Quality Performance Report (QPR)
For

Connecticut
FFY 2014

Appendix 1
Quality Performance Report

Ensuring the Health and Safety of Children (Component #1)

In this section, Lead Agencies provide information on the minimum health and safety standards and activities in effect over the past year as of September 30.

A1.1 Progress on Overall Goals

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

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

Goals #1:as described in FY 2014-2015 CCDF Plan:
Carry out the activities outlined in a contract executed in April 2013 with the National Association for Regulatory Administration (NARA) to work with the State Departments of Education and Public Health in collaboration with the Office of Early Childhood to conduct a needs assessment of Connecticut's Child Day care Licensing Program to identify strengths and weaknesses of the licensing program and provide recommendations and support activities. Such activities to include a needs assessment including a survey of licensed day care providers and stakeholders, conducting targeted interviews with licensing staff, licensed providers and parents, and holding focus group meetings. Activities will also include a review of existing regulations and administrative policies, and targeted training to licensing staff.

Describe Progress - Include Examples and Numeric Targets where Possible:
The Connecticut Office of Early Childhood (OEC), in conjunction with the State Departments of Education (SDE) and Public Health (DPH), completed the work outlined in a contract with the National Association for Regulatory Administration (NARA) to identify strengths and weaknesses within the state's child care licensing program. The work began with a three-stage Needs Assessment conducted by NARA which included operators, providers and staff from licensed day care centers and homes, consultants, parents or guardians of children receiving child care from a licensed child care provider, and child day care licensing staff. The assessment, which began in late August and ended in December of 2013, included an online survey in English and Spanish, general forums, targeted focus sessions, and follow-up in-depth interviews of survey participants. The needs assessment resulted in a report of

findings and recommendations which provide a blueprint on steps that can be taken to improve child care licensing in Connecticut.

In accordance with the executed contract, NARA provided training to all licensing staff in March 2014 on the topics of Best Practices in the Licensing Process and Balanced Use of Authority.

NARA made recommendations for revisions of the state's current family day care home regulations based on a review of proposed regulatory changes, feedback from the forums where regulations were referenced, and an analysis of the proposed regulation revisions against best practices. These recommendations will be considered when moving forward proposed rule changes.

In follow up to NARA's recommendation for the development of a manual of internal policies and procedures, policies pertaining to complaints and inspections were drafted and in May 2014, NARA presented these policies and provided training to all licensing staff. Additional policies have been drafted and are undergoing final review. Licensing staff will then be trained on all portions of the manual. Additionally, the report recommends regular review and updating of child care regulations.

Goals #2:as described in FY 2014-2015 CCDF Plan:
Establish licensing as a baseline standard of program quality which provides external, reliable statewide monitoring of programs.

Describe Progress - Include Examples and Numeric Targets where Possible:
Goal #2 has been revised to:
Strengthen monitoring activities associated with licensed child care programs, including family day care homes, group day care homes and child day care centers.

Describe Progress:
Legislation was passed during the 2013-2014 legislative session which calls for annual inspections of licensed family day care homes, group day care homes and child day care centers. Efforts to hire additional staff to oversee and perform this work are ongoing.

Goals #3:as described in FY 2014-2015 CCDF Plan:
Perform coordination and planning work on performance benchmarks, in cooperation with the new state Office of Early Childhood, the Connecticut Statewide Advisory Council (SAC), RESCs, Head Start, Early Head Start, Birth to Three Interagency Coordinating Council, Family Providers, and Connecticut After School Network.

Describe Progress - Include Examples and Numeric Targets where Possible:
Goal #3 has been deleted from FFY 2014.

A1.2 Key Data

A1.2.1 Number of Programs

 a) How many licensed center-based programs operated in the State/Territory as of September 30th of the last federal fiscal year?   1453

☐ N/A

Describe:
As of September 30, 2014, a total of 1,453 day care centers were licensed.

On July 1, 2014 the child day care licensing program transitioned from the Connecticut Department of Public Health to the Connecticut Office of Early Childhood, as part of the Governor's initiative to streamline and coordinate early childhood programs in the state.

b) How many licensed home-based programs operated in the State/Territory as of September 30 of the last federal fiscal year? 2416

☐ N/A

Describe:
In total number, there were 2,416 licensed Home-Based, (Family Day Care Home and Group Day Care Home) programs that were licensed as of September 30, 2014.
This includes 2,388 family day care homes and 28 licensed group day care homes.

On July 1, 2014 the child day care licensing program transitioned from the Connecticut Department of Public Health to the Connecticut Office of Early Childhood, as part of the Governor's initiative to streamline and coordinate early childhood programs in the state.

c) Does the State/Territory have data on the number of programs operating in the State/Territory that are legally exempt from licensing? At a minimum, the Lead Agency should provide the number of legally exempt providers serving children receiving CCDF.

☑ Yes
If yes, include the number of programs as of September 30 of the last federal fiscal year:

Number: 7362

Describe (provide the universe of programs on which the number is based):
There were 252 Exempt Center Based School Settings plus 166 Exempt municipal and Summer Camp programs for a total of 418 Licensed Exempt settings that were not subject to licensing and received Care 4 Kids Certificate in FY 2014.

In total there are 7,362 = 418 License-Exempt and 6,944 Family, Friends and Neighbor Settings receiving child care assistance vouchers in FY 2014.

In FY2014, there were 6,944 Family, Friends, and Neighbors (FFN) providers that were not subject to licensing and received Care 4 Kids Certificate and are identified in our Care 4 Kids system as unlicensed home based (Family, Friends, and Neighbor).

Family, Friends, and Neighbors (FFN)- care is provided in the child's home or in the unlicensed home of

a relative.

☐ No

Describe:

A1.2.2 Number and Frequency of Monitoring Visits

a) How many licensed center-based programs received at least one monitoring visit between October 1 and September 30 of the last federal fiscal year? 1129

a-1) Of those programs visited, how many were unannounced? 1129

a-2) Of those programs visited, how many were triggered by a complaint or identified risk? 0

a-3) What percentage of required visits for licensed center-based program were completed? 100

☐ N/A

Describe:
The 1,129 monitoring visits does not include visits triggered by a complaint or identified risk. There were an additional 482 unannounced monitoring visits conducted in child day care centers as an initial response to a complaint.

A total of **1,129** licensed child care center programs (per CCDF - not including group day care homes) received unannounced monitoring visits in FFY 2014. This includes 1,129 (78%) of the 1453 licensed child care centers.

b) How many licensed family child care programs received at least one monitoring visit between October 1 and September 30 of the last federal fiscal year? 1083

b-1) Of those programs visited, how many were unannounced? 1083

b-2) Of those programs visited, how many were triggered by a complaint or identified risk? 0

b-3) What percentage of required visits for licensed family child care programs were completed? 100

☐ N/A

Describe:

In question b-2, of those programs visited, how many were triggered by a complaint or identified risk? The answer is: Not known. The above number does not include complaint visits or identified risk.

A total of **1,083** family child care programs (per CCDF - family and group day care homes) received unannounced monitoring visits in FFY 2014. Of this, 1,061 programs (44%) of licensed family day care homes and 22 (79%) of group day care homes received full unannounced visits in the last federal fiscal year. In addition, 153 unannounced visits were conducted to family day care homes as an initial response to a complaint and 6 unannounced visits were conducted to Group Day Care Homes as an initial response to a complaint.

c) How many legally exempt providers receiving CCDF received at least one monitoring visit between October 1 and September 30 of the last federal fiscal year?

c-1) Of those programs visited, how many were unannounced?

c-2) Of those programs visited, how many were triggered by a complaint or identified risk?

c-3) What percentage of required visits for legally exempt providers were completed?

☑ N/A

Describe:

Unknown. License-Exempt programs are not required to be monitored by the licensing staff. However, there is work done with the Connecticut Office of Early Childhood and State Department of Education and well as NAEYC and the CT Accreditation Facilitation Project that includes the opportunity for on-site monitoring and review. The number of license-exempt programs included in monitoring is not collected at this time.

License-Exempt programs that participate in the Child and Adult Care Food Program, receive monitoring visits as a part of that programs health and safety standards.

