

# Connecticut Early Childhood Cabinet



**May 11, 2022  
1.00 p.m.**

## **For our meeting today:**

- Please enter all questions and comments into the chat during presentations
  - OEC staff will answer as many questions as possible in the chat.
- Any questions that are not able to be answered in the chat, will be addressed in the Public Comment document
  - There will be a Public Comment link for comments on both the Market Rate Survey 2022 and the Narrow Cost Analysis 2022
- After each presentation, Cabinet Members will have the opportunity to comment and ask questions
  - There will be a Public Comment period towards the end of today's Cabinet Meeting.

# Meeting Agenda

## **I. Welcome and Introductions**

- **Purpose & History of Cabinet**

## **II. Legislative Update**

- **Cabinet Member Comments**

## **III. Narrow Cost Analysis / Market Rate Survey**

- **Cabinet Member Comments**

## **IV. Department of Public Health Update**

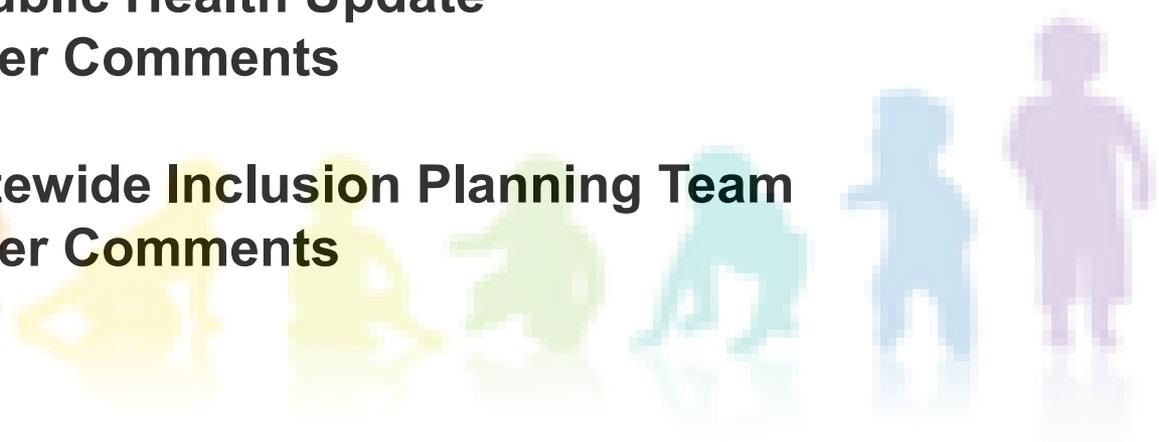
- **Cabinet Member Comments**

## **V. Update from Statewide Inclusion Planning Team**

- **Cabinet Member Comments**

## **VI. Public Comment**

## **VII. Wrap Up**



# CT Early Childhood Cabinet

Purpose: to develop a high-quality, comprehensive system of early childhood education among the wide array of early childhood programs in the state, including Head Start, child care and School Readiness.

In 2005, the Early Childhood Cabinet was created in Public Act 05-245



In 2007, the Governor established the State Advisory Council on Early Childhood as part of the Improving Head Start for School Readiness Act of 2007.



In January 2010, the CT Early Childhood Cabinet was designated to be the State Advisory Council



During the 2014 Legislative Session, the State Advisory Council was renamed as the Early Childhood Cabinet.



