

---

**ANNUAL REPORT ON THE STATUS OF  
EARLY CARE AND EDUCATION IN CONNECTICUT  
STATE FISCAL YEAR 2017**

---



Dannel P. Malloy  
Governor



Connecticut Office of  
Early Childhood

David Wilkinson  
Commissioner



**VISION**

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

**MISSION**

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

## **SECTION 1: FEDERAL AND STATE SUPPORT FOR EARLY CARE AND EDUCATION**

### **CHILD DAY CARE PROGRAM**

The Child Day Care Program provides early care and education to infants and toddlers, preschoolers and/or school age children who meet certain eligibility requirements, including incomes below 75% of the state median. These programs are located in towns and cities across Connecticut. Section 8-210 of the Connecticut General Statutes (C.G.S.) specifies that the purpose of this funding is for the development and operation of child day care centers for children disadvantaged by reasons of economic, social or environmental conditions. Fiscal year 2016-2017 is the last year the services provided through the Child Day Care contracts are supported through state and federal funds (effective October 1, 2017, federal funds no longer will be used for CDC's). Enrollment is conducted at individual programs.

<b>CHILD DAY CARE PROGRAM – 4,176</b>	
Number of Communities	53
Number of Programs	51
Number of Sites	102
Infant/Toddler Full-Time	1,306
Preschool Full-Time	2,424
School-Age Full-Time	233
School-Age Part-Time	213

### **SCHOOL READINESS**

The School Readiness Program is comprised of both Priority and Competitive Communities as defined in legislation to provide access for preschoolers to quality programs that promotes the health and safety of children and prepares them for formal schooling; provides opportunities for parents to choose among affordable and accredited programs; encourages coordination and cooperation among programs and prevents the duplication of services; recognizes the specific service needs and unique resources available to particular municipalities and provides flexibility in the implementation of programs; prevents or minimizes the potential for developmental delays in children prior to their reaching the age of five; enhances federally funded school readiness programs; strengthens the family through: (A) encouragement of parental involvement in a child's development and education; and (B) enhancement of a family's capacity to meet the special needs of their children, including children with disabilities; and reducing educational costs by decreasing the need for special education.

<b>SCHOOL READINESS PROGRAM = 12,263</b>		
	Priority	Competitive
Number of Communities	20	47
Number of Programs	145	79
Number of Sites	237	88
Full-Day Spaces	7,186	680
School-Day Spaces	1,572	249
Part-Day Spaces	1,533	553

Extended-Day Spaces	490	NA
---------------------	-----	----

## SMART START

The Smart Start Program reimburses local and regional boards of education for capital and operating expenses related to establishing or expanding a preschool program under the jurisdiction of the board of education for the town. Funds for the Smart Start Program are through the Federal Tobacco Settlement Fund and State Bond Funds.

<b>SMART START-Operational = 506</b>	
Number of School Districts	17
Number of Classrooms	37
Children Served	506

## STATE HEAD START SUPPLEMENT

Head Start is funded directly by the U.S. Department of Health and Human Services (HHS) and provides comprehensive child and family services to low-income families with children ages 3- to 5-years-old. Connecticut receives federal funds to serve 4,836 children. Through the State Head Start Supplement, the state provides supplemental funding to the 21 federally funded Head Start grantees/delegates to increase the number of children served, expand existing services by increasing hours to extend the day and year, and support quality enhancement activities in Head Start programs.

<b>STATE HEAD START SUPPLEMENT – 1,057</b>	
Number of Communities	30
Number of federally funded Head Start grantees/delegates	21
Number of Sites	48
Infant/Toddler Spaces	46
Preschool Full-Day Spaces	260
Preschool School-Day Spaces	116
Preschool Extended-Day/Year Spaces	635

Early Head Start (EHS) is funded directly by the U.S. Department of HHS to provide year-round comprehensive child and family services to low-income pregnant women and families with children birth to 3 years old. EHS settings include center based, family child care and home-based (home visiting). EHS grantees serve 1,020 families, of which 51 are pregnant women. Through the federally-funded EHS-Child Care Partnership, 222 additional families are served in center-based and family child care settings.

In 2017, total state and federal funding for Head Start, Early Head Start and Head Start Collaboration activities in Connecticut was \$69 million.