A1.2.3 Number of Licensing Suspensions, Licensing Revocations and Terminations from CCDF

Child Care Centers:

How many were **suspended** due to licensing violations as defined in your State/Territory during the last federal fiscal year?   0

☐ N/A

How many were **revoked** due to licensing violations as defined in your State/Territory during the last federal fiscal year?   1

☐ N/A

How many were **terminated** from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last federal fiscal year?

☑ N/A

Describe:
In addition there were 11 Consent Orders and 3 voluntary surrenders. A Consent Order is a voluntary settlement negotiated between the licensing agency and licensee whereby the licensee agrees to certain conditions/requirements above and beyond those required in the regulations which address the areas of concern. It is a disciplinary action against the license and usually includes a civil penalty.

The Care 4 Kids (subsidy) program reported that 61 Child Care Centers were made ineligible based on notification from DPH Licensing. These include revocation, summary suspension, voluntary surrender, and no longer holds a valid license with DPH. *(The report from DPH (now OEC) Licensing shown in the response above - shows that only 1 Child Care Center had its license revoked, and there were 11 Consent Orders and 3 Voluntary surrenders. Therefore, it appears that 46 centers no longer hold a valid child care license).*

Child Care Care Licensing also has a category of voluntary surrender of license. All licensed C4K providers are made ineligible as providers when their licenses are no longer in good standing with child care licensing.

Group Child Care Homes:

How many were **suspended** due to licensing violations as defined in your State/Territory during the last federal fiscal year?   0

☐ N/A

How many were **revoked** due to licensing violations as defined in your State/Territory during the last federal fiscal year?   0

☐ N/A

How many were **terminated** from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last federal fiscal year?

☑ N/A

Describe:
In addition there were 0 Consent Orders and 1 voluntary surrender. A Consent Order is a voluntary settlement negotiated between the licensing agency and licensee whereby the licensee agrees to certain conditions/requirements above and beyond those required in

the regulations which address the areas of concern. It is a disciplinary action against the license and usually includes a civil penalty.

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

Child Care Licensing also has a category of voluntary surrender of license. All licensed C4K providers are made ineligible as providers when their licenses are no longer in good standing with child care licensing.

Family Child Care Homes:

How many were **suspended** due to licensing violations as defined in your State/Territory during the last federal fiscal year?   5

☐ N/A

How many were **revoked** due to licensing violations as defined in your State/Territory during the last federal fiscal year?   11

☐ N/A

How many were **terminated** from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last federal fiscal year?

☑ N/A

Describe:
In addition there were **11** Consent Orders and **9** voluntary surrenders. A Consent Order is a voluntary settlement negotiated between the licensing agency and licensee whereby the licensee agrees to certain conditions/requirements above and beyond those required in the regulations which address the areas of concern. It is a disciplinary action against the license and usually includes a civil penalty.

The Care 4 Kids (subsidy) program reported that **145** Licensed Family Day Care Homes were made ineligible based on notification from DPH Licensing. These include revocation, summary suspension, voluntary surrender, and no longer holds a valid license with DPH. *(The report from DPH Licensing shown in the response above - shows that 5 licenses were suspended + 11 licenses revoked, and there were 11 Consent Orders and 9 Voluntary surrenders. Therefore, it appears that 109 centers no longer hold a valid child care license).*

Child Care Licensing also has a category of voluntary surrender of license. All licensed C4K providers are made ineligible as providers when their licenses are no longer in good standing with child care licensing.

In-Home Providers:

How many were **suspended** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

☑ N/A

How many were **revoked** due to licensing violations as defined in your State/Territory during the last federal fiscal year?

☑ N/A

How many were **terminated** from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last federal fiscal year?

☑ N/A

Describe:
In-Home Providers (known as Family, Friend & Neighbor Care) are not licensed and therefore were not suspended, revoked ar terminated.

183 Child Care Providers were made ineligible based on the results of a criminal background check. 182 Child Care Providers were made ineligible based on a DCF substantiation. (There is duplication between the providers with DCF substantiation and those made ineligible. The estimate is approximately 25% of the criminal background check "made ineligble" are due to the DCF substantiation). In-Home Providers are Unlicensed Individuals/Providers. The care is provided in the child's home or in the unlicensed home of a relative or friend and are referred to as Family, Friend, and Neighbors (FFN).

If in-home providers did not meet the Health and Safety requirements (which in CT's case include background checks) they were terminated (made "ineligible").

New providers to C4K are deemed to be ineligible prior to receiving payment from C4K. Existing providers are made ineligible if the crime was committed after they became a provider. These are uncovered during the annual "recheck" COLLECT process.   Had they applied to be a C4K provider – and never were because of the background and DCF checks? Same response for CBC. Never deemed eligible if "hit" exists upon application and made ineligible after the fact if abuse/neglect record is created after care starts and discovered upon annual re-check.

Any subsidy payments made during a period when a provider was in violation of health and safety requirements are recouped from provider since they were not "eligible" to receive payment for that timeframe and it was discovered after the fact.

 A1.2.4 How many previously license-exempt providers were brought under the licensing system during the last federal fiscal year (October 1 through September 30)?

☑ N/A

Describe:
Data not available.

A1.2.5 How many injuries as defined by the State/Territory occurred in child care during the last federal fiscal year?

Please provide your definition of injuries in the Describe box and indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

☑ N/A

Describe:
Not known. "Injuries" is not defined in the licensing regulations.   However, licensed programs are required to report a death(s) and to report an admission(s) to a hospital. The licensing staff works with staff from the Department of Children and Families when appropriate regarding the welfare and safety of children in licensed facilites.

Referrals to the Department of Children and Families are made by the United Way Care4Kids staff, when appropriate regarding the welfare and safety of children in Care4Kid/ CCDF child subsidy facilites.

A1.2.6 How many fatalities occurred in child care or as the result of a child care accident or injury as of the end of the last federal fiscal year?

Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

0

☐ N/A

Describe:
Zero Fatalities.

Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last federal fiscal year?

☑ Yes

☐ No

☐ N/A

Describe:

Connecticut released new Early Learning and Development Standards (CT ELDS) in October 2013. The CT ELDS outline what children from birth to five should know and be able to do across 7 age bands in 8 domains/content areas.

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

Goals #1:as described in FY 2014-2015 CCDF Plan:
Work with State Advisory Council Early Learning Standards Committee to review, update and align Birth- to-Three, Head Start and Early Learning Guidelines (ELGs) to reflect current research and practice: periodic evaluation of ELG trainers' performance; make the Early Learning Guidelines part of the state's professional development system (both Connecticut Charts-A-Course and college based programs); integrate Early Learning Guidelines and Infant and Toddler Modules into Early Care and Education courses at 2- and 4- year colleges.

Describe Progress - Include Examples and Numeric Targets where Possible:
Goal #1 is revised to:
Integrate the Connecticut Early Learning and Development Standards (CT ELDS) into the planned professional development system, thereby ensuring consistency and quality of professional development related to the CT ELDS and data related to training access.

Describe Progress:
State Advisory Council Early Learning Standards Committee completed its work. Professional development around the newly approved Early Learning and Development Standards is occurring for providers, trainers and

consultants utilizing the Regional Education Service Centers around the state. OEC has worked with RESC staff to plan professional development activities to advance use of the ELDS in settings including family homes, license-exempt school-based, and centers. This training will be integrated into the system of professional development as the system is updated.

Goals #2:as described in FY 2014-2015 CCDF Plan:

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

Describe Progress - Include Examples and Numeric Targets where Possible:

Goal #2 is revised as follows:

- Create Core Knowledge Competencies (CKC) for Trainers, Coaches, Mentors, and Consultants. All training of trainers' content will be integrated with Early Learning Guidelines (ELGs) and aligned with the CKC for all groups i.e. Teachers, Trainers, Coaches, Mentors, and Consultants.
- Re-design Training Approval System based on CKC for Trainers, Coaches, Mentors, and Consultants.
- Provide training and resources to promote widespread and appropriate use of the CT ELDS: crosswalks to relevant sets of standards (e.g. Head Start Framework) and assessment tools; training aimed at various audiences (center-based programs transitioning to the use of new standards, home care providers, librarians, etc.); and integration of CT ELDS into ongoing work across state and local agencies (e.g. State Department of Education work, Department of Children and Families training).
  Describe Progress:

Provide training and resources to promote widespread and appropriate use of the CT ELDS: Multi-level training has been provided on the CT ELDS, including introductory webinars reaching approximately 700 live participants and archived for further access, in-service professional development (consisting of the webinar, 2 half-day trainings and program work) for approximately 500 early care and education providers, and training for approximately 140 programs consultants to integrate the CT ELDS into their work.   A crosswalk to the Connecticut Preschool Assessment Framework is available online, the OEC has collaborated with Teaching Strategies to provide a crosswalk to GOLD™, and a crosswalk to the Hawaii Early Learning Profile (HELP) will be presented to CT Birth to Three providers in December 2014. Trainings across sectors are occurring as requested, including for public schools identified as in need of improvement. Plans are underway to provide training to professionals working with home care providers to integrate the CT ELDS into these settings.