2021: Re-Engagement





Connecticut Office  
of Early Childhood

- Legislative Update
  - Infant Toddler Care Funding
    - \$25 M for doubling of state funded IT Care and 58% increase in rates
    - \$20 M Start Early Research Based Infant/Toddler - Preschool program
  - School Readiness/Child Care Stabilization
    - \$30 M in funding for grants to programs
  - Child Care Workforce Stabilization
    - \$70 M Supplement for wages/compensation



Connecticut Office  
of Early Childhood

- Legislative Update
  - Family Child Care Group size and Staffing
  - Universal home visiting funds - \$2.3 M
  - Home visiting - \$1 M
  - Early Childhood Apprenticeship - \$6.5 M
  - Early Childhood Facility Fund - \$15 M
  - Care 4 Kids - \$10 M
  - OEC Staffing – 7 Positions

# Connecticut Narrow Child Care Cost Analysis

Office of Early Childhood – University  
of Connecticut Research Partnership

5/11/2022

# A Narrow Cost Analysis is...

## Why

Child Care and Development Block Grant (CCDBG) Act requires State-Led Agencies (OEC) to certify their subsidy payment rates are sufficient to ensure equal access for Care4Kids-eligible children are comparable to non-eligible children.

## What

A narrow cost analysis is an **analysis of the estimated cost of child care** that includes all costs needed for child care providers to meet all applicable standards and requirements. It includes staff, training, materials, and occupancy costs per 45 CFR 98.45(b)(3), (f)(1)(ii)(A), and (f)(2)(ii)\*.

The OEC must provide a summary of the facts used to determine this cost of care.

## Who

University of Connecticut School of Social Work in partnership with the OEC and stakeholders

## How

The Narrow Cost Analysis **uses existing and available information** to estimate the cost of care by age group in the Provider Cost of Quality Care Model (PCQC). The PCQC is a tool maintained for this purpose by the Department of Health and Human Services (DHHS).

\* <https://www.acf.hhs.gov/occ/policy-guidance/ccdf-acf-pi-2018-01#:~:text=As%20noted%20in%20the%20preamble,a%20%E2%80%9Cnarrow%20cost%20analysis.%E2%80%9D>

## A Narrow Cost Analysis is NOT...

### Market Rate Survey (MRS)

The MRS surveys the prices charged to parents. These costs do not always reflect the true cost of providing care. The Narrow Cost Analysis (NCA) sums up the total cost of providing care to children, on average.

### Cost of Quality Care

The NCA examines the costs to providers as they are. A cost of quality would examine costs associated with additional quality features, such as envisioned in a quality rating scale.



## Agenda

- ~~Narrow Cost Analysis Definition~~
- Goals
- Method
- Results:
  - Cost of Care by Age Group Models
  - Profit Models
  - Public School Preschool Model
  - Licensed Family Child Care
- Conclusions & Limitations
- Appendix: Cost, Wage, & Revenue Model Inputs

# Goals: Four Sets of Analyses



## Method: Process

October  
2021 –  
December  
2021

### Review

- Gathered studies from other states
- Reviewed cost analysis methods
- Collected readily available provider data (see sources)
- Reviewed evaluation plan with OEC

January -  
April 2022

### Iterative Process

- Scenarios were run on the PCQC
- OEC staff and other partners provided expert opinions
- Seven scenarios were chosen for dissemination and review

May - June  
2022

### Stakeholder Feedback

- Present selected scenarios for stakeholder comment
- Adjust estimates as needed based on feedback

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## Method (Continued): Resources



Market Rate Survey (2022)

Workforce Registry



Draft Workforce Compensation Schedule

Occupational & Employment Wages Survey (BLS)\*



Compensation Survey (BLS)\*\*

211 Provider Database (2019 & 2021)



State and Metro-Area Cost Studies

School Readiness & CREC Budgets



Subject Matter Expert Consultation

IRS 990s (2019) & Audit Filings (2018 & 2019)



CT Special Education Needs Assessment (NIEER 2020)\*\*\*

Only existing  
and available  
data sources  
were used!

\*BLS, OEWS <https://www.bls.gov/oes/>

\*\*BLS, Compensation Survey <https://www.bls.gov/ncs/>

\*\*\*NIEER (2020) Connecticut Special Education Needs Assessment, <https://nieer.org/research-report/connecticut-preschool-special-education-needs-assessment>



## Method (Continued): Understanding the PCQC Tool

The Provider Cost of Quality Care (PCQC) tool is the industry standard approach for estimating child care costs. **It functions as a balance sheet by adding up costs per category and comparing it to estimated revenues.** At the heart of the model are the number of children by age group served. This drives staffing requirements and revenues.

