations							○	◐
	COG 10. Understands stories							○	◐
	COG 11. Understands books							○	◐
	COG 12. Recognizes sounds					○	◐		
	COG 13. Identifies words					○	◐		
	COG 14. Writes for meaning					○	◐		
CREATIVE	CRE 1. Builds and constructs					○	◐		
	CRE 2. Draws and paints							○	◐
	CRE 3. Pretends in play				○	◐			
	CRE 4. Responds to music					○	◐		

Recording Dates:	Child's Age:	Teacher Signature:	Conference Dates:	Parent Signature:	Conference Dates:
○ 10/18/02	(b)	J.M.	10/20/02		
◐ 3/02/03	(6)	J.M.	3/12/03		
●					

### Calculating Child's Age

Time 1 (October 2002):	2002 (y) 10 (m)
Child's birthday (July 1998)	1998 (y) 7 (m)
Child's age at Time 1:	4 (y): 3 (m)
Time 2 (February 2003)	
Time 1 to Time 2 = 4 months	4 (m)
Age at Time 2:	4 (y): 7 (m)

### Parts of the Narrative Summary

- Page 1: Child's Strengths and Growth  
Areas that Need Strengthening  
Child's Interests and Passions
- Page 2: Language Sample
- Page 3: Examples to Share with the Family  
Notes on Family Conference  
Goals and Plans for Home and School

### Complete the Language Sample Form (page 2 of the Narrative Summary)

Information shared with the child's family will be much clearer if there are specific examples. Oral language is one of the most important developments in the preschool years. The *Connecticut Preschool Assessment Framework* recommends that a language sample be included at each conference. A language sample is simply a written record of everything the child said in a few minutes. Teachers often collect language samples when children describe a drawing, when they talk about something they did, or when they comment on a storybook. The child's exact words and the date should be written on the language sample form. A note should be included about the setting so that the context will be clear. The teacher can demonstrate a child's growth in oral language by comparing early and later language samples. (See an example of a language sample completed for the first conference with the family on page 31.)

### Language Sample

Child's Name: Jesse

<b>Language Sample 1</b>	<b>Date: <u>10/15/02</u></b>
<b>Context:</b> <i>Jesse is sitting with Miguel at the snack table.</i>	
<b>Child's Words:</b> <i>M: What's your cat's name?</i> <i>J: Spooky. That's because he is all black. He likes to sleep in the sun. He sleeps next to the sink in the kitchen where it is warm. I think he sleeps all day when I'm at school. I wonder if he sleeps at night.</i>	

<b>Language Sample 2</b>	<b>Date: _____</b>
<b>Context:</b>	
<b>Child's Words:</b>	

<b>Language Sample 3</b>	<b>Date: _____</b>
<b>Context:</b>	
<b>Child's Words:</b>	



## Gather Other Examples to Share with the Family

In addition to the language sample, it is important to have other examples of the child's work to share with the family. Collect and date samples of activities the child has done at school, such as the child's drawings or constructions, or photos of the child working and playing. As the teacher collects the items to share with the family, they should be listed at the top of page 3 of the Narrative Summary Form.<sup>9</sup> This will serve as a reminder to have them on hand for the conference. These samples should be used when formulating and sharing comments about the child on the previous page of the Narrative Summary Form.

## Complete Page 1 of the Narrative Summary

The **Narrative Summary** is the form on which observations and the plans made with the family at the conference should be recorded (see *Appendix F: Summary Forms*). Part of this form will be filled out before the conference and completed during the conference.

On the first page of the Narrative Summary the teacher will summarize ideas about 1) the child's areas of strengths and growth, 2) the areas in need of strengthening and 3) the child's interests and passions. All of these ideas are important information to prepare for the family conference. The first page of the Narrative Summary should be filled out in preparation for the family conference.

**Strengths and Needs.** All children have a number of strengths and needs. The teacher should choose about two of each that stand out. It is important to identify both strengths and needs and to keep them balanced. For example, the teacher would not indicate just one strength and many needs. Even if a child does have many needs, only a few should be selected for documentation on the Narrative Summary.

Sometimes it can be difficult to think of areas of need for children who have many strengths, but it is important to give this some careful thought. All children should be learning and making progress regardless of where their skill levels are at the start. Needs should define specific areas on which to focus to support a child's further learning. Therefore, even if children are performing at high levels on a standard, it still might be selected as a goal. For example, if a 3-year-old child has mastered the third level of a performance standard — a level usually mastered in the second year of preschool — teachers should still help the child move to the fourth level. All children should be challenged by the curriculum to grow toward their fullest potential.

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<sup>9</sup> Some teachers organize examples such as these into a portfolio for each child. Portfolios can be organized around the performance standards. Each portfolio item can be labeled to indicate how it provides evidence for one or more performance standards. Portfolios are excellent complements to the *Connecticut Preschool Assessment Framework*.

The Child Profile should be used to determine each child's strengths and needs. Areas of the Child Profile which are marked farthest to the right could be considered for the strengths section, and areas that are marked farthest on the left could be considered for the needs section.

It is unlikely that the teacher will be able to comment on the child's growth while filling out the Narrative Summary for the first time, because the teacher is just getting to know the child. When the Narrative Summary is completed for the second time, however, it will be possible to compare the child's current skills with those from the earlier time and note areas of growth and those in need of strengthening. The completed Child Profile also will help to identify these areas.

Areas of strength or need might be very general or very specific. For example, one child might be strong in all aspects of the physical domain. Another child, however, might show strength in large-muscle skills (PHY 1), but not necessarily in small-muscle skills (PHY 2) or in caring for self (PHY 3). In the first case the child showed strength in an entire domain and, in the second case, only in one performance standard of the domain. The same could be true for areas that need strengthening. When identifying strengths or areas that need strengthening in the Narrative Summary, the teacher might mention an entire domain or might identify a specific skill or performance standard (e.g., resolving conflicts).

**Child's Interests and Passions.** The Child's Interests and Passions section of the Narrative Summary provides a sense of who the child is as a unique and special person. It will help to answer the family member's question, "What does my child do at school?" in a way that shows real knowledge and caring toward their child. Knowledge of the child's interests and passions can be helpful in planning activities that the child finds interesting and engaging and, therefore, be effective in supporting the child's growth.

When meeting with families it is important to explain that children have interests and passions just like adults. One would not expect a child to like all activities equally. The purpose of this section is to provide families with information about the special interests the children show at school. This section of the form is about what the child **likes** to do, **NOT** what the child is **skilled** at doing. If the child tends to select certain activities, or chooses to play with certain children, or tends to talk about a favorite topic (e.g., "Talks about his or her cat all the time."), a note of it can be made in this space. In thinking about a child's interests and passions, the following should be considered:

- ✧ themes or units of study in the child's dramatic play (going to the vet, riding on a bus);
- ✧ types of block structures the child builds (an apartment building, an airport);
- ✧ materials the child selects or seeks out (a special truck, puzzle, water color paints);
- ✧ books the child selects or asks for (books about butterflies, books by Eric Carle);
- ✧ songs the child knows well, enjoys or requests (popular or traditional songs); and

- ✧ outdoor activities, areas of the playground or equipment the child prefers (hunting for bugs, tire swing, sleds).

*(See an example of a completed page 1 of the Narrative Summary on page 35.)*

### **Meet with the Family** (and complete page 3 of the Narrative Summary)

The next step is to meet with the family to share information, set goals and make plans for the child. The teacher will complete the rest of page 3 of the Narrative Summary during the conference. It is good to start a conference on a positive note by discussing the child's strengths and growth, to share observations, and show examples of the child's efforts to illustrate the main points. The family should be asked for its observations as well. After discussing strengths, the teacher can talk about needs and interests. This should facilitate a back-and-forth discussion, with ideas from both teachers and family members.

Families know their children better than the teacher knows the children. Family members see their children in a greater range of situations, and they are the most important people in their children's lives. Family conferences are productive when everyone participates and voices their opinions and concerns. Sometimes parents come to a conference expecting that the teacher is the "expert" and that the teacher should do all of the talking. It should be explained to the family that children may be very different in different settings and the purpose of the conference is to share information and to jointly create goals and plans for their child.

As the teacher meets with the family, notes should be written on page 3 of the Narrative Summary of what is discussed at the conference. Many ideas will already be on the first page of the form, but comments that the family members make also should be included. They may see different behaviors at home, and this is important information to have.

## Narrative Summary

Child's Name: (b)(6) Child's Age: (b)(6)  
Teachers: Julianne & Miguel Report Date: (m) 10 / (y) 02  
Program: \_\_\_\_\_

### Child's Strengths and Growth

*Jesse's strengths are his language and fine motor skills. He speaks clearly in sentences and understands and participates as a partner in conversations with adults. He shows good control in using his hands. He makes detailed drawings and can cut tiny pieces of paper with scissors.*

### Areas that Need Strengthening

*Jesse focuses most of his attention on adults and on his favorite activities rather than on his peers. One area that could be strengthened is his interaction with peers.*

### Child's Interests and Passions

*Jesse loves to draw, paint and talk. He is very happy if he can have a conversation with an adult while drawing or painting. He often talks about his cat, who is frequently the subject of his art work as well. He is interested in many topics, asking many questions to satisfy his endless curiosity.*

The last space on this form is to write about the goals and plans the teacher and the family discuss at the conference. It may be decided to work on the same goals both at home and school, or that different goals are needed because the child's behavior is different at home and school. (See the example on the next page of Julianne's conference with Jesse's dad.)

### Julianne's Conference with Jesse's Dad

Julianne begins the conference with Jesse's dad, Mr. Roberts, by sharing her observations of Jesse's strengths in language and fine motor skills. She shares a language sample that shows Jesse using lots of complex sentences to tell a story about his cat. She shows one of Jesse's drawings and points out the details that demonstrate he has good control of the marker.

Mr. Roberts asks what Jesse likes to do at school. Julianne says he loves to draw and paint and to talk about his cat. Mr. Roberts nods, saying that Jesse loves animals. Julianne agrees, commenting that Jesse is very curious about animals. She goes on to say that his interests help him to be independent and stick with activities. He can find things to do without help from the teacher. Then Julianne shares her observation that Jesse usually plays by himself at school.

Jesse's dad says he is surprised because Jesse often plays with his cousins at home. They use markers and crayons and draw together for hours on the large sheets of paper he brings home from his office.

Julianne suggests that "playing more cooperatively with peers" is a goal for Jesse at school. She asks Mr. Roberts if he could bring some of the large paper to school. She wants to interest Jesse in making murals with other children at school. This is a plan to help him play more cooperatively at school. Mr. Roberts agrees to this plan and then they go on to discuss his concerns about Jesse at home.

Mr. Roberts is very interested to hear that Jesse selects activities independently at school. At home he is constantly asking his dad, "What can I do now?" and he won't start an activity unless his dad participates. Mr. Roberts wants to work on this at home. Together they decide to use Jesse's interest (drawing) and strength (fine motor skills) to help him be more independent about finding things to do at home. Julianne suggests that Jesse draw pictures of things he likes to do at home, and tape them to the refrigerator. Each time Jesse asks his dad for help finding something to do, he will suggest that Jesse select one of the activities pictured on the refrigerator.

The goals on which the teacher and the family decide may come from the areas that need strengthening, identified on the first page of the Narrative Summary, as well as from those the family thinks are important. The goal about playing more cooperatively with peers, described above, comes from the areas that need strengthening identified by Julianne when she wrote Jesse's Narrative Summary. Goals also can emerge from areas of strength. *(See example on next page of Jesse's second goal at school)*

### **Jesse's Second Goal at School**

Jesse loves to draw both at home and at school and his drawings of people and animals contain many details. He also enjoys painting at school and is very careful to select just the right color of paint, but the large brushes do not allow him to include details in his paintings. At the conference, Julianne suggests that if Jesse had smaller brushes he could paint with more control. She makes a plan to provide Jesse with smaller brushes and water colors so he can paint with more detail. This is an example of a plan that builds on one of a child's strengths.

When developing plans for the child's areas of need, the teacher should build upon the child's strengths and interests. This will increase the chances that the plan will be successful. This is what Julianne did to help Jesse with his social skills in the example about creating murals with other children.

Not all plans need to be activities. Some plans are teacher strategies to use with a child when an appropriate opportunity arises. To work on conflict resolution skills, for example, the teacher can plan things to do or say when the child is engaged in a conflict. The teacher might ask a pointed question or have one child define or explain the problem to help children learn to resolve conflicts.

Once goals and plans for the child have been decided, they should be noted in the space provided. Enough information should be included so the teacher will be able to remember the discussion when reading it over later. *(See example of Family Conference, page 3 of the Narrative Summary, prepared by Julianne and Miguel for Jesse's family, on page 38.)*

Before the second conference, the teacher will complete a new Narrative Summary Form that reflects the child's behavior at that time. At the second conference the teacher and the family can check with each other to see how the plans they made are going (if an opportunity for follow-up has not yet arisen). At this time the teacher can make or set new goals and plans, as needed.

At the end of each conference it is important that both the teacher and family members sign the form to indicate they have agreed to the plan. Two copies should be made, one for the teacher and one for the family. It is also important to get the family's permission to send the Child Record, and possibly the most recently completed Narrative Summary, to the child's next teacher at the end of the year.

## Family Conference

### Examples to share with family:

*Drawing of Jesse's cat, Spooky (9/18)*  
*Language sample about Spooky (10/15)*

### Notes on Family Conference

Conference Date: (m) 10 / (d) 20 / (y) 02

Family members present: *Mr. R. (Dad)*

Teacher(s) and others present: *Julianne*

*Shared mutual observations about Jesse's strong language and fine motor skills*

*Dad expressed concern: wants Jesse to initiate activities on his own at home*

*Teacher expressed concern: wants to encourage Jesse to cooperate more with peers*

### Goals and Plans for Home and School

#### Home

- *Jesse will draw pictures of things he likes to do at home and tape these to the refrigerator. When Jesse asks his Dad for help finding something to do, Dad will suggest that Jesse select an activity pictured on the refrigerator.*

#### School

- *Jesse's dad will bring in large paper to encourage Jesse to cooperate with peers by making collages with them;*
- *Julianne will provide smaller paint brushes for Jesse so he can paint with more details.*

\_\_\_\_\_  
Teacher's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Family Member's signature

\_\_\_\_\_  
Date

## Summarizing and Repeating the Cycle

### Completing the Class Summary Profile

After completing the Child Profiles for a reporting cycle, the teacher should compile a Class Summary Profile for all 30 performance standards. To do this, the number of children that are at each benchmark should be counted, including emerging and mastered, for each performance standard. *A sample Class Summary Profile is on page 41.*

### Using the Class Summary Profile in Planning

A Class Summary Profile will give a clear snapshot of where the children are on the benchmarks for each performance standard. For example, in reviewing the Class Summary Profile on page 41, it appears that this class, as a whole, demonstrates strengths in the following areas: shows self-direction with range of materials, sustains attention to task, uses coordinated large-muscle movements, cares for self independently, recognizes and makes patterns, and builds and constructs to represent ideas. This profile also demonstrates that the class as a whole is not doing as well in the following: works to resolve conflicts, uses coordinated small-muscle movements, engages in scientific inquiry, understands and participates in conversations, shows understanding of stories and recognizes similar sounds in speech. Therefore, the teaching team in this classroom should decide to spend more time in planning and implementation related to these performance standards, taking into account where the class falls on the benchmarks.

