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# ANNUAL REPORT ON THE STATUS OF EARLY CARE AND EDUCATION IN CONNECTICUT

## STATE FISCAL YEAR 2016

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Dannel P. Malloy  
Governor



Connecticut Office of  
Early Childhood

Linda Goodman  
Acting 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.*



# STATE OF CONNECTICUT

## OFFICE OF EARLY CHILDHOOD



Connecticut Office of  
Early Childhood

Dannel P. Malloy  
Governor  
Nancy Wyman  
Lt. Governor

Linda Goodman  
Acting Commissioner

To: The Honorable Dannel P. Malloy  
Members, State of Connecticut General Assembly

From: Linda Goodman  
Acting Commissioner, Office of Early Childhood

I am pleased to present the annual early care and education report, pursuant to C.G.A. 17b-733, for the Fiscal Year 2015-2016. The report, *The Status of Early Care and Education in Connecticut*, provides information about state and federally funded early care and education services.

The report is comprised of the following sections:

- Federal and State Support for Early Care and Education
- Expenditures for State Fiscal Year 2016
- Early Care and Education Supply and Demand
- Early Care and Education Quality
- Early Care and Education Resources and Referral

Early care and education programs detailed are the following: Child Day Care Program, School Readiness, Smart Start, Preschool Development Grant, State Funded Head Start, Care 4 Kids, and Minor Capital Improvements. The report also provides information about child care licensing inspections and enforcement, our state-wide resource and referral service, and data on Federal Head Start and Early Head Start.

The Office of Early Childhood continually strives to meet its stated 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.

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

### **CHILD DAY CARE PROGRAM**

Child Day Care programs provide 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 pursuant. The services provided through the Child Day Care contracts are supported through both state and federal funds. Enrollment is conducted at individual programs.

<b>CHILD DAY CARE PROGRAM</b>	
Number of Communities	47
Number of Programs	50
Number of Sites	105
Infant/Toddler Full-Time	1,219
Preschool Full-Time	2,128
School-Age Full-Time	229
School-Age Part-Time	213

### **SCHOOL READINESS**

School Readiness is a state-funded initiative that offers a network of school readiness programs to provide open access for children 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. The School Readiness Program is comprised of both Priority and Competitive Communities as defined in legislation.

<b>SCHOOL READINESS PROGRAM</b>		
	Priority	Competitive
Number of Communities	47	20
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

Smart Start 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.

SMART START	
Number of School Districts	18
Number of Classrooms	38
Children Served	521

## 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. The 13 communities are Bridgeport, Derby, East Haven, Griswold, Groton, Hamden, Killingly, Manchester, Naugatuck, Seymour, Torrington, Vernon and Wolcott. 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.

PRESCHOOL DEVELOPMENT GRANT			
Town	# Classrooms	# of Expansion Spaces	# of Improved Spaces
Bridgeport	18	180	90
Derby	2	17	18
East Haven	4	18	32
Griswold	3	15	21
Groton	1	0	10
Hamden	2	21	0
Killingly	3	18	18
Manchester	4	36	20
Naugatuck	3	45	0
Seymour	1	5	13
Torrington	6	48	33
Vernon	6	27	27
Wolcott	2	9	9
<b>TOTAL</b>	<b>55</b>	<b>439</b>	<b>291</b>

## 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. Head Start is federally funded to serve 4,975 children and through the State Head Start Supplement, Connecticut provides supplemental funding to 11 of the 20 federally funded Head Start grantees to increase capacity by 267 preschool-aged children. These funds also support quality enhancement activities in Head Start programs.

STATE HEAD START SUPPLEMENT	
Town	Number of Spaces
Bridgeport	20
Stamford	20
Norwalk	15
Danbury	18
East Hartford	36
Manchester	15
Meriden	18
New London	46
New Haven	29
New Britain	34
West Haven	16

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 50 are pregnant women. Through the EHS-Child Care Partnership, 222 additional families are served in center-based and family child care settings.