## PRESCHOOL DEVELOPMENT GRANT

The Preschool Development Grant expands access to high-quality preschool programs and improves the quality of state-funded preschool programs for four-year olds who are at or below 200 percent of the

Federal Poverty Line and who live in 13 high-need communities. High-quality components, as defined in this federal grant, are foundational to this project. Connecticut's improves quality by:

- offering comprehensive services including early childhood mental health consultation;
- offering teacher compensation equal to K-12 teachers;
- deepening family engagement practices at the local level;
- forging a seamless birth-through-third-grade continuum at the local level; and enhancing our professional development system to offer more targeted and individualized coaching, mentoring and consultation designed to meet the unique needs of programs and teachers.

<b>PRESCHOOL DEVELOPMENT GRANT = 730</b>	
Number of Communities	13
Number of Classrooms	55
Number of Expansion Spaces	439
Number of Improved Spaces	291

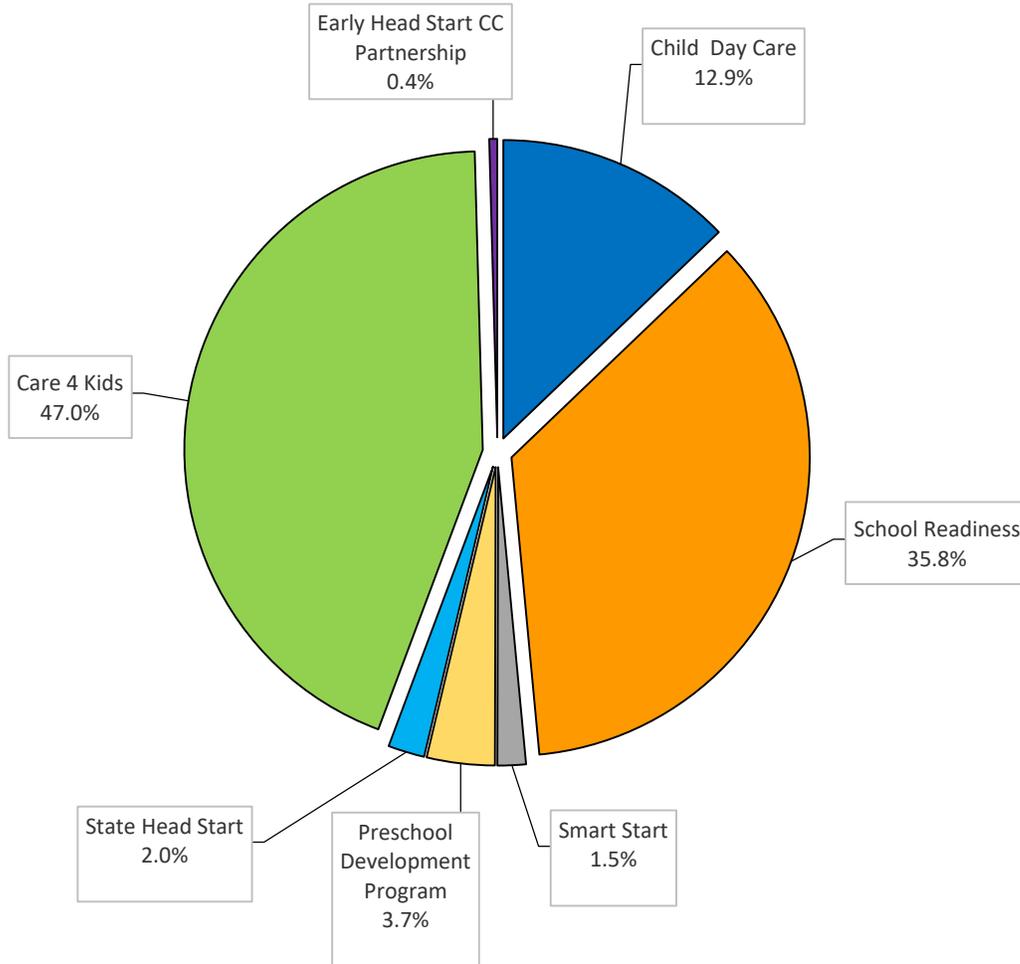
#### **CARE 4 KIDS SUBSIDY PROGRAM**

The Care 4 Kids (C4K) subsidy program helps low- to moderate-income families in Connecticut pay for child care costs for children birth to age 13. The program is a partnership between the State of Connecticut, the families in the program and the providers who take care of the children.