The Class Summary Profile will provide the teacher with more specific assessment information in order to target planning and better address children’s skills in the class. For example, the Class Summary Profile on page 41 provides data on the performance standard: Recognizes and Make Patterns:

#### Cognitive 4: Recognizes and Makes Patterns

E 0	M 1	E 0	M 3	E 6	M 5	E 2	M 0
Notices similarities and differences in items in a series		Repeats simple patterns		Creates and describes simple patterns		Creates and describes complex patterns	



These results would indicate that the teaching team should be planning and implementing activities directed at the third and fourth benchmarks, since all children except one can imitate a simple pattern. For the one child that is still working on this skill, it is important to have different expectations and individualize teaching strategies and activities for that child.

## CLASS PROFILE

Teachers: Julianne and Miguel

Recording Period: 3/02/03

Class Size: 17

Program/Class: Maplewood Preschool

Ages of Children: 3 yrs 6 mos. – 5yrs. 2 mos.

Performance Standards		Benchmarks for 2 1/2 - 6 year-olds							
		E	M	E	M	E	M	E	M
PERSONAL AND SOCIAL	P & S 1. Shows self-direction			6	4	5	1	1	
	P & S 2. Sustains attention		1	1	6	6	2	1	
	P & S 3. Participates in groups	1	3	2	4	4	2	1	
	P & S 4. Manages transitions	2	1	3	4	4	2	1	
	P & S 5. Expresses emotions		1	4	5	4	3		
	P & S 6. Shows empathy		2	6	7	1	1		
	P & S 7. Cooperates with peers		2	7	4	2	1	1	
	P & S 8. Resolves conflicts		4	6	4	2	1		
	P & S 9. Appreciates differences		2	3	5	5	1	1	
PHYSICAL	PHY 1. Uses large muscles		1	3	1	5	6	1	
	PHY 2. Uses small muscles	1	1	5	6	2	2		
	PHY 3. Cares for self		1	3	4	6	1	2	
COGNITIVE	COG 1. Engages in inquiry	1	4	6	3	2	1		
	COG 2. Solves problems		2	7	2	5	1		
	COG 3. Sorts objects		1	5	3	4	2	2	
	COG 4. Makes patterns		1		3	6	5	2	
	COG 5. Compares and orders		2	4	5	4	2		
	COG 6. Quantifies		2	5	3	5	2		
	COG 7. Shows spatial awareness		4	3	3	6		1	
	COG 8. Uses sentences		3	5	2	5	1	1	
	COG 9. Understands conversations		3	6	4	2	1	1	
	COG 10. Understands stories	2	4	5	3	2		1	
	COG 11. Understands books		2	3	6	3	1	2	
	COG 12. Recognizes sounds		4	7	4	2			
	COG 13. Identifies words		2	3	5	5	1	1	
	COG 14. Writes for meaning		1	5	4	5	2		
CREATIVE	CRE 1. Builds and constructs			3	3	6	4	1	
	CRE 2. Draws and paints		2	4	3	4	3	1	
	CRE 3. Pretends in play		2	5	5	3	2		
	CRE 4. Responds to music			4	6	5	2		

E=Emerging M=Mastered

## Summary

The *Connecticut Preschool Assessment Framework* will help teachers to become “intentional” teachers. It will help teachers to be very clear about their **goals** for children, about what to **plan**, about **why** they are doing each activity in their classrooms, and about **what children are learning**. When teachers observe and document children making progress, they will be able to see the benefits of intentional teaching, and will know that they have supported each child as he or she learns and grows.

## References

Bredekamp, S. and Rosegrant, T. (eds.). *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children (Vol. 1)*. Washington, DC: NAEYC, 1992.

Bredekamp, S. and Rosegrant, T. (eds.). *Reaching Potentials: Transforming Early Childhood Curriculum and Assessment (Vol. 2)*. Washington, DC: NAEYC, 1995.

Shepard, L.; Kagan, S. L. and Wurz, E. (eds.). *Principles and Recommendations for Early Childhood Assessments*. Washington, DC: National Education Goals Panel, 1998.  
(<http://www.negp.gov/webpg720.htm#child>)

## **APPENDIX A**

### **Validity and Reliability Related to Purposes**



## Validity and Reliability Related to Purposes

One of the general principles of the National Education Goals Panel is that “*Assessments should be tailored to a specific purpose and should be reliable, valid and fair for that purpose*” (Shepard, L.; Kagan, S.L. and Wurz, E., 1998, page 5). The purpose of the *Connecticut Preschool Assessment Framework* is to support children’s learning. The State of Connecticut has identified learning goals for preschool children in a comprehensive curriculum framework. The *Connecticut Preschool Assessment Framework* derives its validity from its direct connection to *Connecticut’s Preschool Curriculum Framework* (1999). Over 100 early childhood professionals in Connecticut were asked to review the 77 standards in the curriculum framework and select those they considered most important. From this, 30 key performance standards were identified. Where possible, two of the standards from the curriculum framework were combined into one standard for the assessment framework.

The National Education Goals Panel document also distinguishes the reliability requirements of assessment systems used for different purposes.

Reliability and validity requirements for assessments used to support learning are the least stringent of any of the assessment purposes. Over time, teachers’ assessments become reliable and consequential, in the sense that multiple assessment events and occasions yield evidence of patterns or consistencies in a child’s work, but the day-to-day decisions that caregivers and teachers make on the basis of single assessments are low-stakes decisions. If an incorrect decision is made, for example in judging a child’s reading level to help select a book from the library (this book is too easy), that decision is easily changed the next day when new assessment data are available. Because assessments used as part of learning do not have to meet strict standards for technical accuracy, they cannot be used for external purposes, such as school accountability (1998, page 12).

The *Connecticut Preschool Assessment Framework* is intended for the purpose of supporting learning, not high-stakes accountability. These “high-stakes” purposes require different sorts of assessment tools that meet different criteria. A program evaluation, for example, typically uses assessment tools that have a high degree of inter-rater reliability. This purpose requires a high level of consistency in testing procedures, which are often inconsistent with the NAEYC guidelines for curriculum-embedded classroom assessment. Furthermore, not all children need to be assessed in research or program evaluation projects. A representative sample of children is usually all that is required for a large-scale program evaluation.

In contrast, all children need to be assessed in order to support teaching and learning in the classroom. Therefore, teachers need to use the *Connecticut Preschool Assessment Framework* to assess all of the children in their class as they are engaged in typical classroom activities. This contextually embedded assessment model is, by necessity, more flexible and accessible so that teachers may use it easily in their classrooms to assess each of the children. The variability in classroom contexts makes such methods less standardized than tools intended for research or other high-stakes purposes. The National Goals Panel suggests that teachers will become more reliable as they become familiar with and use the performance-based assessment instruments in their classrooms.

In summary, the *Connecticut Preschool Assessment Framework* is consistent with recommendations for early childhood assessment that are primarily intended to be used by classroom teachers to inform their instructional decisions. This assessment framework describes precisely what preschoolers are expected to learn and be able to do, and offers materials that drive a process for connecting assessment, planning and teaching with a common set of learning objectives.

## **APPENDIX B**

### **Comparison of Connecticut Preschool Curriculum Framework and Connecticut Preschool Assessment Framework**





## Comparison of the Connecticut Preschool Curriculum Framework and the Connecticut Preschool Assessment Framework

<b>Personal &amp; Social Domain</b>	
<b>Preschool Curriculum Framework Content Standards and Performance Indicators</b>	<b>Preschool Assessment Framework Performance Standards</b>
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to exhibit curiosity, creativity, self-direction and persistence in learning situations.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Engage in activities that they select or create and demonstrate self-direction in use of materials.</li> </ul>	P & S 1 Shows self-direction with range of materials
<ul style="list-style-type: none"> <li>▪ Sustain attention to task.</li> </ul>	P & S 2 Sustains attention to task
<ul style="list-style-type: none"> <li>▪ Demonstrate the ability to use a minimum of two different strategies to attempt to solve a problem.</li> </ul>	COG 2 Uses a variety of strategies to solve problems
<ul style="list-style-type: none"> <li>▪ Demonstrate delight or satisfaction when completing a task or solving a problem.</li> </ul>	P & S 5 Uses words to express emotions or feelings
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to describe themselves using several basic characteristics.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Refer to themselves by first and last name.</li> </ul>	P & S 9 Recognizes similarities and appreciates differences
<ul style="list-style-type: none"> <li>▪ Identify themselves by family and by gender.</li> </ul>	P & S 9 Recognizes similarities and appreciates differences
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to demonstrate awareness of one's own and others' feelings.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Use words to express emotions or feelings.</li> </ul>	P & S 5 Uses words to express emotions or feelings  P & S 6 Shows empathy and caring for others

<b>Personal &amp; Social Domain</b>	
<b>Preschool Curriculum Framework Content Standards and Performance Indicators</b>	<b>Preschool Assessment Framework Performance Standards</b>
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to participate in and exhibit self-control in group situations.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Participate in small- and large-group activities.</li> </ul>	P & S 3 Participates in teacher-led group activities
<ul style="list-style-type: none"> <li>▪ Manage transition from one activity to the next.</li> <li>▪ Follow classroom and playground rules.</li> <li>▪ Be aware of and follow the classroom schedule and routines.</li> </ul>	P & S 4 Manages transitions; follows routines and rules
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to interact appropriately with peers and familiar adults.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Interact with one or more children, beginning to play or work cooperatively.</li> </ul>	P & S 7 Interacts cooperatively with peers
<ul style="list-style-type: none"> <li>▪ Enter into or initiate a play situation.</li> </ul>	P & S 7 Interacts cooperatively with peers CRE 3 Represents experience and fantasies in play
<ul style="list-style-type: none"> <li>▪ Demonstrate empathy and caring for others.</li> </ul>	P & S 6 Shows empathy and caring for others
<ul style="list-style-type: none"> <li>▪ Seek help from peers or adults.</li> </ul>	P & S 8 Works to resolve conflicts
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to use age-appropriate conflict-resolution strategies.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Use words to identify the conflict.</li> <li>▪ Engage in developing solutions and work to resolve conflicts.</li> <li>▪ Seek adult help when involved in a conflict.</li> </ul>	P & S 8 Works to resolve conflicts
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to recognize similarities and appreciate differences in people.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ State at least two ways in which children are similar and two ways in which they are different.</li> <li>▪ Interact with a variety of children in the program.</li> </ul>	P & S 9 Recognizes similarities and appreciates differences

<b>Physical Development</b>	
<b>Preschool Curriculum Framework Content Standards and Performance Indicators</b>	<b>Preschool Assessment Framework Performance Standards</b>
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to engage in a wide variety of gross-motor activities that are child selected and teacher initiated.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Demonstrate competence in a variety of activities that require coordinated movement using large muscles.</li> <li>▪ Perform activities that combine large-muscle movement with equipment.</li> <li>▪ Combine a sequence of several motor skills in an organized way.</li> <li>▪ Choose to engage in physical activity that is child selected or teacher initiated.</li> </ul>	PHY 1 Uses coordinated large-muscle movements
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to use a variety of materials that promote eye-hand coordination and small-muscle development.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Perform fine-motor tasks that require small-muscle strength and control.</li> <li>▪ Use eye-hand coordination to successfully perform fine-motor tasks.</li> </ul>	PHY 2 Uses coordinated small-muscle movements
<ul style="list-style-type: none"> <li>▪ Show beginning control of writing, drawing and art tools.</li> </ul>	PHY 2 Uses coordinated small-muscle movements COG 14 Uses writing to convey meaning CRE 2 Draws and paints to represent own ideas
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to demonstrate spatial awareness in both fine- and gross-motor activities.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Move through an environment with body control.</li> </ul>	PHY 1 Uses coordinated large-muscle movements
<ul style="list-style-type: none"> <li>▪ Demonstrate spatial awareness in fine-motor activities.</li> </ul>	COG 14 Uses writing to convey meaning CRE 1 Builds and constructs to represent own ideas CRE 2 Draws and paints to represent own ideas

<b>Physical Development</b>	
<b>Preschool Curriculum Framework Content Standards and Performance Indicators</b>	<b>Preschool Assessment Framework Performance Standards</b>
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to choose nutritious meals and snacks.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Recognize and eat a variety of nutritious foods.</li> </ul>	
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to practice basic hygiene and self-help skills.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Practice personal hygiene.</li> <li>▪ Use self-help skills.</li> </ul>	PHY 3 Cares for self independently
<b>Cognitive Development</b>	
<b>Preschool Curriculum Framework Content Standards and Performance Indicators</b>	<b>Preschool Assessment Framework Performance Standards</b>
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to express wonder, ask questions and seek answers about the natural world.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Ask questions about and comment on observation and experimentation.</li> <li>▪ Collect, describe and record information.</li> <li>▪ Use equipment for investigation.</li> </ul>	COG 1 Engages in scientific inquiry

<b>Cognitive Development</b>	
<b>Preschool Curriculum Framework Content Standards and Performance Indicators</b>	<b>Preschool Assessment Framework Performance Standards</b>
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.</i>	
<b>Performance Indicators:</b>	
▪ Make and verify predictions about what will occur.	COG 1 Engages in scientific inquiry
▪ Compare and contrast objects and events.	COG 5 Compares and orders objects and events
▪ Classify objects and events based on self-selected criteria.	COG 3 Sorts objects
▪ Use language that shows understanding of scientific principles to explain why things happen.	COG 1 Engages in scientific inquiry
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.</i>	
<b>Performance Indicators:</b>	
▪ Engage in a scientific experiment with a peer or with a small group.	P & S 7 Interacts cooperatively with peers
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things</i>	
<b>Performance Indicators:</b>	
▪ Recognize simple patterns and duplicate or extend them.	COG 4 Recognizes and makes patterns
▪ Create and duplicate patterns and shapes using a variety of materials.	
▪ Sort objects by one or more attributes and regroup the objects based on a new attribute.	COG 3 Sorts objects

<b>Cognitive Development</b>	
<b>Preschool Curriculum Framework Content Standards and Performance Indicators</b>	<b>Preschool Assessment Framework Performance Standards</b>
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.</i>	
<b>Performance Indicators:</b>	
▪ Order several objects on the basis of one attribute.	COG 3 Sorts objects
▪ Show spatial awareness by demonstrating an understanding of position and order.	COG 5 Compares and orders
▪ Use common instruments to measure things.	COG 1 Engages in scientific inquiry
▪ Demonstrate understanding of one-to-one correspondence while counting.	COG 6 Relates number to quantity
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.</i>	
<b>Performance Indicators:</b>	
▪ Show curiosity and independent interest in number-related activities.	COG 6 Relates number to quantity
▪ Estimate and verify the number of objects.	
▪ Demonstrate an understanding of sequence of events and time periods.	COG 5 Compares and orders objects and events
▪ Collect, organize and display information.	
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to communicate their experiences, ideas and feelings by speaking.</i>	
<b>Performance Indicators:</b>	
▪ Speak clearly, including use of appropriate tone and inflection.	Refer to page 1 of Child Record
▪ Use multiple-word sentences or phrases to describe ideas, feelings and actions.	COG 8 Uses complex sentences and vocabulary
▪ Speak to initiate a conversation or enter into a play situation.	COG 8 Uses complex sentences and vocabulary
▪ Speak for a variety of other purposes.	