We have contracted with the Early Childhood Education Center (ECEC) at Eastern Connecticut State University to develop a series of videos and related training documents on the CT ELDS for providers across all sectors of care. The videos illustrate the standards and learning progressions for children birth to five across eight domains of development. The videos interview teachers in classroom settings as evidence of how planning and instruction is tied to the learning standards. The related training documents are tools for program directors, higher education faculty, mentors and consultants to use in staff meetings, classrooms, and other professional development standards. All the videos and training documents will be posted electronically and available for statewide use at any time and at any location.

Through the professional development systems and work on Core Knowledge and Competency Framework the CT ELDS will be integrated into higher education. Training and Technical Assistance Provider CKC work began October 2014 and will serve as the basis for CT's trainer approval system.

Work with State Advisory Council Early Learning Standards Committee to crosswalk Connecticut's Early Learning Guidelines (ELG) with the Connecticut Pre-School Assessment Framework (PAF) and the

Connecticut Preschool Curriculum Framework (PCF), the community college infant-toddler curriculum, the Head Start performance standards and Head Start Outcomes Framework.   Crosswalk with NAEYC Accreditation standards.

Goals #3:as described in FY 2014-2015 CCDF Plan:

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

Describe Progress - Include Examples and Numeric Targets where Possible:

Goal #3 is revised as follows:

- Work with partners to develop guidance related to the implementation of the CT ELDS, including evidence-based practices linked with the standards, use with English Language Learners and children with special needs, and use with assessment tools.

    Describe Progress:

The OEC has been working the UCONN University Center for Excellence in Developmental Disabilities (UCEDD) to develop guidance related to the CT ELDS. Written guidance about each domain and strand within the CT ELDS, including evidence-based strategies connected to each strand, has been developed and is undergoing editing. The UCEDD is currently working on more specific guidance around implementing the CT ELDS with children with special needs and children who are dual language learners. In addition, Eastern Connecticut State University has been developing videos related to the CT ELDS with suggestions for using these videos for professional learning opportunities and in higher education. Specific crosswalks to assessment tools were discussed in the response to goal #2.

A crosswalk to the Connecticut Preschool Assessment Framework (PAF) has been conducted. Crosswalks of learning standards with program standards will not provide meaningful information and a decision was made not to crosswalk with prior sets of learning standards as we promote use of the new document. Instead supplemental documents and resources will focus on the implementation of the CT ELDS.

A2.2 Key Data

A2.2.1a How many individuals were trained on early learning guidelines (ELGs) or standards over the last federal fiscal year?

 Responses to this question should be consistent with information provided in question 3.2.3 in the CCDF Plan.

Center-based Programs: Early Learning Guidelines (ELGs)	How many teachers/practitioners in center-based programs were trained on ELGs over the past year? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A

Birth to Three ELGs	700	☐
Three-to-Five ELGs	700	☐
Five and Older ELGs		☑
Describe:	Introductory webinars reached approximately 700 live participants and has been archived. Approximately 500 program-based staff participated in training (2 half day sessions with program work in between). Other trainings have been offered through organizations that attended the "train the trainer" or "consultant sessions" offered on the CT ELDS.	
Family Child Care Programs: **Early Learning Guidelines (ELGs)**	**How many family child care programs providers were trained on ELGs over the past year?** **Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)**	**N/A**
Birth to Three ELGs		☑
Three-to-Five ELGs		☑
Five and Older ELGs		☑
Describe:	The OEC will be rolling out professional development to those early childhood professionals already supporting family child care program providers in 2015 so that they can incorporate the CT ELDS into their work.	
Legally Exempt Providers: **Early Learning Guidelines (ELGs)**	**How many legally exempt providers were trained on ELGs over the past year?** **Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)**	**N/A**
Birth to Three ELGs		☑
Three-to-Five ELGs		☑
Five and Older ELGs		☑
Describe:	CT's provider orientation training will include a brief introduction to the CT ELDS, and will include some legally exempt providers.	

A2.2.1b How many children are served in programs implementing the ELGs?

 Refer to question 3.2.4 in the CCDF Plan for examples of how ELGs can be implemented in programs. Program capacity can be used as an estimate of children served.

Center-based Programs: **Early Learning Guidelines (ELGs)**	**How many children are served in center-based programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)**	**N/A**
Birth to Three ELGs		☑
Three-to-Five ELGs		☑
Five and Older ELGs		☑
Describe:	This data is not available, However the ELDS Introductory webinars reached approximately 700 live participants and has been archived. Approximately 500 program-based staff participated in training	

Family Child Care Programs: Early Learning Guidelines (ELGs)	How many children are served in family child care programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Birth to Three ELGs		☑
Three-to-Five ELGs		☑
Five and Older ELGs		☑
Describe:	This data is not available.	
Legally Exempt Providers: Early Learning Guidelines (ELGs)	How many children are served in legally exempt programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Birth to Three ELGs		☑
Three-to-Five ELGs		☑
Five and Older ELGs		☑
Describe:	This data is not available.	

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

A3.1 Progress on Overall Goals

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

Goals #1:as described in FY 2014-2015 CCDF Plan:

5. Outreach and Consumer Education:

Continue outreach and consumer education efforts statewide and through 2-1-1- Child Care. Align activities with State Advisory Council family involvement and implementation of fatherhood audit.
.
Consideration for NAEYC provides accredited programs with a window decal of the accreditation logo. Encourage accredited programs to get these up at their programs and provide some kind of document for posting that explains to parents what it is, why it's important.
.
Work with 2-1-1 Child Care to add the NAEYC logo/hyperlink to the program page where it shows that a program is NAEYC Accredited.
.
Work with the Connecticut State Advisory Council (SAC) Committee on Family Involvement and connect with the Connecticut Department of Public Health (DPH) Home Visitation workgroup to determine appropriate strategies.
.
The recommended plan for the CT QRIS includes a public awareness campaign to educate the public about the standards, criteria and indicators of the system.

Describe Progress - Include Examples and Numeric Targets where Possible:

Goal #1 - Outreach and Consumer Education - has been revised as follows:

Revised Goal: To implement a statewide public information campaign on the benefits of early care and education.

Progress:

The OEC launched a statewide, multimedia campaign, "The more you know, the better they grow," that provides family-friendly information on child development, health and safety and the importance of early care and education. The campaign targets all families throughout Connnecticut in the following ways:

• Bilboards adjacent to major highways
• Radio ads and interviews in English and Spanish
• Indoor and Outdoor transit advertising
• Window decals in English and Spanish
• Advertisements in urban and Hispanic newspapers
• Brochures in health centers and health fairs in English and Spanish

- 90 second videos available for viewing in hospitals and local Department of Social Services offices
- Advertisement on Pandora.
  Our campaign received 17,000 hits in English and 11,000 in Spanish on Facebook.

Goals #2:as described in FY 2014-2015 CCDF Plan:

4. Quality Assurance and Monitoring:

Develop and publish an action planning form for use with any of these tools to help programs plan improvements based on the assessment data gathered from a tool. A form could be finalized, posted on the web, and used with all of our AFP sites. Same document could be used to plan improvements driven by the NAEYC Accreditation Decision Report. Review potential funding to train on PAS or to expand CLASS training done by Head Start.
.
The recommended plan for CT QRIS includes mechanisms to monitor ongoing program quality. The plan builds on the successful Accreditation Facilitation Project and provides a "tool box" that includes valid and reliable environmental rating scales to increase program quality.