A combination of state and federal funds supports the Care 4 Kids subsidy program. In FY 17, 7,073 providers served 30,076 children. Subsidy benefits totaled \$115,396,164.

**SECTION 2: EXPENDITURES FOR EARLY CARE AND EDUCATION**

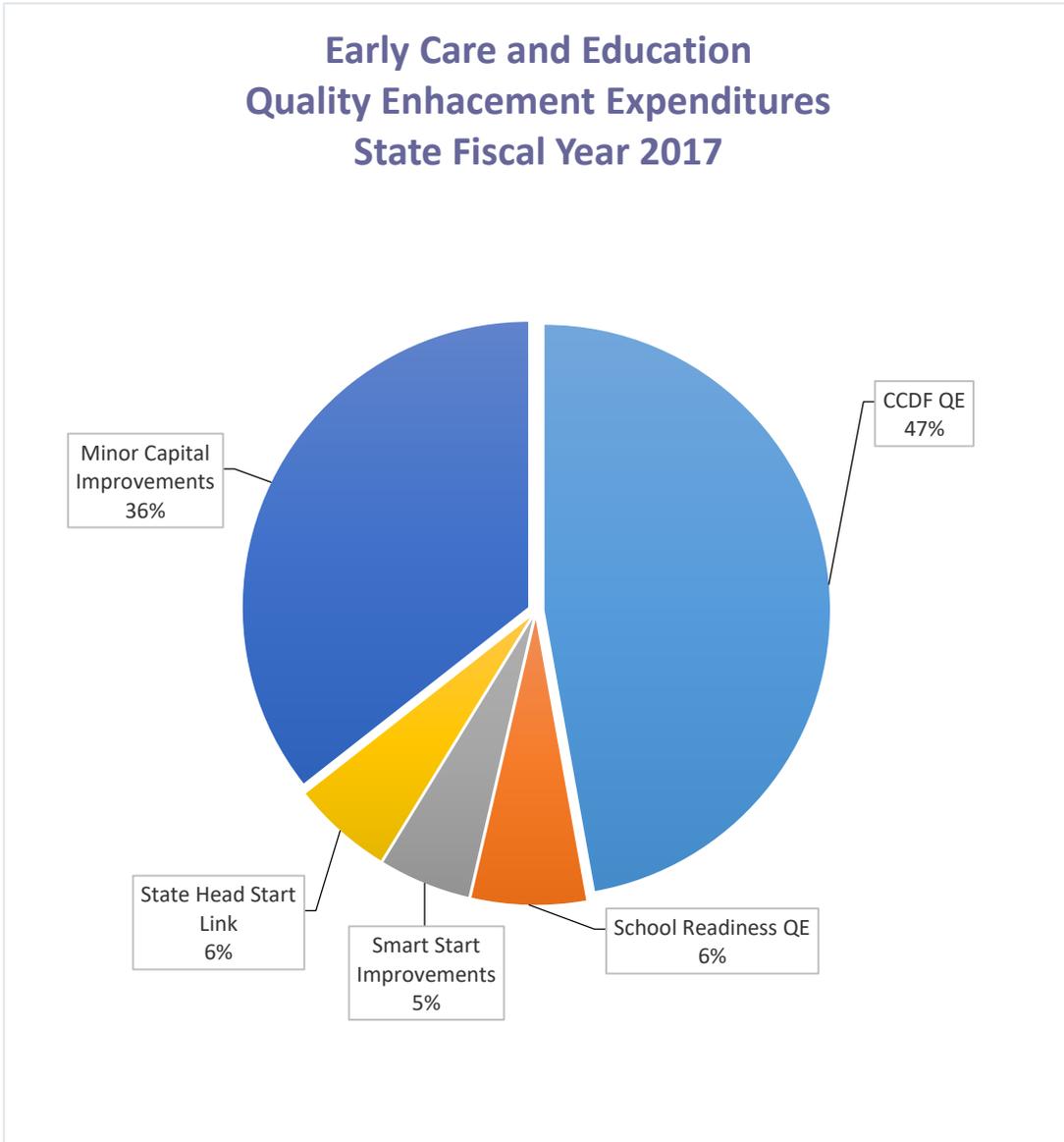
**Office of Early Childhood  
Child Care Expenditures  
State Fiscal Year 2017**