<b>Cognitive Development</b>	
<b>Preschool Curriculum Framework Content Standards and Performance Indicators</b>	<b>Preschool Assessment Framework Performance Standards</b>
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to listen with understanding to directions, conversations and stories.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Demonstrate understanding of basic conversational vocabulary.</li> <li>▪ Demonstrate understanding of message in conversation.</li> </ul>	COG 9 Understands and participates in conversations
<ul style="list-style-type: none"> <li>▪ Retell information from a story.</li> </ul>	COG 10 Shows understanding of stories
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to exhibit interest in reading.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Show independent interest in reading-related activities.</li> </ul>	P & S 1 Shows self-direction with a range of materials COG 10 Shows understanding of stories
<ul style="list-style-type: none"> <li>▪ Attend to a story.</li> </ul>	P & S 3 Participates in teacher-led group activities COG 10 Shows understanding of stories
<ul style="list-style-type: none"> <li>▪ Demonstrate book awareness.</li> </ul>	COG 11 Displays book knowledge
<ul style="list-style-type: none"> <li>▪ Recognize matching sounds and some printed letters.</li> </ul>	COG 12 Recognizes similar sounds in speech
<ul style="list-style-type: none"> <li>▪ Recognize several printed words.</li> </ul>	COG 13 Identifies printed words
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Use symbols or drawing to express thoughts, feelings and ideas.</li> </ul>	COG 14 Uses writing to convey meaning CRE 2 Draws and paints to represent own ideas
<ul style="list-style-type: none"> <li>▪ Print or copy their first name.</li> <li>▪ Use letter-like approximations to write words or ideas.</li> </ul>	COG 14 Uses writing to convey meaning
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to exhibit curiosity about and explore how materials function and affect the senses.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Use a variety of art materials and activities for sensory experience and exploration.</li> </ul>	CRE 1 Builds and constructs to represent own ideas CRE 2 Draws and paints to represent own ideas
<ul style="list-style-type: none"> <li>▪ Elect to use the art media.</li> </ul>	P & S 1 Shows self-direction with a range of materials CRE 2 Draws and paints to represent own ideas



<b>Creative Expression/Aesthetic Development</b>	
<b>Preschool Curriculum Framework Content Standards and Performance Indicators</b>	<b>Preschool Assessment Framework Performance Standards</b>
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Demonstrate the ability to represent experiences, thoughts and ideas using several art forms.</li> <li>▪ Use a variety of visual art media for self-expression.</li> </ul>	<p>CRE 1 Builds and constructs to represent own ideas</p> <p>CRE 2 Draws and paints to represent own ideas</p>
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to represent fantasy and real-life experiences through pretend play.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Assume the role of someone or something else and talk in the language/tone appropriate for that person or thing.</li> <li>▪ Engage in cooperative pretend play with another child.</li> </ul>	<p>CRE 3 Represents experiences and fantasies in play</p>
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to engage in musical and creative movement activities.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Participate in group musical experiences, which may include listening to music, singing songs, doing finger plays and using musical instruments.</li> <li>▪ Initiate the singing of songs, finger plays, the use of musical instruments or the use of tapes of compact discs.</li> <li>▪ Participate in creative movement and dance.</li> </ul>	<p>CRE 4 Sings and responds to music</p>
<b>Content Standard:</b> <i>Preschool programs will provide children with opportunities to describe or respond to their own creative work or the creative work of others.</i>	
<b>Performance Indicators:</b>	
<ul style="list-style-type: none"> <li>▪ Use oral language to explain or describe or ask questions about a work of art.</li> </ul>	<p>COG 8 Uses complex sentences and vocabulary</p>
<ul style="list-style-type: none"> <li>▪ Express interest in and show appreciation for the creative work of others.</li> </ul>	<p>P &amp; S 6 Shows empathy and caring for others</p>

## **APPENDIX C**

### **Planning Forms**



## Learning Activities Planning Form

Teachers: \_\_\_\_\_

Week: \_\_\_\_\_

<b>Performance Standards</b>	<b>Activities/Teaching Strategies</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	



### Planning Web

The teacher may want to enlarge this form to enhance its usefulness.

Teachers: \_\_\_\_\_

Week: \_\_\_\_\_

<b>Blocks</b>	<b>Math/Manipulatives</b>	<b>Literacy</b>	<b>Group Time</b>
<b>Dramatic Play</b>	<b>Performance Standards:</b>		<b>Routines/Transitions</b>
<b>Art</b>	<b>Outdoors</b>	<b>Health</b>	<b>Science/Sensory/ Cooking</b>









### Weekly Calendar

Teachers: \_\_\_\_\_ Week: \_\_\_\_\_

Performance Standards: \_\_\_\_\_

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday



## **APPENDIX D**

### **Observation Forms**



### CHILD OBSERVATION FORM

Child: \_\_\_\_\_ Teachers: \_\_\_\_\_ Week: \_\_\_\_\_

Performance Standard 1:	Performance Standard 2:	Performance Standard 3:																																																
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**CLASS OBSERVATION FORM**

Teachers: \_\_\_\_\_ Week: \_\_\_\_\_

The performance standards and benchmarks from the Chart of Performance Standards and Benchmarks must be pasted in this section.

1	2	3	4
5	6	7	8
9	10	11	12





**APPENDIX E**  
**Suggestions for**  
**Long-Term Organization of Observations**



## Suggestions for Long-Term Organization of Observations

If the teacher elects to use the Class Observation Form (page 65) with “sticky notes” to collect observations of many children on this one form, the teacher may want to experiment with the following method to organize the notes for each child.

The **Organization of Child Observations Form** (on pages 70-75) is set up so that all 30 performance standards appear in order (from P & S 1 to CRE 4). The spaces on this form correspond in size to the spaces and “sticky notes” that can be used on the Class Observation Form.

Each week or two, after collecting observations on “sticky notes” using the Class Observation Form, these notes can be transferred to each child’s **Organization of Child Observations Form**. The date must be put on each observational note (as seen in the sample observational note on page 20), or copy the date from the top of the Class Observation Form onto each “sticky note.” The “sticky note” should also indicate the benchmark selected, so as to have this information for each child.

If the **Organization of Child Observations Forms** are kept in a loose-leaf notebook with a tab for each child, there will be a record on each child organized to enable the teacher to complete the Child Profile Form more easily. The teacher can also flip through the book to get an idea of which children were not observed for a sufficient number of opportunities on particular performance standards. The teacher then can create additional activities based upon children’s interests, and can plan to focus on these children when they select newly planned activities.

Another way to ease recording is to set up a blank **Class Observation Form** at the beginning of the year with the names of all children in the class *before* the performance standard and benchmarks are placed at the top of the page. If multiple copies of these blanks are made with the children's names, the teacher can simply place each performance standard and related benchmarks at the top of the page as the standard is selected as a focus, and the teacher will be ready to use the form in the classroom. To make this easier, the **Chart of Performance Standards and Benchmarks** located on pages 76-79 can be copied and pasted on the **Class Observation Form** as needed.



### ORGANIZATION OF CHILD OBSERVATION FORM

Child \_\_\_\_\_ Teachers \_\_\_\_\_ Dates \_\_\_\_\_ - \_\_\_\_\_

<b>P &amp; S 1</b>  <i>Shows self-direction</i>												
<b>P &amp; S 2</b>  <i>Sustains attention to task</i>												
<b>P &amp; S 3</b>  <i>Participates in teacher-led group activities</i>												
<b>P &amp; S 4</b>  <i>Manages transitions, follows routines and rules</i>												
<b>P &amp; S 5</b>  <i>Uses words to express emotions</i>												



**ORGANIZATION OF CHILD OBSERVATION FORM**

Child \_\_\_\_\_ Teachers \_\_\_\_\_ Dates \_\_\_\_\_ - \_\_\_\_\_

<b>P &amp; S 6</b>  <i>Shows empathy and caring for others</i>												
<b>P &amp; S 7</b>  <i>Interacts cooperatively with peers</i>												
<b>P &amp; S 8</b>  <i>Works to resolve conflicts</i>												
<b>P &amp; S 9</b>  <i>Recognizes similarities and appreciates differences</i>												
<b>PHY 1</b>  <i>Uses coordinated large-muscle movements</i>												





**ORGANIZATION OF CHILD OBSERVATION FORM**

Child \_\_\_\_\_ Teachers \_\_\_\_\_ Dates \_\_\_\_\_ - \_\_\_\_\_

<b>PHY 2</b>  <i>Uses coordinated small-muscle movements</i>												
<b>PHY 3</b>  <i>Cares for self independently</i>												
<b>COG 1</b>  <i>Engages in scientific inquiry</i>												
<b>COG 2</b>  <i>Uses a variety of strategies to solve problems</i>												
<b>COG 3</b>  <i>Sorts objects</i>												



**ORGANIZATION OF CHILD OBSERVATION FORM**

Child \_\_\_\_\_ Teachers \_\_\_\_\_ Dates \_\_\_\_\_ - \_\_\_\_\_

<b>COG 4</b>  <i>Recognizes and makes patterns</i>												
<b>COG 5</b>  <i>Compares and orders objects and events</i>												
<b>COG 6</b>  <i>Relates number to quantity</i>												
<b>COG 7</b>  <i>Demonstrates spatial awareness</i>												
<b>COG 8</b>  <i>Uses complex sentences and vocabulary to described ideas and experiences</i>												



**ORGANIZATION OF CHILD OBSERVATION FORM**

Child \_\_\_\_\_ Teachers \_\_\_\_\_ Dates \_\_\_\_\_ - \_\_\_\_\_

<p><b>COG 9</b></p> <p><i>Understands and participates in conversations</i></p>													
<p><b>COG 10</b></p> <p><i>Shows understanding of stories</i></p>													
<p><b>COG 11</b></p> <p><i>Displays knowledge of books and print</i></p>													
<p><b>COG 12</b></p> <p><i>Recognizes similar sounds in speech</i></p>													
<p><b>COG 13</b></p> <p><i>Identifies printed words</i></p>													



**ORGANIZATION OF CHILD OBSERVATION FORM**

Child \_\_\_\_\_ Teachers \_\_\_\_\_ Dates \_\_\_\_\_ - \_\_\_\_\_

<b>COG 14</b>  <i>Uses writing to convey meaning</i>												
<b>CRE 1</b>  <i>Builds and constructs to represent own ideas</i>												
<b>CRE 2</b>  <i>Draws and paints to represent own ideas</i>												
<b>CRE 3</b>  <i>Represents experiences and fantasy in pretend play</i>												
<b>CRE 4</b>  <i>Sings and responds to music</i>												





## Chart of Performance Standards and Benchmarks

Personal and Social			
<b>P &amp; S 1</b>	<b>Shows self-direction with range of materials.</b>	Usually participates in both familiar and unfamiliar activities	Independently selects and participates in a variety of activities
	Selects and uses a limited range of familiar materials	Selects familiar materials; participates in unfamiliar activities with teacher support	
<b>P &amp; S 2</b>	<b>Sustains attention to task</b>	Sustains attention to variety of self-selected tasks until complete despite some frustration	Persists in both self-selected and teacher-directed tasks until task is completed
	Sustains attention primarily to self-selected, high interest tasks	Sustains attention to high-interest, self-selected task until complete or reaches frustration level	
<b>P &amp; S 3</b>	<b>Participates in teacher-led group activities</b>	Willingly participates in most whole-group activities	Actively participates in whole-group activities and usually waits turn
	Stays briefly in a small group (up to 5) with teacher encouragement	Joins small group (up to 10) in high-interest activities; usually participates	
<b>P &amp; S 4</b>	<b>Manages transitions, follows routines and rules</b>	Makes transitions and follows routines and rules when given signal	Anticipates transitions and follows routines and rules independently
	Makes transitions and follows basic routines and rules with teacher supervision	Makes transitions and follows basic routines and rules with occasional reminders	
<b>P &amp; S 5</b>	<b>Uses words to express emotions or feelings</b>	Independently identifies own feelings related to a cause using words	Independently identifies own feelings and their cause using words
	Expresses desires or feelings, primarily nonverbally	Sometimes expresses desires or feelings using words	
<b>P &amp; S 6</b>	<b>Shows empathy and caring for others</b>	Offers to help peer in need	Understands when others' needs are different from own
	Sometimes notices and reacts to a familiar peer's delight or distress	Usually notices and reacts to a familiar peer's delight or distress	
<b>P &amp; S 7</b>	<b>Interacts cooperatively with peers</b>	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children
	Works/plays alongside others	Works/plays in association with another child	
<b>P &amp; S 8</b>	<b>Works to resolve conflicts</b>	Develops solutions and works to resolve conflicts with teacher support	Begins to solve conflicts directly with peers using appropriate strategies
	Gives in or uses physical force to solve conflicts	Seeks and accepts teacher help to solve conflicts with peers	

<b>P &amp; S 9</b>	<b>Recognizes similarities and appreciates differences</b>			
Identifies self, family members, teachers and some peers by name	Shows awareness of similarities and differences among own family members	Shows awareness of similarities and differences among peers	Demonstrates respect for differences among others	
<b>Physical</b>				
<b>PHY 1</b>	<b>Uses coordinated large-muscle movements</b>			
Moves with some large-muscle control	Moves with increased large-muscle control and coordination	Coordinates several movements, such as running and jumping	Coordinates more complex movements with increasing control, balance and accuracy	
<b>PHY 2</b>	<b>Uses coordinated small-muscle movements</b>			
Uses fingers to take apart and put together small objects	Uses eye-hand coordination to manipulate small objects with increasing precision	Uses eye-hand coordination to manipulate even smaller objects with refined precision	Uses opposing hand movements to cut and draw with control	
<b>PHY 3</b>	<b>Cares for self independently</b>			
Performs self-care tasks with teacher's help	Attempts to dress, eat and toilet independently with some success	Manages most aspects of dressing, eating and toileting independently	Dresses, eats and toilets independently	
<b>Cognitive</b>				
<b>COG 1</b>	<b>Engages in scientific inquiry</b>			
Observes or explores and notices effects	Experiments, observes and comments	Experiments, observes purposefully and describes how effects vary	Describes, predicts and plans for purposeful exploration or observation	
<b>COG 2</b>	<b>Uses a variety of strategies to solve problems</b>			
Moves to another activity when confronted with a problem	Imitates other child's or repeats own strategy to solve a problem	Tries several strategies to solve a problem with teacher support	Creates and uses alternative strategies to solve problems independently	
<b>COG 3</b>	<b>Sorts objects</b>			
Uses inconsistent sorting strategies	Sorts on the basis of one attribute with teacher support	Sorts consistently on the basis of one attribute independently and tells reason	Sorts the same objects in more than one way, such as color, shape, size, function	
<b>COG 4</b>	<b>Recognizes and makes patterns</b>			
Notices similarities and differences in items in a series	Repeats simple pattern	Creates and describes simple pattern	Creates and describes complex patterns	