**It was the model of choice** in the 15 cost of care studies UConn reviewed. The Center for American Progress based their cost of child care calculator on it ([costofchildcare.org](http://costofchildcare.org)). The PCQC is maintained by the U.S. Department of Health and Human Services (DHHS). It is publicly available for review at:

<https://www.ecequalitycalculator.com>



## Method (Continued): Estimating Costs

**Staff costs are over 80% of child care provider costs.**

**WORKFORCE REGISTRY:** Programs receiving public funding are required to report salary, role, and career ladder to the workforce registry.

**DRAFT WORKFORCE COMPENSATION SCHEDULE:** Submitted to legislature envisions 6 levels based on **educational attainment**.

**MID-CAREER SALARIES:** Adjusts compensation schedule to allow for mid-career or average **experience AND educational attainment**.

**SPECIALIZED STAFF:** Staff engaged in specialized activities like speech & language pathology, social work, etc. \*

## Method (Continued): Estimating Costs

### Health, Retirement & Other Benefits

**CENTERS:** These benefits range between 0% - 14% of the overall cost of salaries based on existing budgets.

**PUBLIC SCHOOLS:** Based on BLS compensation survey, elementary schools pay 45% of the overall cost of salaries based.\*

**MANDATORY BENEFITS:** All providers pay mandatory benefits of 11.45% that cover workman's compensation, FICO, paid family leave, etc.

# RESULTS: Costs

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## Preschool Age Average Cost per Child\*

\*Based on Salaries from the Draft Workforce Compensation Schedule

EXPENSES	
Salary Costs	\$910,494
Mandatory Benefits	\$95,561
Additional Benefits	\$88,004
Substitutes (Center Only)	\$11,700
<b>Total Personnel Expenses</b>	<b>\$1,105,759</b>
Sum of Child-Level Costs (Center Only)	\$265,440
Sum of Per-Classroom Costs (Center Only)	\$220,800
Sum of Per-Staff and Per-Site Costs	\$146,400
<b>Total Non-Personnel Expenses</b>	<b>\$632,640</b>
<b>TOTAL EXPENSES</b>	<b>\$1,738,399</b>

The Average Annual Per Child Costs for  
this Result is

**\$14,487**

This is derived by dividing Total  
Expense by Staffed Capacity

Staffed Capacity	120
Total Teaching Staff (FTE)	12

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# Infants and Toddlers Age Average Cost per Child\*

\*Based on Salaries from the Draft Workforce Compensation Schedule

EXPENSES	
Salary Costs	\$1,098,842
Mandatory Benefits	\$208,801
Additional Benefits	\$189,548
Substitutes (Center Only)	\$29,250
<b>Total Personnel Expenses</b>	<b>\$2,392,439</b>
Sum of Child-Level Costs (Center Only)	\$295,440
Sum of Per-Classroom Costs (Center Only)	\$552,000
Sum of Per-Staff and Per-Site Costs	\$168,000
<b>Total Non-Personnel Expenses</b>	<b>\$985,440</b>
<b>TOTAL EXPENSES</b>	<b>\$3,377,879</b>

The Average Annual Per Child Costs for this Result is

**\$28,149**

This is derived by dividing Total Expense by Staffed Capacity

Staffed Capacity	120
Total Teaching Staff (FTE)	30



# Center for American Progress (2018)

FIGURE 3

**The cost of high-quality licensed child care is out of reach for most U.S. families**  
U.S. average monthly cost of high-quality licensed child care



Source: Child care center costs are based on data from the interactive, "Where Does Your Child Care Dollar Go?", available at [www.costofchildcare.org](http://www.costofchildcare.org) (last accessed November 2018). Family child care costs are based on the authors' unpublished cost model.