PROGRAM	EXPENDITURE
<b>CHILD DAY CARE</b>	\$ 33,791,033
<b>SCHOOL READINESS (PRIORITY AND COMPETITIVE)</b>	\$ 93,779,353
<b>SMART START</b>	\$ 4,037,735
<b>PRE-SCHOOL DEVELOPMENT GRANT</b>	\$ 9,674,120
<b>STATE HEAD START SUPPLEMENT</b>	\$ 5,186,978
<b>CARE FOR KIDS (C4K)</b>	\$ 123,260,678
<b>EARLY HEAD START CC PARTNERSHIP</b>	\$ 1,130,750

**EARLY CARE AND EDUCATION QUALITY ENHANCEMENT**

**Early Care and Education  
Quality Enhancement Expenditures  
State Fiscal Year 2017**



PROGRAM	EXPENDITURE
<b>CCDF QE</b>	\$ 6,538,148
<b>SCHOOL READINESS QE</b>	\$ 892,955
<b>SMART START IMPROVEMENTS</b>	\$ 713,689
<b>STATE HEAD START LINK</b>	\$ 782,079
<b>MINOR CAPITAL IMPROVEMENTS</b>	\$ 4,933,855

\* Only CCDF, School Readiness and Smart Start have QE funds either through capital improvement or other quality enhancement.

\*\* CCDF QE is a subset of federal CCDF funds which are required for maintenance of effort (not additional funds).

\*\*\* Minor capital improvement grants represent previously allocated bond funds (not additional funds).

## SECTION 3: EARLY CARE AND EDUCATION QUALITY

### Licensing

There are approximately 3,600 licensed child care programs in Connecticut:

Family Child Care Homes = 2,010

Child Care Centers = 1,384

Group Child Care Homes = 25

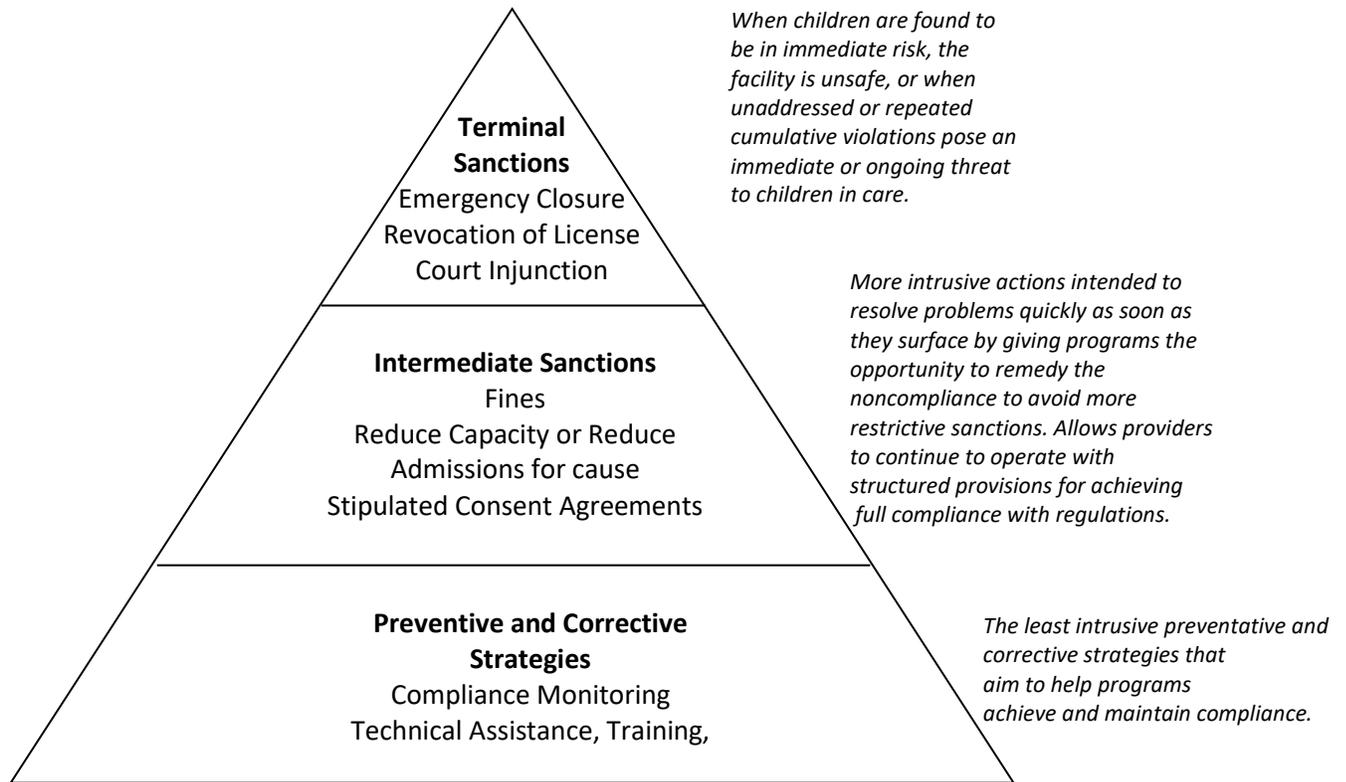
The licensing process includes enforcement to ensure compliance with the law and the regulations. Enforcement is critical for the delivery of quality, safe child care services. Connecticut's licensing regulations are among the best in the country. However, as stated by the federal Office of Child Care, strong licensing regulations, without a commitment to taking action when they are not met, do not meet the goal of protecting children from harm. Effectiveness in enforcement includes the following:

- A strong licensing statute that sets forth a range of enforcement options;
- The fair and uniform enforcement of rules;
- Sufficient qualified staff;
- Adequate funding; and
- Strong administrative support.

Types of Inspections	2013	2014	2015	2016	2017
Family Child Care Homes Full, Unannounced Inspections	946	1131	2263	2266	2412
Child Care Centers Full, Unannounced Inspections	931	1173	1595	1876	1752
Group Child Care Homes Full, Unannounced Inspections	19	16	30	37	39
Total: All types of inspections (includes above types plus initials, partials, follow-ups, etc.)	3547	4339	6468	7220	7360

Initial Licenses/Approvals/Issued by Type	2013	2014	2015	2016	2017
Family Child Care Homes	202	177	161	155	115
Child Care Centers	61	62	57	63	44
Group Child Care Homes	0	4	3	4	2
Family Child Care Staff-Assistant	59	84	66	53	37
Family Child Care Staff-Substitute	154	176	213	202	169

## Types of Enforcement Actions



Enforcement Actions Taken	2013	2014	2015	2016	2017
Fines	5	6	8	9	10
Consent Agreements (general also include a fine)	26	24	25	33	27
Voluntary Surrender of license (in lieu of the state filing charges) May occur after a summary suspension.	15	10	8	7	15
Revocation of license	10	13	8	29	11
Summary Suspension of license/approval (emergency closure)	4	4	6	4	5

The need to take an enforcement action against a provider can also arise when a complaint is filed against the provider. All complaints are investigated and those investigations are most often conducted by separate staff who are specifically assigned to investigate complaints. The most common types of licensing complaints concern supervision, staff-child ratios, health/safety/cleanliness/nutrition, and discipline/behavior management. However, another significant type of complaint is if someone suspects that a program is operating illegally.

**Number of complaints received (includes youth camps)**

Year	Number of Complaints Received	Number specific to suspected illegal care
2012	852	147
2013	772	188
2014	799	174
2015	821	177
2016	943	197
2017	851	132

Approximately, one-third of the complaints of suspected illegal care were substantiated as being operating illegally.

**Complaints by setting and type**

Setting	2013		2014		2015		2016		2017	
	Level 1	Level 2								
Family Child Care Homes	43	116	60	98	53	91	45	94	50	96
Child Care Centers	141	287	167	297	162	330	187	406	195	365
Group Child Care Homes	1	8	3	4	0	2	0	4	2	4

*Level 1 complaints involve suspected abuse/neglect*

**WORKFORCE REGISTRY**

The Early Childhood Professional Registry is an information system that collects data on the demographics and education qualifications of the individuals who work in the early care and education field, as well as classroom-level staff assignment data for early care and education programs.