Connecticut Preschool Assessment Framework [Manual]

<b>COG 5</b>	<b>Compares and orders objects and events</b>					
	Notifies similarities and differences in objects	Makes simple comparisons and orders several events and objects	Sequences and makes verbal comparisons on visible attributes	Verbally compares and orders based on non-visible attributes such as time, weight		
<b>COG 6</b>	<b>Relates number to quantity</b>					
	Uses number-related vocabulary	Rote counts to 10 and uses number-related vocabulary with some accuracy	Counts 10-20 objects and puts two groups of 5-10 objects in 1-to-1 correspondence	Counts 10-20 objects and identifies groups of objects with less, same or more		
<b>COG 7</b>	<b>Demonstrates spatial awareness</b>					
	Shows understanding of basic positional words	Understands and uses several positional words	Uses more complex positional words and represents position in work	Understands the relative nature of positional concepts		
<b>COG 8</b>	<b>Uses complex sentences and vocabulary to describe ideas and experiences</b>					
	Uses short, simple phrases or sentences	Uses a sentence of five or more words to express a thought	Uses a series of at least two to three related sentences to tell experiences or stories	Uses a series of more than three related sentences and details to convey experiences or stories		
<b>COG 9</b>	<b>Understands and participates in conversations</b>					
	Understands and makes verbal responses to comments	Understands and participates in a short conversational exchange	Understands and participates in an extended conversational exchange	Understands and participates in an extended conversational exchange about past and future events or experiences		
<b>COG 10</b>	<b>Shows understanding of stories</b>					
	Participates in story-related activities	Makes connections between story and own experiences or feelings	Understands several aspects of story, such as characters or events	Demonstrates clear understanding of the main characters and sequence of events in a story		
<b>COG 11</b>	<b>Displays knowledge of books and print</b>					
	Holds book and turns pages conventionally	Knows that the picture in book tell a story	Understands that the printed words convey the story	Understands that printed words in book are read from left to right and top to bottom		

<b>COG 12 Recognizes similar sounds in speech</b>			
Identifies common environmental sounds	Notices rhymes and/or similar beginning sounds	Generates rhymes and/or similar beginning sounds in play	Identifies words with similar sounds in work and play; connects and matches some sounds to letters
<b>COG 13 Identifies printed words</b>			
Recognizes visual symbols in the environment	Identifies some printed words in the context of the environment	Identifies some familiar printed words out of context	Uses knowledge of sounds and letters to identify words in print
<b>COG 14 Uses writing to convey meaning</b>			
Uses writing tools to make scribbles	Writes messages using scribbles	Writes messages using letter-like shapes and some conventional letters	Writes messages using several conventional words
<b>Creative Expression</b>			
<b>CRE 1 Builds and constructs to represent own ideas</b>			
Explores with sensory and building materials in repetitive manner	Uses sensory and building materials with purpose	Creates simple constructions to represent own ideas	Creates elaborate constructions to represent own ideas
<b>CRE 2 Draws and paints to represent own ideas</b>			
Draws and paints, experimenting with line, shape and color	Draws or paints with some control and own purpose	Creates more complex representations, experimenting with materials	Represents with multiple details and a sense of space
<b>CRE 3 Represents experiences and fantasies in pretend play</b>			
Plays alone and imitates simple aspects of a role using realistic props and sounds	Engages in parallel and associative play with peers	Engages in cooperative-role play with peers	Engages in extended, planned cooperative role-play with peers
<b>CRE 4 Sings and responds to music</b>			
Reacts to music with consistent responses	Repeats parts of simple songs and responds to beat in music	Sings simple songs and responds to changes in music with voice or body	Adjusts singing and movement in response to changes in pitch and rhythm

## **APPENDIX F**

### **Summary Forms**



### Child Record

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 Teacher(s): \_\_\_\_\_  
 Program: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Address of Program: \_\_\_\_\_  
 Dates child attended program: From: (m)\_\_\_\_/(y)\_\_\_\_ to: (m)\_\_\_\_/(y)\_\_\_\_  
 Dates form completed: Time.1(m)\_\_\_\_/(y)\_\_\_\_ Time.2(m)\_\_\_\_/(y)\_\_\_\_ Time.3(m)\_\_\_\_/(y)\_\_\_\_

#### Child's Spoken Language

Child's Dominant Language is: \_\_\_\_\_

Child speaks dominant language clearly:

- Occasionally
- Sometimes
- Mostly

Child understands dominant language:

- Occasionally
- Sometimes
- Mostly

*For children whose dominant language is not English also complete the following:*

Child speaks English clearly:

- Occasionally
- Sometimes
- Mostly

Child understands English:

- Occasionally
- Sometimes
- Mostly

#### Home Language Information

Is a language other than English spoken at home? (circle one) YES NO

If yes... A. What language? \_\_\_\_\_

B. What is the primary language **SPOKEN TO** the child at home? \_\_\_\_\_

C. What language does the **CHILD** use at home? (Please check one line below)

- Only English
- Mostly English and sometimes \_\_\_\_\_
- Mostly \_\_\_\_\_ and sometimes English
- Only \_\_\_\_\_

#### Adjustment to Program/Relationships with Adults





# CHILD PROFILE

Child's Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Program: \_\_\_\_\_

E=Emerging M=Mastered

Performance Standards		Benchmarks for 2 1/2 - 6 year-olds							
		E	M	E	M	E	M	E	M
PERSONAL AND SOCIAL	P & S 1. Shows self-direction								
	P & S 2. Sustains attention								
	P & S 3. Participates in groups								
	P & S 4. Manages transitions								
	P & S 5. Expresses emotions								
	P & S 6. Shows empathy								
	P & S 7. Cooperates with peers								
	P & S 8. Resolves conflicts								
	P & S 9. Appreciates differences								
PHYSICAL	PHY 1. Uses large muscles								
	PHY 2. Uses small muscles								
	PHY 3. Cares for self								
COGNITIVE	COG 1. Engages in inquiry								
	COG 2. Solves problems								
	COG 3. Sorts objects								
	COG 4. Makes patterns								
	COG 5. Compares & orders								
	COG 6. Quantifies								
	COG 7. Shows spatial awareness								
	COG 8. Uses sentences								
	COG 9. Understands conversations								
	COG 10. Understands stories								
	COG 11. Understands books								
	COG 12. Recognizes sounds								
	COG 13. Identifies words								
	COG 14. Writes for meaning								
CREATIVE	CRE 1. Builds and constructs								
	CRE 2. Draws and paints								
	CRE 3. Pretends in play								
	CRE 4. Responds to music								

Recording Dates:	Child's Age:	Teacher Signature:	Conference Dates:	Parent Signature:	Conference Dates:
<input type="radio"/>	_____	_____	_____	_____	_____
<input type="radio"/>	_____	_____	_____	_____	_____
<input type="radio"/>	_____	_____	_____	_____	_____



### Language Sample

Child's Name: \_\_\_\_\_

<b>Language Sample 1</b>	<b>Date:</b> _____
<b>Context:</b>  <b>Child's Words:</b>	

<b>Language Sample 2</b>	<b>Date:</b> _____
<b>Context:</b>  <b>Child's Words:</b>	

<b>Language Sample 3</b>	<b>Date:</b> _____
<b>Context:</b>  <b>Child's Words:</b>	



### Narrative Summary

Child's Name: \_\_\_\_\_

Child's Age: (y) \_\_\_\_ (m) \_\_\_\_

Teachers: \_\_\_\_\_

Report Date: (m) \_\_\_\_ / (y) \_\_\_\_

Program: \_\_\_\_\_

Child's Strengths and Growth

Areas that Need Strengthening

Child's Interests and Passions



## Family Conference

Examples to share with family:

### Notes on Family Conference

Conference Date: (m) \_\_\_\_ / (d) \_\_\_\_ / (y) \_\_\_\_  
Family members present: \_\_\_\_\_  
Teacher(s) and others present: \_\_\_\_\_

### Goals and Plans for Home and School

\_\_\_\_\_  
Teacher's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Family Member's signature

\_\_\_\_\_  
Date





### CLASS PROFILE

Teachers: \_\_\_\_\_ Recording Period: \_\_\_\_\_ Class Size: \_\_\_\_  
 Program/Class: \_\_\_\_\_ Ages of Children: \_\_\_\_\_

Performance Standards		Benchmarks for 2 1/2 - 6 year-olds							
		E	M	E	M	E	M	E	M
PERSONAL AND SOCIAL	P & S 1. Shows self-direction								
	P & S 2. Sustains attention								
	P & S 3. Participates in groups								
	P & S 4. Manages transitions								
	P & S 5. Expresses emotions								
	P & S 6. Shows empathy								
	P & S 7. Cooperates with peers								
	P & S 8. Resolves conflicts								
	P & S 9. Appreciates differences								
PHYSICAL	PHY 1. Uses large muscles								
	PHY 2. Uses small muscles								
	PHY 3. Cares for self								
COGNITIVE	COG 1. Engages in inquiry								
	COG 2. Solves problems								
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	COG 4. Makes patterns								
	COG 5. Compares and orders								
	COG 6. Quantifies								
	COG 7. Shows spatial awareness								
	COG 8. Uses sentences								
	COG 9. Understands conversations								
	COG 10. Understands stories								
	COG 11. Understands books								
	COG 12. Recognizes sounds								
	COG 13. Identifies words								
	COG 14. Writes for meaning								
CREATIVE	CRE 1. Builds and constructs								
	CRE 2. Draws and paints								
	CRE 3. Pretends in play								
	CRE 4. Responds to music								

E=Emerging M=Mastered



## State of Connecticut

M. Jodi Rell, Governor

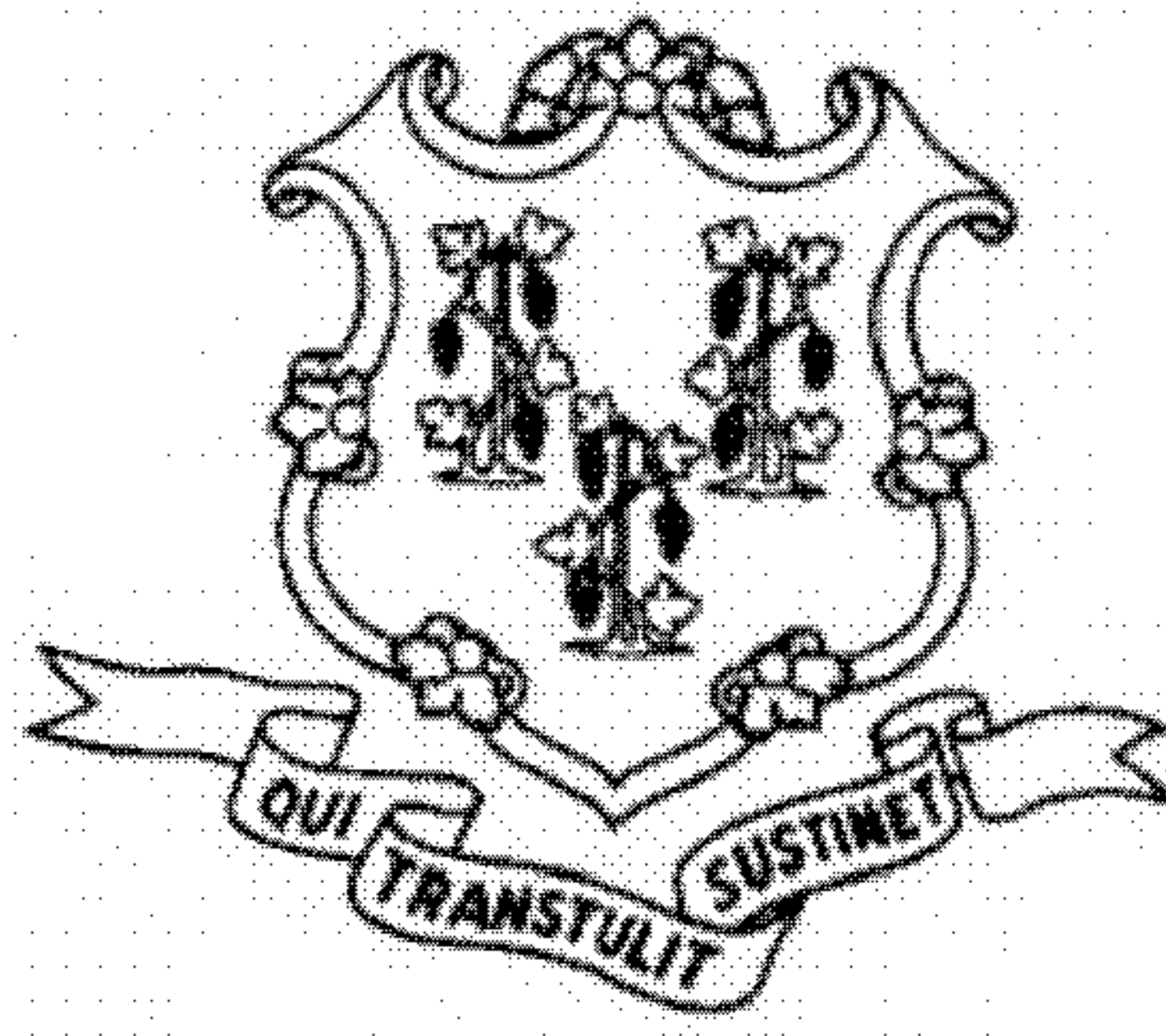
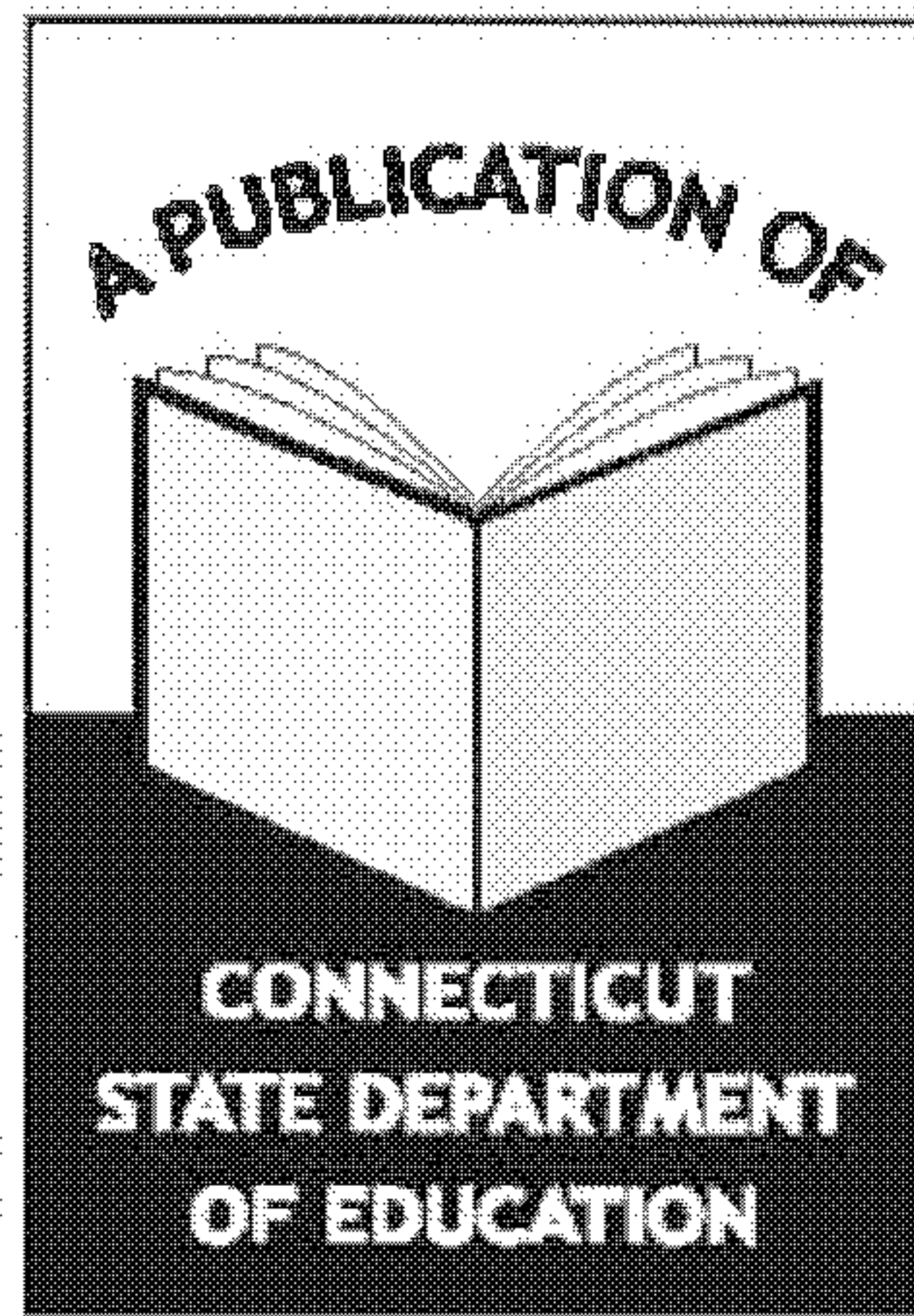
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### Current Documents Related to Connecticut’s Early Learning Standards