Describe Progress - Include Examples and Numeric Targets where Possible:

Goal # 4 - Quality Assurance and Monitoring - has been revised as follows:

The Office of Early Childhood (OEC) will continue to work towards a state-wide technical assistance system. A component of the state-wide T/A system will address quality improvement efforts. The OEC will increase the capacity through training raters in the use of program assessment tools such as CLASS, BAS, ERS and PAS. These assessment tools will also be offered to programs in the form of an on-line 'tool kit' to assist in quality improvement efforts

Describe Progress:

CT held reliability training for the Program Administration Scale (PAS) in spring of 2014 which included 11 technical assistance providers. Eight of these participants are trained to reliability on the tool and pursued certification by National Louis University. Programs that agreed to participate in the trainer certification process will receive support in areas identified for improvement. Certified assessors will initially be deployed to support program improvement in AFP participating sites and identified state funded sites.

As the Professional Development system is established, PAS ratings and support will be more globally available to support program improvement.

Goals #3:as described in FY 2014-2015 CCDF Plan:

2. Supports to programs to improve quality:

Support quality improvement efforts through the training and technical assistance provided by the Accreditation Facilitation Project. We will continue to recruit licensed programs into the NAEYC Accreditation process, with a goal to recruit 15 new non-accredited programs to the pursuit of NAEYC Accreditation in the coming year.
.
A workgroup of the State Advisory Council has drafted recommendations for a Quality Rating and Improvement System for Connecticut. The plan was developed with technical assistance from the federal Office of Child Care. There are five standards in the plan: 1. Learning Environment, 2. Workforce Qualifications and Professional Development, 3. Health and Safety, 4. Leadership and Management, 5.

Family Engagement and Support.

Describe Progress - Include Examples and Numeric Targets where Possible:

Goal #3A - Supports to programs to improve quality - has been revised as follows:

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

Describe Progress:

The Accreditation Facilitation Project serves approximately 100 programs per year by providing individualized technical assistance on the NAEYC Accreditation process and on quality improvement areas as defined by the NAEYC Standards and Criteria. The goal of recruiting 15 programs that are seeking accreditation for the first time is fully met.

Revised Goal #3B: To develop an operational framework for QRIS in Connecticut, using existing program learning and workforce standards, and building on existing best practices. .

Progress:

The OEC worked with a nationally recognized consultant to develop an operational framework for a statewide QRIS system. This work included agency wide staff that researched current quality improvement practices and surveyed center-based, and home-based providers to determine their needs for technical assistance and preferences for type and delivery mechanisms. The operational framework has resulted in a commitment to the high-level structure, roles and responsibilities, and activities to be implemented. Work and activities will be delineated between the work of the Connecticut Office of Early Childhood staff and work to be contracted out.

In 2013 a report was completed by the Early Care and Education State Advisory Council and QRIS workgroup. The report provided a baseline for next steps in the creation of a Technical Assistance System.

The recommended plan for the CT QRIS includes a public awareness campaign to educate the public about the quality standards, criteria and indicators and the NAEYC accreditation process.

Goals #4:as described in FY 2014-2015 CCDF Plan:

3. Financial incentives and supports:

Explore opportunities to give a bonus to programs that achieve accreditation for the first time. And, explore opportunity to give a bonus to sites that maintain accreditation through re-accreditation. Continue to fund tired subsidies based on setting and/or accreditation of child care providers.
.
The recommendations for a CT QRIS includes financial incentives for programs that demonstrate higher levels of quality.

Describe Progress - Include Examples and Numeric Targets where Possible:

Goal #4 - Financial incentives and support - has been revised as follows:

The OEC will continue to fund tiered subsidies based on setting and/or accreditation of child care providers. The recommendations for CT QRIS include financial incentives for programs that demonstrate higher levels of quality. Explore opportunities to give a bonus to programs that achieve accreditation for the first time. And, explore opportunity to give a bonus to sites that maintain accreditation through re-accreditation.

Describe Progress:

CT continues to provide tiered subsidies (5% per child/week; and 15% for service to children with identified special needs who require additional support to be in the setting) to programs that achieve accreditation (NAFCC, NAEYC, NEASC, COA and NAA) Further incentives are not developed.

Goals #5:as described in FY 2014-2015 CCDF Plan:
Connecticut will revisit the plan established by the Early Care and Education State Advisory Council, drafted in 2008 and tabled due to budgetary constraints, to continue review of Quality Improvement opportunities, standards, process, and incentives.
.
1. Program Standards:
Work with State Advisory Council on development of goals, performance measures and evaluation methodologies for program standards to align Birth to Five standards and to maintain a continuum with child development and curriculum standards for school age children Kindergarten to Grade 12.

Describe Progress - Include Examples and Numeric Targets where Possible:
Goal #5 - Program Standards - has been revised as follows:
In 2013 a report was completed by the Early Care and Education State Advisory Council and QRIS workgroup. The report will provide a baseline for next steps in the creation of a Technical Assistance System.

The QRIS workgroup will reconvene to finish the work regarding standards and criteria to ensure alignment. The group will also make recommendations for next steps to move the QRIS process forward

Describe Progress:

The Office of Early Childhood coordinated a review of the work already accomplished by the QRIS Workgroup in years past, and moved forward with planning and analysis of a statewide Quality Inprovement System for early childhood program in Connecticut. The workgroup revisited the 2008 QRIS Plan, and used it as an informant to the 2013 report which served as the impetus for the development of the standards and criteria for the QRIS.

The OEC has approved standards and criteria that address 5 component areas: **Health & Safety, Professional Development & Workforce, Leadership & Management; Learning Environment; Family Engagement & Support.**

The Office of Early Childhood engaged a cross-agency team of 12 staff to engage in a review of the work already accomplished by the QRIS Workgroup in years past. The team moved forward with planning a statewide Technical Assistance System for the entire early childhood system in Connecticut. The team generated a high-level operational design and the agency has set aside money for its implementation. This represents a major step forward towards the creation of a program standard and intends to begin contracting for implementation in the coming year.

Priority Areas for QRIS Infrastructure *at this time*
These recommendations rely on Connecticut's current investments and ongoing projects to support the development and strengthening of infrastructure for a QRIS that promotes quality for all children in all settings.

1. **Early Learning and Development Guidelines:** The CT OEC should continue to develop and deliver training on the Early Learning and Development Standards (ELDS) and develop supplemental materials to support program and provider use of the ELDS as described in the recommended QRIS Learning Environment Standard (See Learning Environment Recommended Indicators 9 -27-13.doc)
2. **Parent information and education on early care and education quality:** The CT OEC should coordinate its efforts to inform and educate parents on the importance of quality for their children's safety, health, development, and learning with those of United Way of Connecticut's Child Care Services. Currently, these include the 211 Child Care parent information and referral system and administration of the Care4Kids child care subsidy system. Together these two systems reach almost 400,000 parents each year and have developed guidance and materials to assist parents in selecting quality care.

The below is an additional recommendation included in the QRIS Infrastructure but not for FFY 2014 or current year.
1. **Licensing:** As part of its current re-examination of the child care licensing system, the Connecticut Office of Early Childhood (CT OEC) should develop criteria and procedures that will:
   a. Identify serious violations or persistent patterns of substantial violations(with "serious violations," "persistent pattern," and "substantial violations" to be defined) that should result in a program's or provider's rating in the QRIS being changed to "provisional" until the violation has been corrected. This would apply to all levels of the QRIS.

   b. **Focus technical assistance and monitoring efforts on programs and providers with serious violations.**

A3.2 Key Data

A3.2.1 Number of Program Receiving Targeted Technical Assistance

Targeted technical assistance is technical assistance (coaching, mentoring and consultation) that is designed to address a particular domain/area of quality. Responses in this section should be consistent with responses provided in question 3.3.2 in the CCDF Plan which focuses on targeted technical assistance to programs (rather than practitioners) that is intended for moving programs to higher levels of quality.

a) How many programs received targeted technical assistance during the last federal fiscal year (October 1 through September 30)? 125

☐ N/A

Describe:

The AFP provided targeted technical assistance to 125 programs during the year through individualized on-site support and cohort group activities. Additionally, the AFP provided funding to support program-

wide Professional Development activities in these sites. The 109 PD activities addressed the program-wide professional development needs of 43 sites, including 1033 of their own staff plus 469 staff from other licensed programs who shared in the activities.

b) If possible, report the number of programs who received targeted technical assistance in the following areas:

Health and safety:

Infant and toddler care:

School-age care:

Inclusion:

Teaching dual language learners:

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

Mental health:

Business management practices:

☑ N/A

Describe:

This data is not available. AFP services include content support on all of these topics but we do not track visits according to these categories.