[https://americanprogress.org/wp-content/uploads/2018/11/TrueCostITChildCare-\\_webfig3.png](https://americanprogress.org/wp-content/uploads/2018/11/TrueCostITChildCare-_webfig3.png)

# RESULTS: Public School Preschool Child Care Programs

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# Public School Preschool Annual Cost per Child

EXPENSES	
Salary Costs	\$1,541,406
Mandatory Benefits	\$158,983
Additional Benefits	\$672,648
Substitutes (Center Only)	\$9,300
<b>Total Personnel Expenses</b>	<b>\$2,382,457</b>
Sum of Child-Level Costs (Center Only)	\$265,440
Sum of Per-Classroom Costs (Center Only)	\$220,800
Sum of Per-Staff and Per-Site Costs	\$148,400
<b>Total Non-Personnel Expenses</b>	<b>\$632,640</b>
<b>TOTAL EXPENSES</b>	<b>\$3,015,097</b>

The Average Annual Per Child Costs for this Result is

**\$25,126**

This is derived by dividing Total Expense by Staffed Capacity

Staffed Capacity	120
Total Teaching Staff (FTE)	12

# RESULTS: Licensed Family Child Care

## Licensed Family Child Care Cost Comparisons

Model	Description	Annual Per Child Cost	Weekly Per Child Cost	Provider Hourly Rate	Yearly Salary	Yearly Salary + 14% benefits
Base Case	Today's cost of care for prototypical FCC	\$10,759	\$207	\$8.50	\$30,046	No Benefits \$30,046
Level 1 Salary Parity	Salary parity with Draft Workforce Compensation Schedule (WCS) Level 1 = high school degree	\$12,549	\$241	\$9.62	\$34,021	\$38,784
Level 1 Wage Parity	Wage parity with WCS Level 1 = high school degree	\$18,114	\$348	\$16.36	\$57,849	\$65,948
Level 4 Salary Parity	Salary parity with WCS Level 4 = ECE Bachelors or Bachelors plus ECE State Teaching Endorsement	\$17,738	\$341	\$15.91	56,241	\$64,115
Level 4 Wage Parity	Wage parity with WCS Level 4 = ECE Bachelors or Bachelors plus ECE State Teaching Endorsement	\$26,932	\$518	\$27.04	95,613	\$108,999

- Because early care educators working in schools and centers are employees, their work conditions are governed by the Fair Labor Standards Act that designates 40 hours per week as full-time work.
- In a typical FCC, however, providers work **much longer than 40 hours per week so salary equity would result in a lower comparable hourly wage.**

## Limitations

- **This is not a cost of quality study but does consider costs under higher wages.**
- This analysis relies on a **modeling or simulation approach** rather than a statistical approach.
  - Prototype programs were developed based on a careful analysis of open programs, but they may not be fully representative of all programs.
  - For infant and toddler cost models, programs were assumed to artificially serve only infants & toddlers or preschool-age children.
- Model inputs were developed from **existing data sources** rather than primary data collection (i.e., NOT a provider survey).
- **Existing data reflects the impact of COVID**, which creates an inflection point of what the environment will look like going forward.
- Multiple assumptions were tested for key inputs, like wages and salaries.

# DRAFT

## Conclusions

- Child care providers struggled before the pandemic with tight bottom lines. During the pandemic, they experienced **increased vacancies unfilled slots and lower profit**. Boosting reimbursement to the 75th percentile of the market rate survey would help programs break even.
- § Using the Draft Workforce Compensation Schedule, **infant & toddler annual per child cost is \$28,149 and preschool per child cost is \$14,487**.
- § **Programs housed in public schools** may benefit from shared resources but face higher salaries and benefits. With these costs , **the annual per child cost is \$25,126**.
- § **Family child care providers** work long hours and their net revenue equates to **an equivalent wage less than the state's minimum wage – equivalent is \$8.50 per hour and equivalent annual salary is \$30,046**. Increasing salaries to the first level of the draft workforce compensation schedule would increase wages to \$9.62 per hour or \$38,784 annually.