<b>Document</b>	<b>Year</b>	<b>Description</b>
Connecticut’s Preschool Curriculum Framework (PCF)	1989	Connecticut’s Early Learning Standards for preschool-age children articulating program goals, content standards, and performance standards across 4 domains: Personal and Social Development, Physical Development, Cognitive Development; and Creative/Aesthetic Development
Connecticut’s Preschool Assessment Framework (PAF)	1995	Formative assessment tool, with benchmarks across 30 performance standards based upon CT’s Preschool Curriculum Framework
Early Childhood SRBI Strategies Manual	2010	Manual created related to RTI, outlining teaching strategies across benchmarks for 13 of the PAF standards
Getting Your Child Ready for Kindergarten	Revised 2008	Brochure outlining ways families can support children’s readiness for kindergarten across 6 areas of development (Speak and Listen; Read and Write; Use Mathematics; Build Physical Ability; Participate and Cooperate; and Investigate, Experiment, Discover)
Connecticut Preschool Learning Standards Crosswalk:	2010	Alignment of Connecticut Preschool Assessment Framework Performance Standards and Content-Area Grade Level Expectations
Connecticut Preschool Standards to Common Core State Standards Continuum (ELA and Mathematics)	2011	Documentation of existing vertical alignment between the PCF and PAF and the kindergarten Common Core State Standards in English Language Arts and Mathematics
Connecticut’s Guidelines for the Development of Infant and Toddler Early Learning	2007	Describes what children, birth to age 3, need to know, understand and be able to do, and offers strategies to support infant and toddler growth and development in a variety of settings.

**DRAFT****Early Learning and Development Standards Guiding Principles**

All children benefit from rich learning environments in homes, communities and early care and education settings. Connecticut’s Early Learning and Development Standards provide the basis for supporting children’s growth and development across settings. The following principles guided the work on the early learning and development standards.

The guiding principles are grouped into four broad categories: Young Children, Families, Early Learning Environments, and Communities. The first category, Young Children, addresses what is known about young children’s learning and development. The other categories address the roles and responsibilities of families, early childhood environments and communities in supporting children’s health, learning and development.

These principles must be considered when this document is used to support children in any early learning environment. Although this document articulates learning standards for children from birth to age 5, these same principles apply throughout the early elementary years.

***Young Children:***

- ***Are capable and competent.*** All children are capable of achieving positive early learning and developmental outcomes. There should be high expectations for all young children, regardless of their background, experience, language or developmental status.
- ***Learn best when their basic needs are met.*** Basic needs of young children include health (physical, mental, and oral), safe and nurturing environments, positive social relationships, a sense of belonging, and sound nutrition. If these basic needs are not met a child’s growth and development will be affected.
- ***Are unique in their growth and development.*** Each child will demonstrate knowledge, skills and abilities within a broad range at any point in time. All children within an age range should not be expected to arrive at each benchmark at the same time. Variation in the growth and development of skills and competencies applies to all young children regardless of age, ability, developmental status or special health care needs. Respect and support for individual differences in achieving learning outcomes should be a cornerstone of early learning.
- ***Develop and learn within the context of their family and culture.*** Each child’s family and culture lays the foundation of who they are and how they learn and grow.

***Families:***

- ***Are the primary caregivers and educators of young children.*** Families lay the foundation for their children’s success, through their relationship with their child and by providing experiences that are critical for their children’s growth and development.
- ***Are critical partners in all early learning environments.*** It is important for families to be actively engaged with their child’s early care and education. Ongoing communication and an active partnership are necessary to ensure positive outcomes; therefore, families must be supported as partners in all early learning environments.

**DRAFT****Early Learning and Development Standards Guiding Principles*****Early Learning Environments:***

- ***Support young children to learn in the context of relationships.*** Positive interactions and sustained relationships with family members, caregivers, teachers and other children provide the foundation for learning. Every child, including those with social, emotional or behavioral challenges, should be provided the supports and services necessary that will promote ongoing positive relationships with peers and adults.
- ***Reinforce the importance of the cultural context of young children, families and communities.*** Cultural context influences behavioral expectations, personal preferences, relationships and sense of self. It is imperative each child's culture be respected and honored.
- ***Provide opportunities for active exploration.*** Young children construct their own understanding of the world around them through exploration and engagement with a variety of materials, experiences, and interactions with both peers and adults. Every child should be provided the opportunity to actively explore, engage and interact by providing the supports necessary to ensure a child's full and active participation within an environment.
- ***Provide meaningful inclusion of children with special needs.*** Participation in these inclusive settings may require individualized modifications, adaptations and/or support services designed to provide each child with opportunities to benefit from inclusion in an early learning environment.
- ***Provide experiences that are relevant and integrated across domains of development.*** Developmental domains and content areas are highly interrelated. Children learn best when experiences incorporate multiple domains. Children with special health care needs, delays or disabilities should be provided the individualized supports needed to promote positive developmental outcomes in all areas.
- ***Intentionally promote the development of skills and knowledge.*** Planning and decision-making should be based upon research and best practices related to how young children grow and develop.
- ***Provide opportunities for children to benefit from diversity.*** Diversity (e.g. culture, ability, socioeconomic status, family constellation) provides opportunities for children to learn about the broader world.
- ***Support children's language development in their primary language.*** Children's success in their primary language supports their growth and development across all domains, including acquisition of a second language. Early learning environments may provide opportunities for children to use their primary language and should support families in speaking and reading to their children in the language(s) they prefer.

**Communities:**

- ***Believe that all children deserve high quality early learning experiences.*** They value families and invest in systems that support young children, families, and early learning environments.



**DRAFT****Early Learning and Development Standards Guiding Principles**

- *Offer a variety of resources that support early growth and development.* Thriving communities provide supports for children and families including medical, social, and educational opportunities for children, families, and caregivers.
- *Strategically plan to meet the needs of children and families.* They plan together using information relevant to the unique circumstances in their community. This includes facilitating smooth transitions within and between programs and settings.



**Training Wheels: The Cycle of Intentional Teaching  
2011 Evaluation**

**Executive Summary**

**Overview:** Comprehensive evaluation activities have been completed to assess achievement of the goals and objectives of *Training Wheels* funded by the Connecticut State Department of Education. Evaluation activities assessed achievement of *Training Wheels* goals and objectives and were designed to obtain baseline data for program improvement. A complete evaluation plan was developed and evaluation activities were completed to determine progress toward achievement of these goals and objectives.

To support the CSDE's *Training Wheels* evaluation process, Dr. Mhora Lorentson, Director of the Center for Collaborative Evaluation and Strategic Change (CCESC) at EDUCATION CONNECTION, was contracted to develop, update and revise data collection instruments, initiate qualitative data collection efforts, analyze data collected and prepare this report for submission to the CSDE. Overall evaluation activities were designed to provide insight into the effectiveness of project activities and achievement of goals and objectives; to encourage the adaptation of practice based on data to enhance project effectiveness; to assess the relationship between project activities and teacher performance; to collect data to inform the CSDE reporting and communication requirements; and to identify the factors impacting the success of strategies used to assist teachers to incorporate the cycle of intentional teaching techniques in CT preschool programs.

**Description:** *Training Wheels* is an intensive professional development process designed to enhance preschool teaching by assisting teachers to incorporate the cycle of intentional teaching in a consistent manner. Specific *Training Wheels* objectives were developed to improve teacher understanding of and ability to apply the cycle of intentional teaching to inform instruction in preschool classrooms.

*Training Wheels* has been offered to a limited number of teams from qualified preschool programs during each of the past 3 years. The initiative provides 3 days of training and 5 ½ days of onsite coaching to preschool teachers during the first year. The first two cohorts received an additional 4 days of coaching during a second year of *Training Wheels*. During 2010-2011 the third cohort of preschool teachers participated in *Training Wheels*. It is anticipated that this cohort will receive an additional year of coaching during the 2011-2012 school year. Results of evaluation activities from 2010-2011 participants are summarized within this report. A limited amount of supportive data was collected from participants in Cohorts I and II.

**2010-2011 Data Collection Methods:** Data collection methods informed process and outcome evaluation and included qualitative focus group interviews with preschool participants and the use of pre-post and end-of-project survey instruments.

**Results and Conclusions:** Data indicate that during the three years of project implementation a variety of key results were achieved. Conclusions are presented linked to each main research question.

Question 1: How does *Training Wheels* impact the understanding and use of the cycle of intentional teaching?

Results indicate that *Training Wheels* has had a significant positive impact on the ability of preschool teachers to understand and use the cycle of intentional teaching. Focus group participants describe *Training Wheels* as increasing their understanding of and ability to use the cycle of intentional teaching including each of the four components of planning, implementing, observing and documenting and assessing.

Qualitative focus group results are supported by Teacher Self-Assessment pre-post results. For 17/17 items related to the frequency of the use of behaviors linked to the cycle of intentional teaching, paired post-test results were statistically higher than pre-test results indicating increased use of each component of the cycle of intentional teaching over time. Similarly, post-assessment results were higher than pre-assessment results for 12/12 items related to understanding of the cycle of intentional teaching.

Results of the Coach's Observation of Teaching Behaviors support results of the Teacher's Self-Assessment with significant improvement observed for 17/17 items linked to the use of the cycle of intentional teaching between the first and last observations.

Data overwhelmingly indicate that the teacher knowledge and ability to use the cycle of intentional teaching increased during participation in *Training Wheels*.

Question 2: How does *Training Wheels* impact how teachers think about their teaching?

Results overwhelmingly indicate that *Training Wheels* has a significant positive impact on the way teachers think about their teaching. Focus group participants from each Cohort describe that *Training Wheels* as increasing their intentionality in teaching, their understanding of the learning needs of children, and changing their perception of the role of the preschool teacher from “child care-giver” to “teacher”. Focus group participants describe *Training Wheels* as helping them to identify and understand the individual needs of the children and to adapt their teaching behaviors to address those needs.

Qualitative focus group results are supported by Teacher Self-Assessment pre-post results. For 3/5 items related to the Mental Model/Intentionality of Teaching, paired post-test results were statistically higher than pre-test results indicating increased practice of intentional teaching over time. Teacher Self-Assessment results show an increase in a teacher's ability to “Think about my teaching in a way that connects standards to observation and planning”, to “Describe how I decide what teaching techniques to use” and to “Describe how the components of the cycle of intentional teaching are connected to each other.”

The results of the Coach's Observation of Teaching Behaviors supported results of the Teacher's Self-Assessment with significant improvement being observed for 5/5 items linked to the Mental Model/Intentionality between the first and last observations.

Data overwhelmingly indicate that teachers and coaches perceive that *Training Wheels* participation to have impacted teacher behaviors and thought processes in a variety of areas including an increase in the intentionality of preschool teachers' behavior, and changes in the ways in which teachers think about their teaching after completion of *Training Wheels*.

Question 3: What is the relationship between level of administrative support provided to teachers and the ability of teachers to succeed in *Training Wheels*?

Minimal data was available to address this research question. Focus group participants describe a strong and defined relationship between the level of administrative support provided to teachers and the ability of teachers to succeed in *Training Wheels*. However, statistical comparisons of results of teacher post-assessments by level of administrative support identified only one statistically significant relationship. Individuals with a high level of administrative support were more likely to use the child profile to differentiate instruction than individuals with a low level of administrative support.