A3.2.2 Number of Programs Receiving Financial Supports

Responses to this question should be consistent with responses provided in question 3.3.3 of the CCDF Plan. **Financial supports** must be intended to reward, improve, or sustain quality. They can include grants, cash, reimbursements, gift cards, or purchases made to benefit a program. This includes tiered reimbursements for CCDF subsidies. **One-time grants, awards, or bonuses** include any kind of financial support that a program can receive only once. **On-going or periodic quality stipends** include any kind of financial support intended to reward, improve, or sustain quality that a program can receive more than once.

a) How many programs received one-time, grants, awards or bonuses?

Child Care Centers:

☑ N/A

Describe:

The AFP awarded 109 quality improvement grants to support planful, program-wide professional development in active AFP sites. These grants allow administrators to utilize consultants, trainers, and coaches to address needs identified through the use of accreditation or other assessment tools.   The data

regarding facilty type is not available.

Family Child Care Homes:

☑ N/A

Describe:

The AFP awarded 109 quality improvement grants to support planful, program-wide professional development in active AFP sites. These grants allow administrators to utilize consultants, trainers, and coaches to address needs identified through the use of accreditation or other assessment tools.   The data regarding facilty type is not available.

b) How many programs received on-going or Periodic quality stipends?

Child Care Centers: 356

☐ N/A

Describe:

In FFY 2014, 356 Accredited Child Care Center Providers received a 5% Accreditation Bonus payment for the Care 4 Kids subsidies that they received.

Family Child Care Homes: 2

☐ N/A

Describe:

In FFY 2014, 2 Accredited Family Day Care Home Providers received a 5% Accreditation Bonus payment for the Care 4 Kids subsidies that they received.

A3.2.3 Number of Eligible Programs for State/Territory QRIS or Other Quality Improvement System

a) What is the total number of eligible child care centers:

QRIS:
Or
Other Quality Improvement System: 1453

☐ N/A

Describe:

1,453 Center-based programs - at the minimum / initial level of CT's Quality Improvement System, which is Licensing. The highest level is NAEYC Accreditation and/or approval by Head Start.

b) What is the total number of eligible family child care homes:

QRIS:
Or
Other Quality Improvement System: 2416

☐ N/A

Describe:

2,416 = 2,388 Family Day Care Homes +28 Group Day Care Homes are Licensed and therefore included in the in the initial level of CT's Quality Improvement System, which is Licensing. Two of these Family Day Care Homes were accredited by NAFCC.

c) What is the total number of eligible license-exempt providers:

QRIS:
Or
Other Quality Improvement System: 94

☐ N/A

Describe:

94 License Exempt programs are included in the highest level of CT's Quality Improvement System, which is NAEYC Accreditation and/or approval by Head Start. This equals 75 License-Exempt NAEYC Accredited + 19 Head Start License Exempt (not NAEYC).

A3.2.4 Number and Percentage of Programs Participating in State/Territory QRIS or Other Quality Improvement System

a) Of total number eligible as reported in A3.2.3, what is the total number and percentage of child care center programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last federal fiscal year?

Child Care Centers:

QRIS:

Number:
Percentage:

Or

Other Quality Improvement System:

Number: 1453
Percentage: 100

☐ N/A

Describe:

Connecticut does not have a public QRIS system, so the Quality Improvement level of Licensing may or amy not be know to programs as **"participating" in QRIS or QIS.** As of September 30, 2014 there were 1,481 Center-based programs that met the minimum / initial level of CT's Quality Improvement System, which is Licensing. The highest level is NAEYC Accreditation and/or approval by Head Start.

b) Of total number eligible as reported in A3.2.3, what is the total number and percentage of family child care programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last federal fiscal year?

Family Child Care Homes:

QRIS:

Number:
Percentage:

Or

Other Quality Improvement System:

Number: 2416
Percentage: 100

☐ N/A

Describe:

2,416 = 2,388 Family Day Care Homes +28 Group Day Care Homes are Licensed and therefore included in the in the initial level of CT's Quality Improvement System, which is Licensing. Two of these Family Day Care Homes were accredited by NAFCC.

c) Of total number eligible as reported in A3.2.3, what is the total number and percentage of license-exempt programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last federal fiscal year?

License-Exempt Providers:

QRIS:

Number:
Percentage:

Or

Other Quality Improvement System:

Number: 94
Percentage: .

☐ N/A

Describe:

94 License Exempt programs are included in the highest level of CT's Quality Improvement System, which is NAEYC Accreditation and/or approval by Head Start. This equals 75 License-Exempt NAEYC Accredited + 19 Head Start License Exempt (not NAEYC).

The percent that the 94 License Exempt programs represent is unknown, as the denominator of total number of license-exempt child care sites in the state is not known at this time.

A3.2.5 Number of programs at Each Level of Quality?

For each type of care, provide the total number of quality levels and the number of

programs at that level of the total number of participating as reported in A3.2.4. Describe metric if other than QRIS, such as accreditation.

Child Care Centers:

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

☐ N/A

Quality Level	Number of Programs at this level
NAEYC Accredited & HS	575
Licensed	1453

Describe:

CT recognizes program quality at two levels: 1. Licensing and 2. NAEYC Accreditation (and Head Start Approved)

Licensing of centers: 1,059 Licensed Child Day Care Centers are not accredited of the 1,453 Licensed (This does not include the 28 Group Day Care Homes).

575 NAEYC & Head Start. NAEYC Accredited: 429 includes 35 Head Start (w/NAEYC) sites plus 394 of the 469 NAEYC Accredited licensed centers. There are 35 Head Start 'Child Care Center' program sites added to the 394 NAEYC Accredited programs. There are 70 Head Start and Early Head Start center-based programs sites NOT included in the NAEYC Accrediation numbers, shown. There are 104 Head Start and Early Head Start center-based program sites in Connecticut, 31 of which are License-Exempt (of these 12 of these NAEYC Accredited and 35 Licensed and NAEYC). The 394 NAEYC Accredited excludes approximately 75 license-exempt school-based programs shown in A3.2.5. (Third in the Country by number of accredited sites).
(Head Start #s as of 1/21/15 email re: sites + OEC NAEYC, License Head Start comparision list, Fall of 2014)

Family Child Care Homes:

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

☐ N/A

Quality Level	Number of Programs at this level
NAFCC & Head Start	8
Licensed	2416

Describe:

NAFCC: CT recognizes two family child care homes that are Accredited by the National Association for Family Child Care. 2,416 Licensed: 2,388 Family Day Care Homes (FDCH) and 28 Group Day Care Homes are licensed as of September 30, 2014

There are 6 Head Start Family Day Care Homes identified in data reports in Connecticut.

License-Exempt Providers:

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

☐ N/A

Quality Level	Number of Programs at this level
NAEYC & Head Start	87

Describe:

87= 75 + 12 NAEYC Accredited: approximately 75 license-exempt school-based programs in the 469 NAEYC Accredited licensed centers (Third in the Country by number of accredited sites)

There are 99 Head Start and Early Head Start programs in Connecticut, 31 of which are License-Exempt (of these 12 of these NAEYC Accredited).

A3.2.6 Number of Programs Who Moved Up or Down within QRIS

If the quality threshold is something other than QRIS, describe the metric used, such as accreditation.   These numbers ARE NOT expected to total the number of participating programs in the QRIS as reported in A3.2.4.

Child Care Centers:

How many moved up within the QRIS: 38
How many moved down within the QRIS: 0

☐ N/A

Describe:

In FFY 2013, Connecticut Reported 356 NAEYC Accredited Child Care Centers. In FFY 2014, Connecticut reports 394 NAEYC Accredited Child Care Centers for an increae within the Quality Metric to Accreditation for 38 centers. In addition, there are 75 License Exempt Child Care center with NAEYC Accreditation for a total of 469.

Family Child Care Homes:

How many moved up within the QRIS:
How many moved down within the QRIS:

☑ N/A

Describe:

The number of Licensed Family Day Care Home providers (and Group Day Care Home Providers) as of September 30th in 2014 is reduced by approximately 4% from the 2013 number. However, the providers did not move up or down in QRIS, as it is equal to the number in operation.

The number of Accredited Family Child Care providers rememained contant from 2013 to 2014.