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# Thank you!

Comments & Questions?

OEC-UConn Research Partnership

Kathryn Parr

[Kate.Parr@ct.gov](mailto:Kate.Parr@ct.gov)



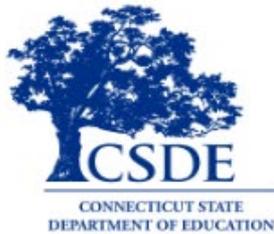
# Connecticut Early Childhood Strategic Planning Team

May 11, 2022

## Connecticut Early Childhood Cabinet



# Connecticut Early Childhood Strategic Planning Team

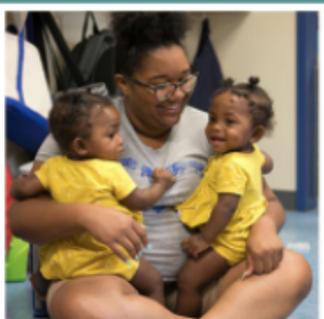


## Connecticut Early Childhood Strategic Planning Team



### **VISION:**

Each young child has the opportunity to benefit from meaningful participation and learning in high-quality inclusive early care and education settings.



### **MISSION:**

The **Connecticut Early Childhood Inclusion Strategic Planning Team** exists to promote equitable access for children with disabilities in high-quality early care and education programs that value and support each child and family's culture, and creates a strong foundation for participation, relationships, and learning in home, school and the community, leading to success for all.

# Connecticut Early Childhood Strategic Planning Team

First Name	Last Name	Agency	Role
<b>Andrea</b>	<b>Brinnel</b>	Connecticut State Department of Education (CSDE)	IDEA, Part B Coordinator
<b>Adrianna</b>	<b>Fontaine</b>	Connecticut Parent Advocacy Center, Inc. (CPAC)	Early Childhood Programs Manager
<b>Ashley</b>	<b>McAuliffe</b>	Connecticut Office of Early Childhood (OEC)	OEC Family Support Division Director
<b>Elena</b>	<b>Trueworthy</b>	Connecticut Office of Early Childhood/Head Start	Head Start Collaboration Office
<b>Julie</b>	<b>Giaccone</b>	Connecticut Office of Early Childhood (OEC)	Child Care and Development Fund Admin
<b>Jane</b>	<b>Hampton</b>	Connecticut Parent Advocacy Center, Inc. (CPAC)	Co-Director
<b>Michelle</b>	<b>Levy</b>	Connecticut Office of Early Childhood (OEC)	Education Consultant
<b>Nicole</b>	<b>Cossette</b>	Connecticut Office of Early Childhood, Birth to Three (OEC)	Birth to Three, Part C

Technical Assistance Support: from Early Childhood Technical Assistance Center, ECTA:

**Debbie Cate**

**Mary Louise Peters**



## Connecticut Early Childhood Strategic Planning Team Logic Model

### Logic Model

- Action Plan
- Accomplishments

<b>Activities</b> <i>What actions are necessary to accomplish our goals?</i>	<b>Short-Term Outcomes</b> <i>Expected Results in 6-12 months</i>	<b>Long-Term Outcomes</b> <i>Expected Results in 1-3 years</i>	<b>VISION</b> <i>Our new reality when our goals are realized</i>
Create cross-agency mission and vision and glossary	Vision, Mission and Glossary are Posted	All programs, personnel, and families understand, use and are guided by the Vision, Mission, Glossary	<b>Each young child has the opportunity to benefit from meaningful participation and learning in high-quality inclusive early care and education settings.</b>
Joint stakeholder efforts to inform policies and ensure buy-in			
SLT completes an initial review of the ECTA Inclusion Indicator self-assessment (selected indicators)	Guidance documents provide information to personnel and families to increase inclusion opportunities	Policies and Procedures are aligned to support high-quality inclusion	
Identify and prioritize next steps based on self-assessment			
Structure determined; form action teams; Plan in place for state leadership team and stakeholder engagement (action teams)	Cross agency adoption for the logic model and ongoing statewide work focused on Inclusion.	Written sustainable cross sector/agency inclusion strategic plan in place	
Development of a Working Plan (logic model, action plan, procedures for review)			