### Early Learning and Development Standards: Summary of Progress on Alignment and Gap Analyses

Document	Compared to	Type of Analysis	Process Used	Status
CT Preschool Curriculum Framework (PCF) and CT Preschool Assessment Framework (PAF)	Common Core State Standards in English Language Arts and Mathematics in Kindergarten	Vertical Alignment and gap analysis	Crosswalk completed by Early Childhood Specialists- Revisions made based upon expert review	Completed. Draft currently posted on website for comments / feedback.
CT Preschool Curriculum Framework (PCF) and CT Preschool Assessment Framework (PAF)	Head Start Framework	Crosswalk and gap analysis	Rigorous process including <ul style="list-style-type: none"> <li>Group rating of degree of match based upon breadth, depth and difficulty</li> <li>Cross check of ratings</li> </ul>	Initial comparison complete. Gap analysis to determine if any state standards are not reflected in Head Start Framework scheduled for 10/21/2011. PCF/PAF-Head Start Crosswalk document to be developed by 11/15/2011.
Head Start Framework	Common Core State Standards in English Language Arts and Mathematics	Vertical Alignment and gap analysis	To be determined by expert consultant / firm	Draft completed. Expert review and input required. Expert consultant / firm to complete work.
PCF/PAF-Head Start Crosswalk	Social Studies K standards Science K standards	Vertical Alignment and gap analysis	To be determined by expert consultant / firm	Expert consultant / firm to complete work.
CT's Guidelines for the Development of Infant and Toddler Early Learning	PCF/PAF-Head Start Crosswalk	Vertical Alignment and gap analysis	To be determined by expert consultant / firm	Rough outline by domain completed. Expert consultant / firm to complete work.

## School Readiness RFP Appendix A: Learning Experience Plan Guidance

The intent of this document is to recognize the important work teaching staff carries out on behalf of young children and families and to facilitate continuing efforts toward documenting this work. The State Department of Education (SDE) recognizes that the majority of staff time is spent engaged with children in rich and meaningful learning experiences. Second, the SDE also recognizes that to create such thoughtful experiences there must be time provided for staff to build comprehensive learning plans that address the needs of all children. Therefore, over the next three years, the SDE expects program administrators and staff to incorporate daily planning time into the program schedule so that they may fulfill the planning documentation expectations for School Readiness funded programs.

It has always been a requirement that the early learning standards outlined in the Connecticut Preschool Curriculum (CT PCF) and Assessment Framework (CT PAF) documents are the basis for School Readiness curriculum implementation and assessment design. **Therefore, it is required that all programs receiving School Readiness funds use the CT PCF and CT PAF as the foundational documents to plan learning experiences and monitor children's growth.** The CT Frameworks are not a curriculum; they are documents that outline Connecticut's preschool learning standards and outcomes. Programs may either purchase or design a curriculum and assessment that aligns with the CT PCF and CT PAF; however, there must be evidence in the planning documents and classroom implementation that the CT preschool standards are intentionally planned for, implemented, observed, and assessed.

Planning can be documented in many ways that look different from one program to another. The process for planning rich, relevant, and engaging experiences begins with the ability of teaching staff to intentionally reflect upon what they know about children, the contexts in which children live and learn, and what teaching strategies will be most appropriate and effective in helping children maintain a path of growth toward the desired learning outcomes.

The following guidance will assist teaching staff to document their planned experiences for children. Technical assistance is available through your local Regional Education Service Center (RESC), independent coaches and consultants, or by contacting the State Department of Education School Readiness Program Manager associated with your grant. Documents that may be of assistance are located at the Connecticut State Department of Education's website found at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320780>

The following are links to individual documents within the collection noted above:

[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/early\\_childhood\\_guide.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/early_childhood_guide.pdf) (Early Childhood Program Guide)

[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool\\_framework.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf) (CT Preschool Curriculum Framework)

[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool\\_Assessment\\_Framework.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_Assessment_Framework.pdf) (CT Preschool Assessment Framework)

<http://www.sde.ct.gov/sde/lib/sde/pdf/deps/early/flipchart.pdf> (CT Assessment Flip Chart)

[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/ec\\_srbi\\_pamphlet.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/ec_srbi_pamphlet.pdf) (Early Childhood Guide to SRBI)

### Appendix 4 – Supporting Information

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/early/TW.pdf> (Training Wheels information and RESC contacts)

**In order to satisfy the School Readiness Grant Request for Proposal (RFP) requirements, the following guidance is offered as support for programs to make progress over the next three years with learning experience plan documentation submitted to SDE through the local School Readiness Councils.**

***Learning Experience Plan:*** The term ‘Learning Experience Plan’ will take the place of the previous ‘lesson plan’ terminology when referring to School Readiness lesson planning. A Learning Experience Plan describes both the learning expectations for children as well as the teaching strategies that support all children across varying levels of development and the setting in which the experiences are planned to occur.

***Developing a Learning Experience Plan:*** This process will assist teachers in making stronger connections between learning expectations, adult actions to support learning for every child, observation and assessment, and the settings in which learning occurs. Many programs currently engage in a highly reflective and creative planning process. For those programs, a simple review of existing planning documents may be all that is necessary to satisfy the RFP requirement. For some programs, a more in-depth look at planning processes and formats may be needed along with revisions. While the format is important, the first step is for staff to be asking themselves reflective questions such as:

- What data do we have to help us decide on which standards to choose for planning?
  - Examples include documented observations of teaching staff, parents, and others, work samples from children, child interests, Child and Class Profiles of the CT PAF.
- Which benchmarks should be targeted for instruction based on the assessment information we have gathered? (for the group as a whole; for small group; for individual children)?
- How are the experiences we are planning developmentally appropriate and actively engaging the children in demonstrating their skills, knowledge and dispositions in each standard we chose? How are these experiences linked to child interests?
- Which teaching strategies will we use to differentiate the experience for children moving from benchmark to benchmark within the selected standards?
- How will we observe and document children’s progress in each standard we chose?
- What modifications will we make or implement related to our findings from our assessments?
- What are the cultural considerations we should be aware of as we plan for each learning experience? How are we supporting children’s primary language and English language learning?

**The SDE recognizes that programs may have limited planning time. Optimally, program administrators should provide at least one hour a day for teaching staff to engage in the planning process. Programs are in different stages in their planning documentation. To**

**allow for growth over time, within the next three years, the SDE expects to see progress in documenting the elements of Learning Experience Plans listed below:**

- A set of plans includes a combination of documents that indicate:
  - a daily schedule with estimated time allotments;
  - description of learning centers available in the classroom;
  - child interests;
  - learning standards and specific benchmarks;
  - experiences connected to standards and benchmarks;
  - approaches to instruction (e.g., facilitated play, small group, large group, individual);
  - an early literacy plan, including consideration of dual language learners
  - evidence of strategies for individualization/differentiation;
  - evidence of promoting higher order thinking (Bloom’s Taxonomy);
  - a plan for assessment processes;
  - family engagement; and
  - staff reflections that have informed the plan

**Further guidance to support Learning Experience Plan development:**

(Includes an example using one Performance Standard)

- The CT Preschool Assessment Framework: The priority standards outlined in this document are the basis for planning as well as the CT PCF as a companion document. The CT PAF guide outlines the recommendations for the number of standards planned weekly. Planning for three standards weekly is recommended. Other experiences should be planned as well but need not be related to a standard. While your entire plan will be submitted, highlight the selected standards that are a focus of your instruction by paraphrasing or writing out the learning standard.
  - Example: COG 4: Recognizes and makes patterns
- Briefly describe the planned experiences that are directly connected to the benchmarks associated with the standard(s) selected. These experiences must relate to the benchmarks associated with the standards selected, be appropriate, and provide detail. Other experiences in your plan should also be well thought out and descriptive, but are not necessarily the focus of your overall standards plan by which you will be collecting observations documentation or work samples.
  - Example:  
Rationale for selection of experiences; Based on observations of children, seven children are working to repeat simple patterns, six children on creating and describing simple patterns and three on creating and describing complex patterns.  
  
*Small group:* Use attribute blocks with pattern cards with children that are working on repeating simple patterns. Child selects pattern card and recreates simple pattern, teacher facilitates child’s review of pattern.  
*Writing area:* Use dot painters with different colors on paper strips to create patterns. Children will describe their pattern to each other.



Music: Use rhythm sticks to make patterns (fast, slow, slow, fast, slow, slow).  
Children will describe the patterns they hear.

- Highlight the experiences in the weekly plans that are connected to standards. Weekly plans include many activities; the following example only shows the planned experiences that are connected to standards.
  - Example: (based on a half-day schedule)

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast And arrival  8:30-9:00	Review daily schedule; choose learning center	Review daily schedule choose learning center	Review daily schedule choose learning center	Review daily schedule choose learning center	Review daily schedule choose learning center
Learning Centers (Available all week)  9:00- 10:00	Math -Large beads and laces for stringing – different colors and shapes to copy or create patterns ; Parquetry blocks	Writing – Dot painters and strips – create pattern	Listening Center – <i>Lots and Lots of Zebra Stripes</i> – <i>CD with read along in English and Spanish</i>	Blocks: Take photos of children’s structures and have them describe the construction and pattern made	Art: Watercolors with different size brushes
Small Groups (this rotation is hard to capture)  10-10:30	Patterning cards with attribute cards Read <i>A Pair of Socks</i>	Make fruit kabobs using pattern  Read <i>Pattern</i>	With partner, decide on a construction using foam blocks. Build it and then draw it.	Read <i>Pattern Fish</i>  Using stamps and stamp pads of different colors have create his/her own fish	In journals, ask children to respond to: What is a pattern? Have them illustrate their answer.
Outdoors/ Gross Motor	Rhythm Sticks for children to make	Rhythm Sticks for children to make	Rhythm Sticks for children to make patterns	Make ‘sound’ patterns using hands	Rhythm Sticks for children to make patterns

10:30-11:15	patterns – loud, soft, loud,soft	patterns – loud, soft, loud,soft	– loud, soft, loud,soft	and/or feet	– loud, soft, loud,soft
Whole group – Shared reading  11:15-11:35	Q: Are you wearing a pair of socks? Read a <i>Pair of Socks</i>	<i>All About Patterns</i> Q: Can you see a pattern in the room? Find patterns in room	<i>All About Patterns</i> Q: What kind of pattern can you invent?	<i>Lots and Lots of Zebra Stripes</i> Q: Why do animals have patterns?	Q: What do you know about patterns? Review experiences of week – reinforce vocabulary
Dismissal  11:35-11:45	Make a pattern, sneakers, shoes, sneakers, shoes to get ready to go home	Make a pattern, boy, boy, girl to get ready to go home	Ask children what pattern could be used – implement idea?	Ask children what pattern could be used – implement idea?	Ask children to share one favorite thing they did in school this week. Chart responses.

- Teaching strategies are planned to meet the diverse needs of all children. Provide evidence of teaching strategies planned for one experience for each of the three standards chosen as a focus based on the CT PAF performance standards and benchmarks. Individual children’s initials could be listed within each benchmark area.
  - Example:

Performance Standard			
COG 4: Recognizes and makes patterns			
Learning Experience			
Lace beads of different colors and shapes. Pattern cards available.			
<i>Teaching Strategy Benchmark 1</i>	<i>Teaching Strategy Benchmark 2</i>	<i>Teaching Strategy Benchmark 3</i>	<i>Teaching Strategy Benchmark 4</i>
<p><b>Notices similarities and differences in items in a series</b></p> <p>No children currently at this benchmark</p>	<p><b>Repeats simple pattern</b></p> <p>Provide child a card with simple AB pattern. Ask child to find beads that match the pattern and to place the beads on top of the pictured beads on</p>	<p><b>Creates <u>and describes</u> simple patterns</b></p> <p>Provide beads with two different colors and two different shapes. Ask child to make a simple AB pattern with the lace beads.</p>	<p><b>Creates <u>and describes</u> complex patterns</b></p> <p>Provide beads with four different colors with the same shape. Ask child to tell you what a complex pattern is. Ask child</p>

	the card. Review pattern using names of colors or shapes  AC, TF, SJ, RD, WJ, ME, EQ	After the work is completed, ask child to explain the pattern. "I used orange and green."  DD, PL, IW, CF, JW, SR,	to think about what type of pattern she wants to make. After child makes pattern ask child to describe pattern.  TR, JS, CA,
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- Addressing higher order thinking using Bloom's Taxonomy should be evident. This could be done by highlighting questions used across the plan that facilitate the stages of Bloom's. These considerations should be across all experiences, not just those that are directly intended to address specific learning standards.
  - Example:
    - Remembering/Recall: What happened first...?
    - Understanding: Can you explain what happened to...?
    - Applying: How can you change this building so that more will fit?
    - Analyzing: If...happened, what might the ending have been?
    - Evaluating: How have the plants changed since...?
    - Creating: What do you need so you can act out the story of ...?

[http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm) (a link to information on Bloom's Taxonomy)

- Evidence of early literacy experiences should be identified in the plan (e.g., listening, speaking, reading and writing).