 License-Exempt Providers:

How many moved up within the QRIS: 75
How many moved down within the QRIS: 0

☐ N/A

Describe:

In FFY 2013, Connecticut did not report the number of License-Exempt Providers with NAEYC Accreditation, as the data was not available. In FFY 2014, Connecticut reports 75 NAEYC Accredited License-Exempt providers, for an increae within the Quality Metric to Accreditation for 75 providers in the total of 469.

A3.2.7 Number of CCDF Subsidized Children Served in Programs Participating in the State/Territory Quality Improvement System

Note. If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

a) What percentage of CCDF children were served in participating programs during the last federal fiscal year?   65 %

b) What percentage of CCDF children were served in high quality care as defined by the State/Territory?   25 %

Provide the definition of high quality care in the Describe box. This may include assessment scores, accreditation, or other metric, if no QRIS.

☐ N/A

Describe:

In FFY 2014, the number of Children that received Care 4 Kids - CCDF assistance who are in a NAEYC or NAFCC accredited facility (a measure of **high quality**) and whose provider received an accredited bonus, totaled approximately 8,000. This equals approximately one fourth of the **32,852, the total number of children** that received Care 4 Kids child care assistance certificates in FFY 2014.

In **Licensed Center-Based**Settings: **16,262 children**received Care 4 Kids (C4K) assistance / certificate in FFY 2014 (50% of all certificates).. The number of children by age group in licensed center based settings in a single month (March of 2014): totaled 10,529 = 3,659Infant/Toddlers + 5,057Preschool + 1,813 School Age children.

In **Licensed Family and Group Day Care**Settings: **4,813 children**received Care 4 Kids (C4K) assistance / certificate in FFY 2014 (15% of all certificates). The number of children by age group in licensed center based settings in a single month (March of 2014): totaled 3,420 = 1,576Infant/Toddlers + 936Preschool + 908 School Age children.

13,949 (**64%**) children receiving (paid cases) Care4Kids subsidy that received care in **Licensed facilities** (Center based, Family Day Care Homes, and Group Day Care Home), out of the 21,720 children (paid subsidy cases) for all age groups and all settings. (UW C4K Report by Setting, March 2014).

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

The percent of children served by programs that are considered on the path toward quality include, but are not limited to NAEYC, NAFCC, and Head Start accreditation, the state's School Readiness program, and the state's Child Day Care program. Licensing is the first level of Quality measurement in Connecticut.

In addition to the above number of children in the Care4Kids Assistance/voucher program, children were also served in high-quality state funded PreK during FFY 2014 are as follows:

The number of unduplicated children currently being served in state-funded **School Readiness** as of March, 2014. = 11,279 (includes 1,755 that receive C4K). In addition, the number of unduplicated children currently being served in **State-funded Child Day Care** Centers = 3,772. State funded School Readiness and Child Day Care must be in the 3 Year process for NAEYC Accreditation. Most have NAEYC Accreditation or are Head Start approved.

Please see below for details.

Number of Children served in FFY 2014 in School Readiness and State Funded CDCs
Total = 15,051 children

Priority School Readiness:10,131 (1,683 in Care4Kids - CCDF Certificate/voucher)

By Space/Slot type:

6,685 full day

1,417 school day

1,487 part day

   542 extended day

Competitive School Readiness: 1,148(72 in Care4Kids - CCDF Certificate/voucher)

By Space/Slot type:

502 full day

213 school day

433 part day

State-funded Child Day Care Centers: 3,772 (1,124 in Care4Kids - CCDF Certificate/voucher)

FY 2014 Annual Average # of Children Served:

By Age Group:

1,218 Infant/Toddler

2,362 Preschool Age

   192 School Age

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

A4.1 Progress on Overall Goals

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

Goals #1:as described in FY 2014-2015 CCDF Plan:
GOAL 2) Career Pathways (or Career lattice):

•Align the credentials that are offered in CT with their respective roles and levels on the CCAC career ladder,
•Work on a bi-regional model (OCC Region 1 and II) model of reciprocity and portability of credentials that would allow the child care workforce to work beyond their state borders and meet qualifications in similar roles, sectors and settings tied to 3.4.1 and 3.4.2. Build on other cross state cross sector resources and create the scale necessary to make meaningful progress. Other states don't focus on the workforce in such a limited way.

Describe Progress - Include Examples and Numeric Targets where Possible:
Goal #1 is revised as follows:

Career Pathways (or Career lattice):

Re-align Charts-A-Course Career Ladder to reflect educational qualification only.

Describe Progress:
The OEC is no longer offering non-credit module training reflected in the lower levels of the career ladder. Scholarship assistance funds are targeted toward degree attainment. An active workgroup is exploring career ladder revision.

REVISED GOAL: Finalize Core Knowledge Competencies (CKC) for Teachers to include a self-assessment to be used to develop professional development goals. Create CKC for Trainers, Coaches, Mentors, and Consultants, with a self-assessment, to be used for approvals of trainers and TA providers.

- Work on a bi-regional model (OCC Region 1 and II) of reciprocity and portability of credentials that would allow the child care workforce to work beyond their state borders and meet qualifications in similar roles, sectors and settings tied to 3.4.1 and 3.4.2. Build on other cross state cross sector resources and create the scale necessary to make meaningful progress.
  Describe Progress:
Teacher CKC's are in final draft form and will go to Commissioner for approval. The self-assessment is under development. Considerations for development of the self-assessment were provided by the University of Connecticut based on research on other state's tools, and adult learning theory. CT is engaged in discussions with neighboring states regarding CKC alignment and PD systems building. Portability of credentials has not yet been addressed as states are re-designing CKCS and PD systems.

Goals #2:as described in FY 2014-2015 CCDF Plan:
GOAL 4) Compensation, Benefits and Workforce Conditions:

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

Describe Progress - Include Examples and Numeric Targets where Possible:
Goal #2 - Compensation, Benefits and Workforce Conditions - revised as follows:

Compensation, Benefits and Workforce Conditions

• Incentives for providers (area for TA support)
  REVISED GOAL: Incentives for providers (area for TA support)

Describe Progress:

FFY14 represented the first year of the Office of Early Childhood 's existence - with a great deal of transition still underway (licensing moved to OEC July 1, 2014; Family Services transitioned fall 2014; Birth to Three targeted for transition late 2015). The START bonus analysis identified a very small population (those individuals who completed the non-credit Training Program in Child Development and went on to earn CDA credentials) and incomplete data (follow up participation in the state's Registry was not required). No further action was identified regarding the incenting of credential or degree work until such time as the Department's budget and priorities could be established.

Goals #3:as described in FY 2014-2015 CCDF Plan:
GOAL 5) Data & Performance Measures of the Child Care Workforce:

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

Describe Progress - Include Examples and Numeric Targets where Possible:
Goal #3 - Data & Performance Measures of the Child Care Workforce - has been revised as follows:

Data & Performance Measures of the Child Care Workforce:
REVISED GOAL: Work toward participation in the Registry for staff in all child care programs in all settings that are licensed by OEC and unlicensed.   Require annual updating of staff and their qualifications.

Describe Progress:

While there is no uniform requirement for all early care and education professionals to be in the registry, registry membership is required of all staff in state funded programs and those individuals applying for scholarship, Head Teacher, ECTC, medication administration trainer approval. As part of the family child care provider education and NAFCC Accreditation bonus system (as codified under a union contract) providers must be members of the Registry.

Registry participation in FFY14 continued to increase based on its use as the portal for functions listed above. Analysis of required use by all licensed providers identified the need for additional staffing and

electronic capacity, as well as a revised professional development system (approved trainers and training based upon competencies, revised cross-sector and setting career ladder, and new parameters for non-credit professional development scholarship use). The planning of the new Early Childhood Information System (ECIS) underway includes necessary extensions of the Registry system, though timing of building and phase is yet to be determined. Staffing needs / fiscal resources required will be better understood as the ECIS takes shape.

Goals #4:as described in FY 2014-2015 CCDF Plan:

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

GOAL 1) Core Areas of knowledge and Knowledge:

• Align Core Knowledge and Skills to professional development requirements and DPH licensing regulations.
• Goal to conduct needs assessment.
• Work on a bi-regional model (OCC Region I and II) model of reciprocity and portability of credentials that would allow the child care workforce to work beyond their state borders and meet qualifications in similar roles, sectors and settings tied to 3.4.1 and 3.4.2. This credential work will include those who provide consulting services to the child care workforce and service providers.