# Joint Memo: Children who Attend Child Care Programs and Receive Support Services



## STATE OF CONNECTICUT OFFICE OF EARLY CHILDHOOD STATE DEPARTMENT OF EDUCATION



From:  
**Beth Bye**, Commissioner,  
Office of Early Childhood

**Charlene Russell Tucker**,  
Commissioner, State  
Department of Education

April 11, 2022

[Children who Attend Child Care Programs and Receive Support Services](#)

TO: Superintendents of Schools, Special Education Directors  
Providers of Child Care Services

FROM: Beth Bye, Commissioner, Office of Early Childhood   
Charlene Russell-Tucker, Commissioner, State Department of Education 

DATE: April 11, 2022

RE: Children who Attend Child Care Programs and Receive Support Services

This joint memo is issued by the Commissioners of the Office of Early Childhood and the State Department of Education to address the need to coordinate services for children who attend child care programs and receive support services. Coordination of these services is imperative to ensure children are receiving the support they need. Open, two-way communication and collaboration are key when managing each organizations' responsibilities and obligations in order to meet the needs of children and their families.



# Inclusion Flier

## Connecticut Early Childhood Strategic Planning Team

<https://portal.ct.gov/-/media/SDE/Special->



# Including Children with Disabilities in Connecticut Early Childhood Programs

### Vision

Each young child has the opportunity to benefit from meaningful participation and learning in high-quality inclusive early care and education settings.

### Mission

The Connecticut Early Childhood Strategic Planning Team exists to promote equitable access to high-quality early care and education programs that value and support each child and family's culture, and creates a strong foundation for participation, relationships, and learning in home, school and the community, leading to success for all.



Plan

Settings

Programs & Services



# Early Childhood Programs Comparison Worksheet

[http://ectacenter.org/~pdfs/topics/inclusion/preschool\\_inclusion\\_finance\\_toolkit\\_2018.pdf](http://ectacenter.org/~pdfs/topics/inclusion/preschool_inclusion_finance_toolkit_2018.pdf) and [https://ectacenter.org/~docs/topics/inclusion/programs\\_comparison\\_worksheet\\_2017-07-14.docx](https://ectacenter.org/~docs/topics/inclusion/programs_comparison_worksheet_2017-07-14.docx)



## Early Childhood Programs Comparison Worksheet

This worksheet is a component of the ECTA Center's Preschool Inclusion Finance Toolkit: [http://ectacenter.org/~pdfs/topics/inclusion/preschool\\_inclusion\\_finance\\_toolkit\\_2018.pdf](http://ectacenter.org/~pdfs/topics/inclusion/preschool_inclusion_finance_toolkit_2018.pdf)

Use this tool to help list key programs for comparison of critical program requirements and elements at the local or state level. Identify available programs and add or delete rows and columns to customize as needed. Include elements at the regional level, if such programming exists. This worksheet may be completed as a facilitated process for learning about each program. The compiled information should be updated as necessary. It could be used as a reference during collaborative agreements, as an orientation resource for new staff and for budget presentations.