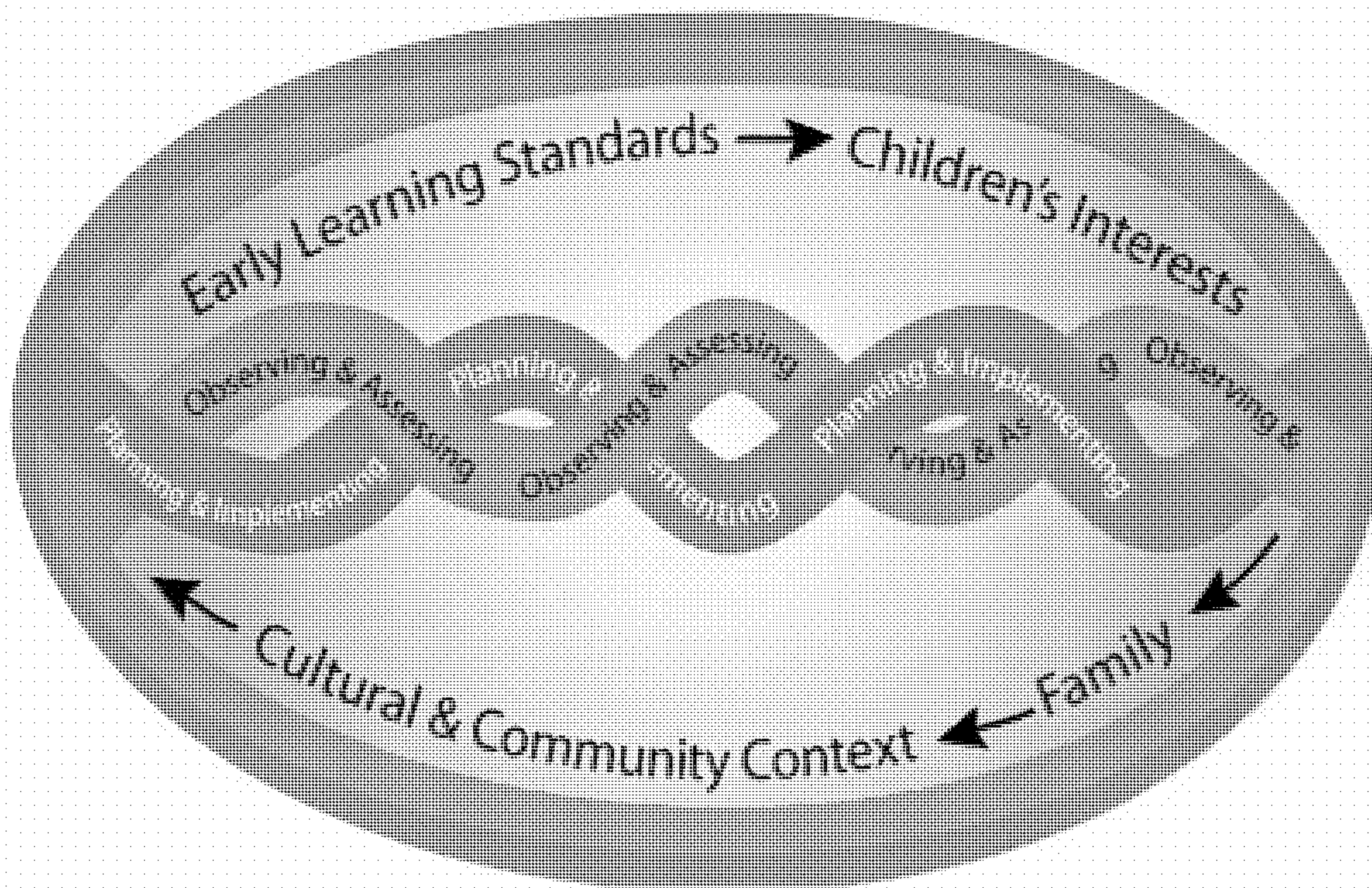
**School Readiness identifies early literacy as an essential component of the grant program. Below is a general listing of early literacy concepts that should be addressed throughout the year. It is expected that some elements are evident in weekly plans.**

- Oral language development (expressive and receptive)
  - Vocabulary skill building for all children, including dual language learners
  - Examples:
    - Nouns: pattern, AB pattern, attribute, design, model
    - Verbs: create, repeat, describe, extend, replicate
    - Descriptors: simple, complex, different, consistent, repeating, before, after, next
- Alphabetic code
  - Alphabet knowledge
  - Phonological awareness
  - Emergent writing
- Print knowledge
  - Environmental print
  - Concepts of print
- Opportunities for varied reading experiences
  - fiction, non-fiction, etc. story opportunities

- shared reading
      - dialogic reading
    - Books for literacy center and shared reading:  
Example: *A Pair of Socks – All About Patterns – Lots and Lots of Zebra Stripes- Pattern – Pattern Fish*
  - Support for dual language learners
    - Use of children’s primary language  
Examples:  
Nouns: el patròn, el diseño, el modelo  
Verbs: crear, repetir, describir, alternar, extender, copiar,  
Descriptors: simple, complicado, diferente, consecuente, repitiendo, antes de, después de, próximó, igual
    - Strategies to support English Language learners  
Example: During shared reading, read *All About Patterns* and *A Pair of Socks* in Spanish Strategy: Emphasize vocabulary with voice as well as placing vocabulary words of focus at the beginning or end of each sentence.
- A plan for assessment includes documentation of:
    - Observation plans (how and where you expect to observe children’s behaviors associated with your standards and benchmarks).
      - Example:  
Observations during music rhythm sticks listening for child’s musical pattern and description of patterns.  
Collect work from Dot Painter experience: Children’s description of their patterns will be scripted.
    - Timing of analysis of data (when and how will you analyze your data)
      - Example:  
Organize all observations and work samples for COG 4 on Thursday, compare current data with child profiles on Friday to determine benchmarks for next week’s planning.
  - Documentation of family engagement is included in your plan.
    - Example:  
Peek at the Week includes an explanation of what patterning is. Activity sheet will provide families with ideas for doing patterns at home.  
Mrs. Q is coming on Monday morning to read at small group and do patterning activity.  
Parent –teacher conferences on Tuesday and Wednesday

The overall goal is for teaching staff to engage in an ongoing cycle of intentional teaching that supports a path of growth over time toward learning outcomes for children based on state early

learning standards. As depicted in the graphic below, the process of planning, implementing, observing and assessing is braided through the context of early learning standards, child interests, cultural and community context, and family. The use of early learning standards is balanced with child interests and in the contexts in which children live and learn. A key factor in outcomes that lead to children’s future success is the ability of teaching staff, with support from their administrators and others, to engage in intentional practice in the use of early learning standards to plan, implement, observe and assess children’s progress.



## Existing Connecticut Health Program Standards for incorporation into the T-QRIS

*\*\*Tier 2 will be developed as part of the RTT-ELC implementation process. Examples shown under Tier 2 originate from 2008 T-QRIS internal planning document prepared for by the Early Childhood Education Cabinet\*\**

HEALTH & SAFETY. The program promotes the nutrition and health of children and protects the children and staff from illness and injury.

**A. Implementation of safe and healthy Policies and Practices.** The program has a comprehensive set of written policies and procedures that promote wellness and safeguard the health and safety of children and adults (based on current recommendations of the American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education and trains and directs staff to maintain a safe and healthy practices at all times. The program regularly reviews health and safety policies, monitors health and safety practices and holds itself accountable to keeping children and staff health and safe. *[Measured through documentation of a completed checklist and action plan and written statement from an approved Health Consultant].*

Tier 1 - Licensing. The program meets licensing requirements.

- Programs are required to maintain specified health records for each child including evidence of up-to-date immunizations, and to report and document injuries, illness, and accidents that occur when children are in care.
- Staff members must be knowledgeable about signs and symptoms of childhood illness and are responsible for observing each child upon arrival and throughout the day for any signs and symptoms of illness.
- Children who become ill in care must be separated from other children under staff supervision to avoid contagion and a parent or other authorized adult must be called immediately to remove the child from care.
- Programs are required to have well stocked first aid kits available to staff at all times both on and off site.
- Separate hand washing facilities for meal preparation are required.
- Sinks with running water must be readily accessible to the toileting areas.
- Toilet tissue, soap, single use disposable towels and a covered waste receptacle must be accessible to the toilets and sink.
- Medication adherence must follow specified criteria.

- Program must meet specific requirements related to maintaining a safe and healthy environment that is free of toxins.
- Program demonstrates emergency preparedness plans.

Tier 2 To be determined (via planning process). Options include but are not limited to:

- Program completes a review of health and safety policies and practices using a nationally recognized Health and Safety Checklist develop for use in child care programs, and adapted as needed for Connecticut.
- The program consults with an approved Health consultant to develop and implement an action plan for improving health and safety policies and practices based on the results of the checklist and an Environmental Rating Scale.
- Other options to be determined.

Tier 3 - NAEYC Accreditation or Head Start Approval Standards. Program meets national accreditation of Head Start approval standards.

- NAEYC broadly requires that programs promote and protect children's health and control infectious disease and maintain a healthful environment. 32 individual and detailed criteria relate to this area.
- Head Start broadly requires center-based programs must establish and implement policies and procedures to respond to medical and dental health emergencies, exclusion criteria, medicine administration, injury prevention, record keeping, hygiene and which all staff are familiar and trained.
- Include minimum requirements for policies and procedures.

**B. CPR and First Aid Training. Staff trained in child CPR and Pediatric First Aid are available at all times to deal with injuries and other emergencies. *[Measured by documentation of staff schedules, group assignments and CPR and First Aid certification.]***

Tier 1 - Licensing. Program meets licensing requirements.

- Programs are required to have one person with current Department of Public Health approved CPR and First Aid training on site at all times.

Tier 2 To be determined (via planning process). Options include but are not limited to:

- Multiple staff with current Department of Public Health approved CPR and First Aid training on site at all times.
- At least one person with current Department of Public Health approved certification in Pediatric First Aid and Child CPR is assigned to each group of children.
- Other options to be determined.

Tier 3 - NAEYC Accreditation or Head Start Approval Standards. Program meets national accreditation of Head Start approval standards.

- NAEYC requires at least one staff member has certificate showing satisfactory completion of pediatric first aid training is always present with each group of children.
- When the program includes swimming and wading and when a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present at all times.
- Head Start broadly requires training in first aid, contacting emergency care providers, seeing to emergency transportation and contacting parents.

**C. Nutrition and Physical Activity. The program actively promotes and supports nutrition education for children and families, healthy eating in the child care program and physical activity and fitness. *[Measured through analysis of posted menus and individual dietary considerations, and documentation of nutrition information that is shared with parents.]***

Tier 1 - Licensing. Program meets licensing requirements.

- Programs must provide nutritious (in accord with recommendations by The US Department of Agriculture) meals and snacks, plan and post menus, properly store and transport food, and maintain safe and sanitary conditions in food preparation and kitchen areas.
- Programs must have an educational program that includes motor activity.

Tier 2 To be determined (via planning process). Options include but are not limited to:

- If children bring meals and snacks from home the program provides guidelines for parents about FDA nutrition guidelines.
- Children's food allergies are posted and food/beverage substitutions made.
- The program serves meals and snacks at regularly scheduled times that are appropriate to each age.
- Menus reflect the cultural diversity of families.
- Other options to be determined.

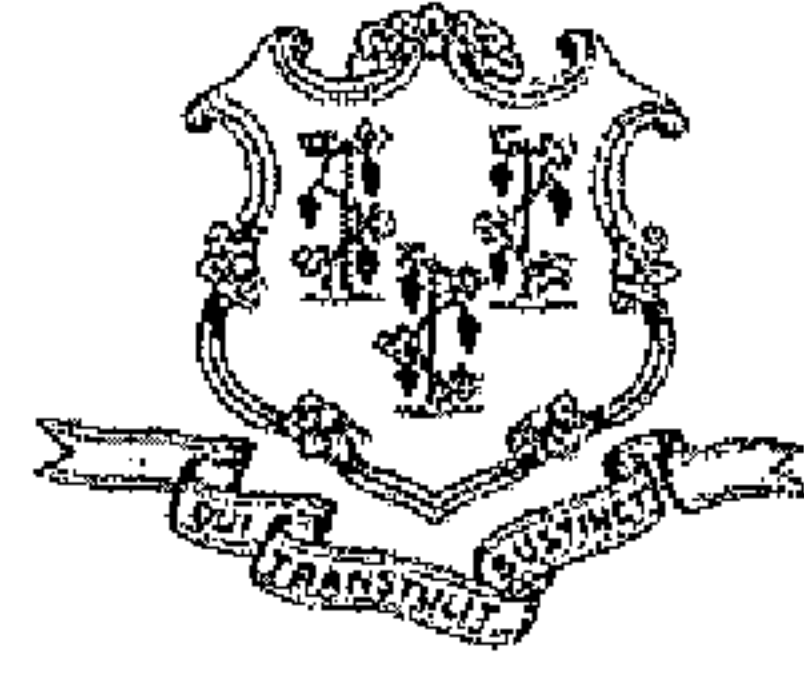
Tier 3 - NAEYC Accreditation or Head Start Approval Standards. Program meets national accreditation of Head Start approval standards.

- NAEYC broadly requires that programs ensure children's nutritional well-being – using 16 individual criteria related to the goal
- Head Start broadly includes standards in five areas: identification of nutritional needs, nutritional service, meal service, family assistance with nutrition, and food safety and sanitation.



# STATE OF CONNECTICUT

## DEPARTMENT OF PUBLIC HEALTH



Jewel Mullen, M.D., M.P.H., M.P.A.  
Commissioner

Dannel Malloy  
Governor

October 18, 2011

The Honorable Governor Dannel P. Malloy  
State Capitol  
210 Capitol Avenue  
Hartford, CT 06106

Dear Governor Malloy:

This letter confirms the ongoing commitment by the Connecticut Department of Public Health (DPH) to contribute towards improving childhood outcomes in Connecticut through participation in Connecticut's Race to the Top-Early Learning Challenge grant, as well as the implementation of Public Act No. 11-181, "An act concerning early childhood and education and the establishment of a coordinated system of early care and education and child development."

The DPH mission is to protect and improve the health and safety of the people of Connecticut by: assuring the conditions in which people can be healthy; promoting physical and mental health; and preventing disease, injury, and disability. The DPH is the lead agency for the Title V Maternal and Child Health Services Block Grant, the Maternal, Infant and Early Childhood Home Visiting Program (MIECHV) grant, and the Special Supplemental Nutrition Program for Women Infants and Children (WIC). In addition, the DPH has implemented a successful Medical Home Initiative for children with special health care needs with the focus on all children having access to a medical home. The licensing and oversight of child day care programs throughout the state also falls within the jurisdiction of the DPH.

In addition to DPH staff being active members of the RTT grant application Executive Leadership Team, the Department provides agency representation to the State's Early Childhood Education Cabinet (State Advisory Council on Early Childhood), Birth to Three Interagency Coordinating Council, the CT Association for Infant Mental Health (Board of Directors), liaison to Healthy Child Care Connecticut, State's Project LAUNCH initiative, CT Family Support Council, Department of Disability Services-Autism Services Advisory Council, Developmental Disabilities Council, Child Poverty Council, Child Development Infoline Steering Committee, CT Breastfeeding Coalition, Child Day Care Council, Care 4 Kids Advisory Committee, Child Care Safety and Response Committee, Connecticut Charters-A-Course Steering Committee and many others.

The DPH will leverage a portion of its federal Early Childhood Comprehensive Systems (ECCS) grant, (based on availability of funding) to support and build on the efforts of section (C)(3)(d), "Addressing the health, behavioral and developmental needs of Children with High Needs to improve school readiness." The DPH currently utilizes these funds to support



trainings for child care health consultants, and will flex these funds to better align the role and function of the ECCS staff person to serve in a complementary and supportive role to the proposed Early Childhood Health Coordinator. By flexing these funds, we can help create a more comprehensive, interdisciplinary system for child care consultation that will be more easily and readily accessible, and responsive to educators, families, and family day care homes that often do not have access to these types of resources and supportive services.

The DPH was designated the state lead agency for the newly-funded Maternal, Infant and Early Childhood Home Visiting Program (MIECHV). Working through a cross agency coalition, a statewide needs assessment of home visiting programs in the state was conducted, followed by the development of a State plan for home visiting. Using these federal funds, the State is expanding the number of home visiting programs into four communities that are designated as being in 'very high need' of home visitation services. We welcome the opportunity and will make available home visiting program staff to participate on the Connecticut Early Childhood Education Cabinet (CT-ECEC) – the State Advisory Council, and in particular, the Family Involvement/Home Visitation Workgroup. This representation will serve to interconnect the work of State agencies, including DPH, around home visiting programs, and is consistent with the overarching goal of the DPH Home Visiting grant to work toward a coordinated system of early childhood home visiting programs to assure high-quality, evidence-based practice.