Describe Progress - Include Examples and Numeric Targets where Possible:
Goal #4 is revised as follows:

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

Core Areas of Knowledge and Competencies:

• Finalize Core Knowledge Competencies (CKC) for Teachers to include a self-assessment to be used to develop professional development goals. Create CKC for Trainers, Coaches, Mentors, and Consultants.
• Work on a bi-regional model (OCC Region I and II) model of reciprocity and portability of credentials that would allow the child care workforce to work beyond their state borders and meet qualifications in similar roles, sectors and settings tied to 3.4.1 and 3.4.2. This credential work will include those who provide consulting services to the child care workforce and service providers.

Describe Progress:

• Teacher CKC's are in final draft form and will go to Commissioner for approval. The self-assessment is under development. Considerations for development of the self-assessment were provided by the University of Connecticut based on research on other state's tools, and adult learning theory. CT is engaged in discussions with neighboring states regarding CKC alignment and PD systems building. Portability of credentials has not yet been addressed as states are re-designing CKCS and PD systems.

Goals #5:as described in FY 2014-2015 CCDF Plan:

GOAL 3) Professional Development & Access to Professional Development:

•Assess the availability of early childhood and school-age training including web-based/on-line opportunities.
•Using the pilot for the ECTC to assess the quality assurances of the two and four year early childhood degree programs
•Assess the clearinghouses for professional development and consultants available for interdisciplinary technical assistance opportunities to better align the dissemination of this information across sectors
•Build on cross state cross sector resources for professional development and consultant services and create the scale necessary to make meaningful progress.

Describe Progress - Include Examples and Numeric Targets where Possible:
Goal #5 - Professional Development & Access to Professional Development - has been revised as follows:

Professional Development & Access to Professional Development:

• Assess the availability of early childhood and school-age training including web-based/on-line opportunities.
• Using information collected on from a survey of state professional development provider will create a basis for designing a collaborative technical assistance system.
• Create one standard definition for all TA providers based on NAEYC glossary for training and technical assistance. Align DPH licensing definition of "consultant" with standard definition.

Describe Progress:
The Core Knowledge and Competency Framework for Technical Assistance Providers Workgroup is a cross-sector team of individuals that adopted the NAEYC glossary as the foundation for the work. Conversation with Licensing has begun to address regulatory definition of a Consultant under Licensing with that of the adopted definition that will be the basis for state Consultant approval.

Our focus on the CKC's is critical to developing the structure of the full Professional Development System.

We are using the standard definition for all TA providers per the NAEYC Glossary. The alignment of the OEC (formerly DPH) licensing definition of consultant is imbedded in the TA provider CKC work.

A4.2 Key Data

A4.2.1a Number of Teachers/Caregivers and Qualification Levels

a) What is the total number of child care center teachers in the State/Territory as September 30 of the last federal fiscal year?

☑ N/A

Describe:

 The table below represents the known population of staff in publicly funded programs for young children. All staff of said programs must be members of the Connecticut Early Childhood Professional Registry. Connecticut does not yet require non-publicly funded staff to join the Registry. Data regarding what type of setting the teacher works in is not available.

Staff in Publicly Funded Programs

adder LevelNumber	Program Administrators	Percent	Teachers Number	Percent	Assistant T Number
	287	70%	974	51%	199
	27	7%	430	22%	210
	12	3%	171	9%	227
	7	2%	117	6%	339
	75	18%	226	12%	949
	408		1918		1924

A4.2.1b Number of Teachers/Caregivers and Qualification Levels

 b) What is the total number of family child care providers in the State/Territory as September 30 of the last federal fiscal year?

☑ N/A

Describe:

See A4.2.1a for the number of staff by education level known population in publicly-funded programs for each data point in this section. Data regarding what type of setting the teacher works in is not available.

c) What is the number of center teachers and family child care providers by qualification level as of the end of the last fiscal year? Count only the highest level of education attained.

A4.2.1c Number of Teachers/Caregivers and Qualification Levels

Child Care Center Teachers:

How many had a Child Development Associate (CDA)?

☑ N/A

Describe:

See A4.2.1a for the number of staff by education level known population in publicly-funded programs for each data point in this section. Data regarding what type of setting the teacher works in is not available.

How many had State/Territory Credentials?

☑ N/A

Describe:

See A4.2.1a for the number of staff by education level known population in publicly-funded programs for each data point in this section. Data regarding what type of setting the teacher works in is not available.

 How many had an Associate's degree?

☑ N/A

Describe:

See A4.2.1a for the number of staff by education level known population in publicly-funded programs for each data point in this section. Data regarding what type of setting the teacher works in is not available.

How many had a Bachelor's degree?

☑ N/A

Describe:

See A4.2.1a for the number of staff by education level known population in publicly-funded programs for each data point in this section. Data regarding what type of setting the teacher works in is not available.

How many had a Graduate/Advanced degree?

☑ N/A

Describe:

See A4.2.1a for the number of staff by education level known population in publicly-funded programs for each data point in this section. Data regarding what type of setting the teacher works in is not available.

Family Child Care Providers:

How many had a Child Development Associate (CDA)?

☑ N/A

Describe:

See A4.2.1a for the number of staff by education level known population in publicly-funded programs for each data point in this section. Data regarding what type of setting the teacher works in is not available.

How many had State/Territory Credentials?

☑ N/A

Describe:

See A4.2.1a for the number of staff by education level known population in publicly-funded programs for each data point in this section. Data regarding what type of setting the teacher works in is not available.

How many had an Associate's degree?

☑ N/A

Describe:

See A4.2.1a for the number of staff by education level known population in publicly-funded programs for each data point in this section. Data regarding what type of setting the teacher works in is not available.

How many had a Bachelor's degree?

☑ N/A

Describe:

See A4.2.1a for the number of staff by education level known population in publicly-funded programs for each data point in this section. Data regarding what type of setting the teacher works in is not available.

How many had a Graduate/Advanced degree?

☑ N/A

Describe:

See A4.2.1a for the number of staff by education level known population in publicly-funded programs for each data point in this section. Data regarding what type of setting the teacher works in is not available.

A4.2.2 Number of Individuals Included in State/Territory's Professional Development Registry during Last Federal Fiscal Year (October 1 through September 30)

Teachers in child care centers:

Family child care home providers:

License-exempt providers:

☑ N/A

Describe:

Data Not Available.

A4.2.3 Number of Individuals Receiving credit-based training and/or education as defined by the State/Territory during the last federal fiscal year (October 1 through September 30)?

Teachers in child care centers:

Family child care home providers:

License-exempt providers:

☑ N/A

Describe:

As reported by the CT Board of Regents and the Department of Higher Education, 396 individuals received an Associate's degree in an early childhood concentration, 125 individuals received a Bachelor's degree in an early childhood concentration, and 28 individuals received a Master's degree in an early childhood concentration. These figures represent the total population of degree completers for academic year 2014 and does not reflect employment setting.

A4.2.4 Number of credentials and degrees awarded during the last federal fiscal year If possible, list the type of credential or degree and in what type of setting the practitioner worked

Type of Credential:

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

Please list and provide number:

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

☑ N/A

Describe:
194 CT Early Childhood Teacher Credentials were awarded to individuals working primarily in center-based state funded programs. 121 of these credentials were at the Associate degree level and 73 were at the Bachelor degree level.

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

Please list and provide number:

Child Development Associate (CDA):
State/Territory Credentials:

Other:

☑ N/A

Describe:
Data is not available.

How many credentials were awarded to license-exempt providers?

Please list and provide number:

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

☑ N/A

Describe:
As reported by the CT Board of Regents and the Department of Higher Education, 396 individuals received an Associate's degree in an early childhood concentration, 125 individuals received a Bachelor's degree in an early childhood concentration, and 28 individuals received a Master's degree in an early childhood concentration. These figures represent the total population of degree completers for academic year 2014 and does not reflect employment setting.

Type of Degree:

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

Please list and provide number:

Associates:
Bachelors:
Graduate/Advanced Degree:
Other:

☑ N/A

Describe:
Data is not available.

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

Please list and provide number:

Associates:
Bachelors:
Graduate/Advanced Degree:
Other:

☑ N/A

Describe:
Data is not available.