Using data in the applicant’s account, individuals electronically apply for the following via the Registry: licensing Head Teacher, the Early Childhood Teacher Credential (ECTC), the OEC scholarship assistance fund, and technical assistance provider approval.

The OEC manages the Registry. Participation is mandatory for the following populations:

- Staff who work in state funded programs (receiving School Readiness, Child Day Care, State Head Start, Smart Start, and Preschool Development Grant);
- Staff who work in programs receiving Care4Kids
- Individuals applying for any of the workforce items listed above.

	FY 13	FY 14	FY 15	FY 16	FY17
Total # Registry account holders	14,230	16,371	18,783	21,195	25,251

## SCHOLARSHIPS

Between FY 13 and FY 17, a total of 14,229 scholarships were awarded. The category of awards include exam fees, book fees, and course credits for leadership and/or degree attainment. Funds awarded total \$4,950,080 over the last five fiscal years.

	Total # Awards	Leadership Credits	Pathways Exams	CDA / Equiv.	AA	BA	MA	Degree fees	Books	Other	Total Funds Awarded
<b>FY13</b>	3,131	NA	94	33	453	668	68	327	1,070	418	\$1,076,753
<b>FY14</b>	2,282	52	142	54	274	458	64	281	705	252	\$708,240
<b>FY15</b>	3,750	63	86	92	390	910	60	753	1,238	158	\$1,213,387
<b>FY16</b>	3,236	25	8	112	206	873	71	803	1067	71	\$1,085,940
<b>FY17</b>	1,830	8	1	132	83	516	NA	484	598	8	\$865,760

## EARLY CHILDHOOD TEACHER CREDENTIAL (ECTC)

In 2013, Connecticut developed the Early Childhood Teacher Credential (ECTC) for both the associate and bachelor-degree levels. The ECTC ensures common programs of study among approved institutions ensuring that all graduates have similar knowledge, skills and competencies. Using the NAEYC bachelor-level professional development standards, Connecticut created a state approval system for programs of study not associated with public school certification. Participants are able to earn the ECTC through graduation from a college approved to offer the ECTC track, or by submitting materials for an individual review if graduating from a college that does not offer the ECTC track. Data below is from the OEC's Early Childhood Professional Registry as of 02-05-2018; up from 337 in February 2017.

Route	A Level			B Level			Total Approved
	IT	PS	ITPS	IT	PS	ITPS	
Individual Review Route	4	14	6	4	55	18	101
Approved College Route	4	145	57	4	49	64	323
<b>Total</b>	230			194			424

**IT** = Infant and Toddler

**PS** = Preschool

**ITPS** = Infant through Preschool

**A level** = Associate Degree Level

**B level** = Bachelor Degree Level

## **SECTION 4: EARLY CARE AND EDUCATION RESOURCE AND REFERRAL**

2-1-1 Child Care is a free, confidential, and statewide service, funded by the state through United Way of Connecticut. This services helps match the requests of parents with child care providers and programs. Parents can contact 2-1-1 Child Care for resources and referrals to: licensed child care centers; family child care; before- and after-school programs; summer camps; nursery schools; nanny agencies; Head Start and Early Head Start; School Readiness programs; and play groups.

Child Care Referral Specialists help parents learn about options in their community and understand what to look for in finding a quality child care arrangement. In addition, Referral Specialists also help parents become connected to other resources such as Care 4 Kids or Birth to Three for families who may have concerns about their children’s development.

<b>211 Child Care Transactions</b>	<b>68,275</b>
• Contact Center Transactions	20,869
• Web Search Engine	47,193
<b>Consumer Education Events</b>	<b>45</b>
• Parents Trainings (234 participants)	39
• Early Care Professionals (348 participants)	24
• Community Outreach Events	16
<b>On-site Family Child Care Tech Support Visits</b>	<b>49</b>
<b>Child Care Referrals</b>	<b>52,489</b>
• Number of Infant	25,987
• Number of Preschool	10,643
• Number of Toddler	8,906
• Number of School Age	6,953