With RTT-ELC funding, the DPH will hire the Early Childhood Education Coordinator. To maximize coordination across agencies, this position will be co-located in both the Departments of Public Health and Education, and will be responsible the integration of health promotion, nutrition and physical activity into the training curricula, updating training curricula, providing training to health consultants statewide, as well as providing support and technical assistance to the newly established cadre of Health Consultant Coordinators.

Recognizing the nutritional needs of the preschool population, the DPH submitted a concept paper to USDA and was recently awarded \$28,000 for the WIC program to work with Early Head Start and Head Start Programs to address the decline in children ages 1-4 in the WIC program, despite their eligibility. Promoting healthy eating habits and addressing the nutritional needs of the 0–5 population, is a component of section (C)(3)(d) and we will leverage the information gleaned from this concept paper and subsequent application submission to the work of RTT. The Early Childhood Health Coordinator will be responsible for the integration of nutrition education and other health related topics into the health consultant training. This will include working with child care providers to support breastfeeding mothers by expanding their capacity to store breast milk.

To better understand the child care arrangements of the 40,000+ infants and children in the Connecticut WIC program, DPH will modify its statewide WIC database to capture the response to “who cares for your child during the day?” This will provide aggregate data to communities to help inform the discussion about infant, toddler and early care slots, and will allow them to adjust their family engagement and Kith & Kin strategies.

Utilizing funds provided by the American Recovery and Reinvestment Act, the DPH transitioned several stand-alone, non-integrated child day care licensing databases to a single enterprise database in July 2011. The RTT-ELC would enable the DPH to maximize the enhancements afforded by this new licensing system by facilitating the sharing of child day care licensing data across agencies. With additional funds provided by the RTT-ELC, the DPH is committed to providing additional oversight of licensed child day care programs by hiring 15 additional child care licensing and monitoring staff to better ensure the health and safety of children participating in those programs.

The DPH has been working in concert for several years with the Early Childhood Education Cabinet's data subcommittee to support the sharing of child data across agencies and establishing a unique identifier. Recently, the DPH has heavily invested in IT programs that will link internal databases and produce a child health profile. Efforts have already been completed or are near completion to link the Newborn Screening System, CT Immunization Registry and Tracking System (CIRTS), and the Lead Surveillance System to the birth record. The RTT would include adding and linking the remaining child health databases: Lead Surveillance System, Child Day Care Licensing, WIC Program, Home Visiting Program and the Electronic Death Records System. The proposed RTT-ELC budget includes the estimated costs for creating the functionality of these remaining linkages and provides the impetus to move this interoperability and data sharing to the next level.

The DPH enthusiastically supports the State's RTT- ELC grant application and the opportunity to more fully integrate health promotion and enhanced physical activity into the early childhood system for Connecticut's children.

Sincerely,



Jewel Mullen, M.D., M.P.H., M.P.A.  
Commissioner

Competency Framework Map

Shaded areas: Insufficient evidence of competencies that meet criteria

Open circles: Some evidence of competencies that meet criteria but not in-depth

X: Strong evidence of competencies that meet criteria

Competency Sets → Framework Criteria ↓	SDE Teacher cert Pk-3 or B-K	SDE Teacher cert special ed pk-12	ECTC	CDA	TPCDC ORE	Family Friend/ Neighbor providers*	I/T Credential (COSC)	B-3 System I/T credential	Director's Credential	Home Visitors	Coaches Consult **	TAB ***	Higher Ed Faculty and PD providers *****
a. Evidence Based	X	X	X	X	X		X	X	X		O		
b. Incorporates knowledge and application of; ... State's early learning and development standards; the comprehensive assessment systems; child development; health; and culturally and linguistically appropriate strategies for working with families	X	X	X	X	X		X	X	O		O		
c. Includes knowledge of early math and literacy dev and effective instructional practices to support math and literacy dev.	X	X	X	O	O		X	X	X		O		
d. Incorporates effective use of data to guide instruction and program improvement	X	X	X	O	O			X	X		O		

Competency Sets → Framework Criteria ↓	SDE Teacher cert Pk-3 or B-K	SDE Teacher cert special ed pk-12	ECTC	CDA	TPCDC ORE	Family Friend/Neighbor providers*	I/T Credential (COSC)	B-3 System I/T credential	Director's Credential	Home Visitors	Coaches Consult **	TAB ***	Higher Ed Faculty and PD providers *****
e. Includes effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors	X	X	X	X	X		X	X	X		O		
f. Incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators.			X		X			X	X		O		

\*Family, Friend/Neighbor Providers: No set of competencies

\*\*Coaches/Consultants. One document – Infant/Toddler Consultation – provides competencies that can be the beginnings of a larger framework.

\*\*\*TAB system has a set of guiding principles for trainers, competencies need to be developed

\*\*\*\*Faculty and PD provider group does not have a set of competencies used across CT. Some national competency sets such as those from NSCD (Learning Forward) are used as guides for RESC PD providers. There is some evidence of competencies for coaches and consultants from various sources, but no unified set.

**Analysis:** On the surface results may indicate that CT has a complete framework for many roles, however, this crosswalk was conducted only at surface level and in many areas more depth is needed. A more comprehensive crosswalk needs to occur in order to deepen all competencies.

**Goal:** Conduct an in-depth crosswalk of existing competency sets to strengthen all areas in alignment with the criteria, develop competency sets where gaps persist (include Kith & Kin, TAB, Higher Ed Faculty, PD service providers, and coaches/consultants). Need to explore the utility of each competency set listed, their inter-relationship, and address hard to reach settings. Develop a strand of common competencies that cuts across all roles/credentials that address: Early Learning Standards, working with high need populations, ELL, cultural competence, health, and mental health to provide consistency across roles that work in multiple and diverse settings.

## Fall Kindergarten Entrance Inventory

The following Performance Level (PL) Literals describe the characteristics of a typical student at each performance level. These will be used to rate each student on each of the six domains.

***Performance Level 1:*** Students at this level demonstrate emerging skills in the specified domain and require a large degree of instructional support.

***Performance Level 2:*** Students at this level inconsistently demonstrate the skills in the specified domain and require some instructional support.

***Performance Level 3:*** Students at this level consistently demonstrate the skills in the specified domain and require minimal instructional support.

**Directions:** The indicators listed below each domain are examples of the skills a student should be able to demonstrate at the beginning of the kindergarten year; however, these are not the only skills to be considered. Rate each student in your class on each of the six domains. Use the Performance Levels (PL) above and all available and pertinent information when rating a student.

### Language Skills

PL Rating

**At what level does the student:**

- Participate in conversations
- Retell information from a story read to him/her
- Follow simple two-step verbal directions
- Speak using sentences of at least 5 words
- Communicate feelings and needs
- Listen attentively to a speaker

### Literacy Skills

PL Rating

**At what level does the student:**

- Hold a book and turn pages from the front to the back
- Understand that print conveys meaning
- Explore books independently
- Recognize printed letters, especially in their name and familiar printed words
- Match/connect letters and sounds
- Identify some initial sounds
- Demonstrate emergent writing

**Numeracy Skills****PL Rating****At what level does the student:**

- Count to 10
  - Demonstrate one-to-one correspondence while counting (e.g., touches objects as he/she counts)
  - Measure objects using a variety of everyday items
  - Identify simple shapes such as circles, squares, rectangles, and triangles
  - Identify patterns
  - Sort and group objects by size, shape, function (use), or other attributes
  - Understand sequence of events (e.g., before, after, yesterday, today, or tomorrow)
- 

**Physical/Motor Skills****PL Rating****At what level does the student:**

- Run, jump, or balance
  - Kick or throw a ball, climb stairs or dance
  - Write or draw using writing instruments (e.g., markers, chalk, pencils, etc.)
  - Perform tasks, such as completing puzzles, stringing beads, or cutting with scissors
- 

**Creative/Aesthetic Skills****PL Rating****At what level does the student:**

- Draw, paint, sculpt, or build to represent experiences
  - Participate in pretend play
  - Enjoy or participate in musical experiences (e.g., singing, clapping, drumming, or dancing)
- 

**Personal/Social Skills****PL Rating****At what level does the student:**

- Engage in self-selected activities
- Interact with peers to play or work cooperatively
- Use words to express own feelings or to identify conflicts
- Seek peer or adult help to resolve a conflict
- Follow classroom routines

## **Psychometric Studies of the Kindergarten Entrance Inventory**

### **SDE / UConn Measurement, Evaluation, and Assessment Partnership**

#### **Fall 2010 Kindergarten Entrance Inventory: Survey Data Report (2010)**

This survey was designed to provide more information on how teachers use the Kindergarten Entrance Inventory (KEI).

#### **Investigating the Structure of the Hartford Indicator Data (2010)**

The purpose of this study was to explore the structure of the teacher-observed ratings using the Fall Kindergarten Entrance Inventory (KEI). In fall 2009, Hartford teachers rated their students at both the domain and indicator levels. These ratings were collected to provide new insights into the functionality of the instrument. Specifically, correlations among the domain and indicator ratings were calculated. Additionally, correlations among the indicator-level ratings were analyzed to examine the extent to which the six subscale structure of the KEI fit reported data for these students. Finally, exploratory and confirmatory factor analyses were conducted to explore the latent structure of the indicators.

#### **The Kindergarten Entrance Inventory and Students Who Repeat Kindergarten (2010)**

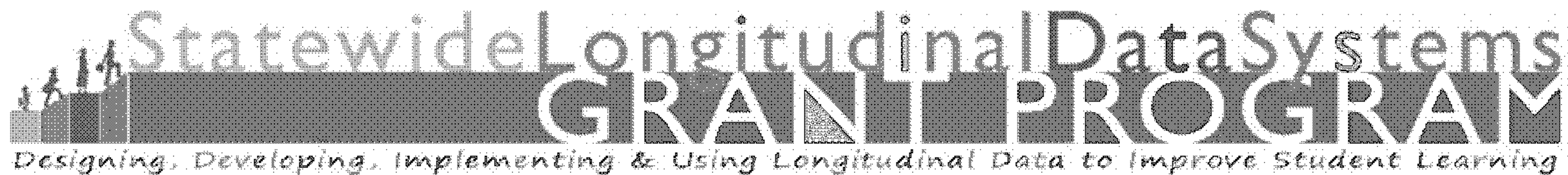
The purpose of this study was to determine if scores on the KEI are predictive of students who will repeat kindergarten the following year. Data from over 40,000 children who entered kindergarten in 2008 in Connecticut were used. These data were matched with 2009 KEI data to identify students who were enrolled in kindergarten in both years. The primary research question of interest in this study was whether the data from the 2008 KEI predict or identify those students who repeat kindergarten the following year. Also of interest is the functionality of the KEI for various demographic groups. In addition, the changes in student scores (i.e. teacher ratings) on the KEI from 2008 to 2009 will be examined.

#### **Developing a Framework To Define Students' Skills at Kindergarten Entry (2011)**

A kindergarten teacher focus group was held in May 2011 to review a proposed structure of skills based on the Kindergarten Entrance Inventory. Nine teachers participated in the focus group. Three of the participants taught half-day programs. Four were from rural areas, two were from suburban areas, and three were from urban areas. Seven of the participants noted that they had been kindergarten teachers for ten or more years.

Participants were asked to catalogue the skills students demonstrate at the start of kindergarten using the sub-domain structure by listing specific skills that define each sub-domain. Stated differently, participants were asked to state specific skills students for each sub-domain. Participants were asked to consider the average student in their classroom and were told to share if the skills of the average student in their classroom differed from the skills being shared by the rest of the group.





## Appendix (E)(2)-1 - Recommendations from the Technical Assistance Report from the Connecticut Interoperability System Council

Focus Area 1: Persistent data store in each department.

*Recommendations:*

- Either procedurally or through the development of an LDS for each agency, establish a method and accompanying systems and/or procedures to ensure that similar queries over time return the same answers from each participating agency. This applies to the Charter Oak State College and the Department of Labor.

Focus Area 2: Establish the vision, purpose and high-level functional specifications for the P-20-W system.

*Recommendations:*

- Continue the work to develop a vision and strategic plan for the P-20-W SLDS. Include in the plan both the internal agency uses (strategic and operational) and a research agenda for approving data requests from non-agency researchers, legislators, etc. Garner input for this strategic plan from the participating agency strategic plans and change agendas.
- **Clarify the role of Early Childhood in the plan, and work to get their involvement in the project.**
- Seek executive support for the strategic plan. Interview agency leadership to get feedback.
- Identify the types of strategic and operational reports and projected periodicity that are required by the strategic plan for each participating agency.
- Identify the potential types of reports required to support the research agenda.
- Review and revise the list of required data elements to ensure all of the identified reports can be created.
- Establish the rules and procedures for reviewing, approving, gathering, releasing and retaining the data needed for the identified reports.

Focus Area 3: Establish an organization with the mission and accountability to staff, fund and support the P-20-W SLDS.

*Recommendations:*

- After the pilot, assuming it is successful, use the lessons learned and proof of concepts from this venture to design a support organization.
- Seek executive support and legislative funding for the support organization.
- Consider legislation to institutionalize the roles and support for the P-20-W support organization and governance structure (see recommendations below).

Focus Area 4: Ensure leadership support and proper governance going forward.

*Recommendations:*

- Establish a multi-agency P-20-W policy committee. The policy committee should be comprised of the various participating agency leadership. The policy committee is responsible for: creating the P-20-W governing body's Data Governance Policy (or MOU as appropriate); holding all of the

participating agencies accountable for adhering to the policy; and resolving issues that are escalated to them from the P-20-W data governance committee.

- Assign a Data Quality Director with the authority to oversee the governance process across agencies and enforce the implementation of the data policy.
- Identify data stewards. Data stewards should ideally be program staff who understand the policies and programs that require the collection and reporting of data. See Appendix C for a list of the data steward responsibilities. Ensure that each data element the P-20-W collects has a responsible data steward within the contributing agency.
- Develop a Data Governance Manual that documents the roles and expectations of the data stewards.
- Use the ISC to review and approve data requests. Establish the process and structure necessary to ensure all legal and security concerns regarding data releases are addressed and to build trust in the review, approval and release of information. Also use the ISC to identify, prioritize, and resolve critical data issues. Form working groups of data stewards as needed to address critical data issues.
- Create a cross-agency visual depiction of the CT governance structure. In support of this structure, document the role and responsibilities of each participating group and individual, including the leadership for each participating agency, ownership of each authoritative source of data for the P-20-W, decision-making authority and mechanisms for communication and coordination across participants. Vet the structure and roles and responsibilities with all participants and use it as a common reference when addressing issues that span multiple agencies.

**Map of Proposed Federated Data System for P-20 Council**

**Federated System Design**