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

Please list and provide number:

Associates:
Bachelors:
Graduate/Advanced Degree:
Other:

☑ N/A

Describe:
Data is not available.

A4.2.5 Number of Individuals receiving technical assistance during the last federal fiscal year Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked. Responses to this question should be consistent with information provided in question 3.4.4e of the CCDF Plan.

Type of Technical Assistance:

 How many teachers in child care centers received technical assistance?
☑ N/A

Please list type of technical assistance and provide number:

Data is not available.

How many family child care home providers received technical assistance?

☑ N/A

Please list type of technical assistance and provide number:

Data is not available.

How many <u>license-exempt providers</u> received technical assistance?

☑ N/A   Please list <u>type of technical assistance</u> and provide number:

Data is not available.

A4.2.6 Type of Financial Supports Provided and Number of Teachers/Providers Receiving as of End of Last Federal Fiscal Year?

☑ Scholarships. How many teachers/providers received? 1073

☐ Reimbursement for Training Expenses. How many teachers/providers received?

☐ Loans. How many teachers/providers received?

☐ Wage supplements. How many teachers/providers received?

☐ Other.

Describe:

Scholarship data for FFY14: 1,073 individuals were approved for the state Scholarship Assistance Fund (unduplicated count); 1,006 had invoices against the approvals.

☐ N/A

Describe:

Building Subsidy Systems that Increase Access to High Quality Care

In this section, Lead Agencies provide progress on their subsidy administration goals over the past year as of September 30.

A5.1 Progress on Overall Goals

Based on the goals described in the Lead Agency's CCDF Plan at Section 2.8, please report your progress using the chart below. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., established copayment policies that sustain income and sustain quality, or established eligibility policies that promote continuity of care). If applicable, describe any barriers to implementing your planned goals.

Goals #1:as described in FY 2014-2015 CCDF Plan:
Report on the proportion of federal child care quality funding that is spent on school-age providers. CCDF quality set-aside funding is an essential source for systems-level improvements. Programs serving school-age children are an important target for this funding. Data exists on exactly how this funding is spent, but a concerted effort to collect and analyze it is needed to assess its effectiveness at reaching its target audience.

Describe Progress - Include Examples and Numeric Targets where Possible:
The Office of Early Childhood has developed a comprehensive early childhood system to reach all children and families. By including Early Care and Education Services, School and Center-based programs and Family Childcare, Licensing, Quality Enhancement and Workforce Development, Early Intervention and Home Visiting and Parent Information and Family Support Services this will better meet the needs of young children and families.

Goals #2:as described in FY 2014-2015 CCDF Plan:
Analyze Continuum of Care for homeless children – planning, policies, and best practices in communities.

Describe Progress - Include Examples and Numeric Targets where Possible:
In 2014 Legislation was passed in Connecticut to allow the Office of Early Childhood to allow an additional Priority Group to the Child Care Administration Program Care 4 Kids - Priority Group #7 (PG7). This subsidy Priority Group #7 (PG7) was designated for children in families who are homeless, are refugees or have family income less than or equal to 100% Federal Poverty Level and have a child that is between birth and three years in age. This new priority group is for families eligible for and participating in the federal Early Head Start Partnership grant. For this Priority Group, PG7, Redetermination will extend from 8 months to 12 months.

Revisions to Legislation regarding Priority Group #7 and regarding 12 month eligibility have been recommended for consideration during the 2015 Legislative Session.

There are no numbers to report in priority group #7 in FFY 2014. The Early Head Start Community Partnership Grants were not awarded until FFY 2015, and therefore eligibility determination and rules were not implemented for FFY 2014. It is the intent of the Lead Agency to allow families that are eligible for both the Care4Kids subsidy and eligible for participation in an Early Head Start program and/or a Federal Early Head Start Community Partnership program to continue eligibility for a minimum

of 12 months and where permitted, (and in accordance with funding requirements) to permit eligibiility until age 3.

Connecticut has recognized the need for Continuum of Care for homeless children. These children have additional risk factors and high needs that require additional supports, intervention, and the need for assistance and child care subsidies to provide consistent, safe and comprehensive care. Connecticut is exploring the potential for identifying families needing Protective Services under CCDF, Homeless children are a population that are being considered in Connecticut for Protective Services, which would waive the requirement for employment, training or education activities. The removal of these requirements will make these families eligible to receive the child care subsidy to improve the quality of life for their children. As a point of reference, in Connecticut, during Fiscal Year 2013, the Connecticut Coalition to End Homelessness (CCEH) - Homeless Management Information System (HMIS) had an unduplicated count of 1,113 children, ages birth to five years, served by Emergency Shelter and Transitional Housing programs.

Goals #3:as described in FY 2014-2015 CCDF Plan:
Align and improve data sharing opportunities across agencies with early childhood responsibilities.

Describe Progress - Include Examples and Numeric Targets where Possible:
The Office of Early Childhood is developing an Early Childhood Information System (ECIS). Data on children, programs and staff will be housed in this system. Data relating to Connecticut's Child Care Assistance Program - Care 4 Kids, School Readiness and Child Day Care Contracts will be stored in this system. The ECIS is a secure online data system. With the ECIS, the Office of Early Childhood is able to collect data and information so we can best make informed program and policy decisions affecting young children and families. From the data provided by the ECIS, the Office of Early Childhood, other early learning policy makers, families, educators, service providers, and communities will be able to make data-informed, outcome-driven decisions on policy, practice and funding. ECIS will provide improved efficiencies and accountability for a coordinated and comprehensive system of early care and education.

In Phase I, is expected to be deplotyed in the Spring of 2015. Phase I of ECIS will collect information about children enrolled in publicly-funded early care and education programs. Information will be stored in the ECIS confidential database and may include:
·Name
·Address
·Date of Birth
·Gender
·Race and Ethnicity
·Address
·Who the Child Lives With
·Name of the Publicly-Funded Program where the
Child is Enrolled
·Date of Enrollment and Exit from a Publicly-Funded Program
·If the Child's Early Education or Services are publicly funded, the funding
type, program and location
·State Assigned Student Identification (SASID) number

ECIS Phase 2 and future phases will collect additional child, family, program and workforce data information.

Goals #4:as described in FY 2014-2015 CCDF Plan:
Review current payment rates and implications for parents and providers.

Describe Progress - Include Examples and Numeric Targets where Possible:
Since January 1, 2002, Care 4 Kids has been paying providers at the 2002 Reimbursement Rate. The Connecticut General Assembly and the Service Employees International Union (SEIU) Bargaining Unit ratified an agreement to approve a general rate increase to all licensed and license-exempt Child Care Providers serving Infants/Toddlers, Preschool, and School Age children. The rate increase was approved in May 2014. The rate increases are retroactive to January 1, 2014 for Family Child Care Homes and unlicensed in-home (Family, Friends, and Neighbor (FFN)) care providers. Rate increases for licensed Child Care Centers, Group Child Care Homes and Recreational providers are effective July 1, 2014. There is a 3% rate increase to all providers in 2014 through 2017. There will be an additional rate increase of 8.25% for licensed family child care providers caring for infants and toddlers for 2014 and 2015, and 105 in 2016 to establish subsidy rate parity with child care centers for infant/toddler care. The rate for unlicensed providers will be one-third (1/3) of the State's minimum wage thru 2015. If the minimum wage for the State of Connecticut increases in 2016 or 2017, the minimum wage for this program shall increase accordingly. There are also incentive payments to support providers to become licensed.

Goals #5:as described in FY 2014-2015 CCDF Plan:
Implement transition of CCDF and the Care4Kids Subsidy program from the Department of Social Services to the anticipated new Office of Early Childhood, which would become the CCDF lead agency (SFY 2014-2015).

Describe Progress - Include Examples and Numeric Targets where Possible:
The Connecticut legislature passed the transfer of the administration of the child care subsidy program, Care 4 Kids, to the Office of Early Childhood effective July 1, 2014. The Office of Early Childhood and Department of Social Services have worked closely together to make the move as smooth as possible for the transition of the administration of the Child Care and Development Fund programs, administrative duties, and responsibility as the CCDF Lead Agency. The Lead Agency for the Child Care and Development Fund was transferred from the Department of Social Services to the Office of Early Childhood effective October 1, 2014. Parents and Providers were notified of this change and that the United Way of Connecticut would continue to operate the Care 4 Kids program.