### Connecticut Early Childhood Inclusion Planning Team - 2021

ELEMENTS	School Readiness Pre-K	Head Start	Special Education Preschool	Child Child Care Contract	Smart Start	Birth to Three	Subsidy C4K
<b>Program Structure and Oversight</b>							
<b>State Agency</b>	CT Office of Early Childhood	CT Office of Early Childhood Head Start	CT State Department of Education	CT Office of Early Childhood	CT Office of Early Childhood	CT Office of Early Childhood	CT Office of Early Childhood
<b>State Lead</b>	OEC Program Manager(s)	OEC Program Manager/Head Start Collaboration Office Director	SDE 619 Part B Coordinator	OEC Program Manager	OEC Program Manager	OEC 619 Part C Program Coordinator	CCDF Admin



# Inclusion Community of Practice



## Communities

- Danbury
- East Hartford
- Enfield
- Stamford

## Intended Outcomes

- Working together to expand inclusion
- Developing partnerships and opportunities to support one another

	Stamford	East Hartford	Enfield	Danbury
<b>Strengths:</b> What are our greatest strengths as a cross sector team, and/or what can my sector bring to this work?	<ul style="list-style-type: none"> <li>● Collaboration already exists.</li> <li>● Services are being implemented in head start program (and additional programs as well)</li> <li>● Professional Development in Place</li> <li>● Enhanced communication in referral process</li> </ul>	<ul style="list-style-type: none"> <li>● HeadStart and special education in same building</li> <li>● Masters level teachers in program</li> <li>● Amount of support and access that Head Start teachers have to special education staff</li> <li>● skill sets and perspective</li> </ul>	<ul style="list-style-type: none"> <li>● multiple perspectives and skill sets</li> <li>● Collaboration</li> <li>● strong communication</li> <li>● Think outside the box</li> </ul>	<ul style="list-style-type: none"> <li>● Coordination of Services, ie Bus</li> <li>● Partnership on some levels</li> <li>● Shared communication between MH/Disabilities manager and DPS coordinator</li> </ul>
<b>Aspirations:</b> What goal/outcome are we working toward?	<ul style="list-style-type: none"> <li>● Appropriate inclusion</li> <li>● settings for all preschool children</li> <li>● Parent Support for 0-5</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers to embrace and welcome all children</li> <li>● Full inclusion for special education students understanding children's disabilities and how this impacts their access to instruction</li> </ul>	<ul style="list-style-type: none"> <li>● what is best for kids, families, and staff</li> <li>● Kids to be successful in whatever program they are in and for staff to feel supported in their roles</li> </ul>	<ul style="list-style-type: none"> <li>● Partnerships</li> <li>● built with trust and ongoing communication</li> <li>● Better partnerships between leaders</li> <li>● Good communication for individual cases, but would like better connections for larger systemic issues.</li> <li>● Shared accountability to our shared children</li> <li>● Work collaboratively around shared children and funding opportunities</li> </ul>



Aligned Interests -- Professional Home

## VISION

Each young child has the opportunity to benefit from meaningful participation and learning in high-quality inclusive early care and education settings.

## The Early Childhood Strategic Planning --A State Leadership Team--

- will continue to meet monthly to advance the collective vision and mission
- welcomes consideration of how inclusion aligns and intersects with the mission of the Cabinet



# Resources

- Joint Memo **Children who Attend Child Care Programs and Receive Support Services**  
<https://portal.ct.gov/-/media/SDE/Special-Education/Early/OEC-CSDE-Joint-Guidance-on-Children-who-Attend-Child-Care-Programs-and-Receive-Support-Services.pdf>
- Inclusion Flier  
<https://portal.ct.gov/-/media/SDE/Special-Education/Early/InclusionFlier.pdf>
- Early Childhood Programs Comparison Worksheet  
[http://ectacenter.org/~pdfs/topics/inclusion/preschool\\_inclusion\\_finance\\_toolkit\\_2018.pdf](http://ectacenter.org/~pdfs/topics/inclusion/preschool_inclusion_finance_toolkit_2018.pdf)  
[https://ectacenter.org/~docs/topics/inclusion/programs\\_comparison\\_worksheet\\_2017-07-14.docx](https://ectacenter.org/~docs/topics/inclusion/programs_comparison_worksheet_2017-07-14.docx)

# In Closing

- Questions / Comments
- Next Steps
- Wrap up