Total state and federal funding of Head Start, Early Head Start and Head Start Collaboration activities in Connecticut was just over \$69 million in 2016.

## 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 16, 35,222 children were served by 8,262 providers. Subsidy benefits totaled \$114,824,162.

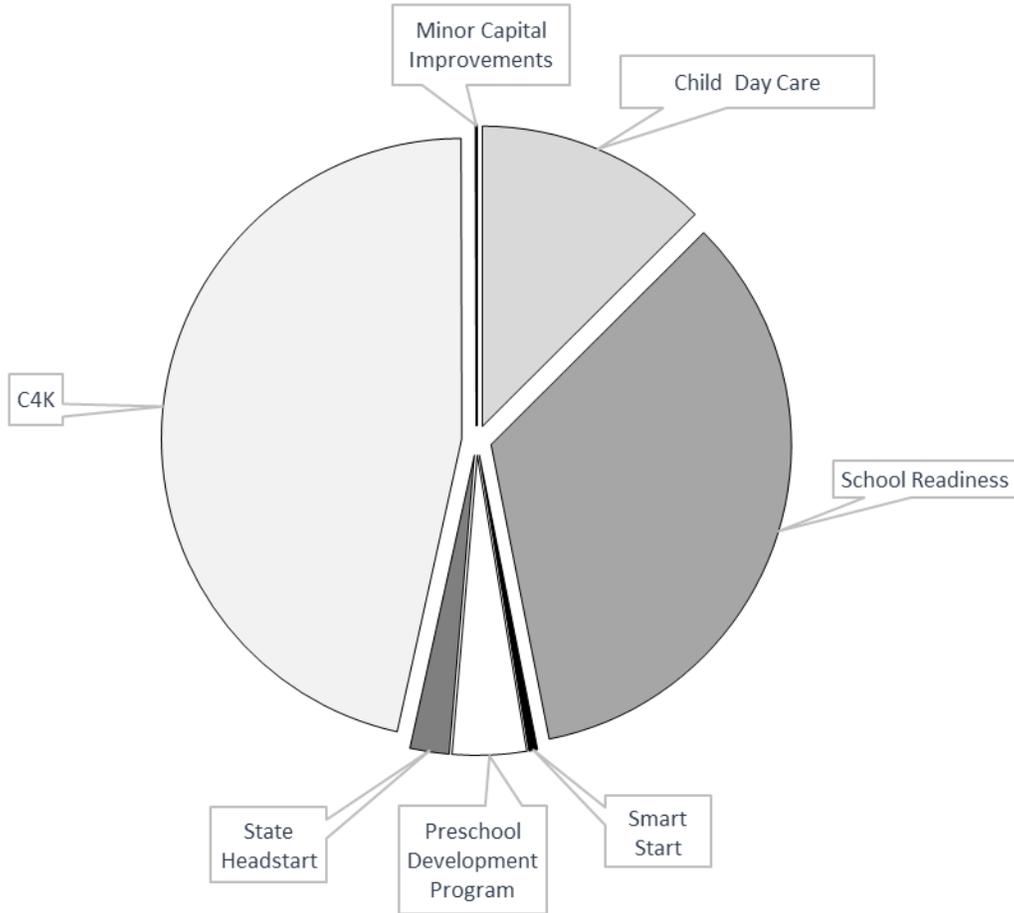
In FY 16, a redesigned website was launched which included a secure provider interactive portal featuring online invoicing, increased self-service opportunities and electronic document submission.

## **MINOR CAPITAL IMPROVEMENTS**

Minor Capital Improvements through State Bond Funds, provide facility improvements and repair needs in (that portion of) facilities that house school readiness programs and state-funded child day care centers. Thus, funding priority is given to community-based early care and education programs located outside of public school buildings, although school-based programs may also apply for projects not covered by the state's public school constructions program.

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

**Office of Early Childhood  
Child Care Expenditures  
State Fiscal Year 2016**

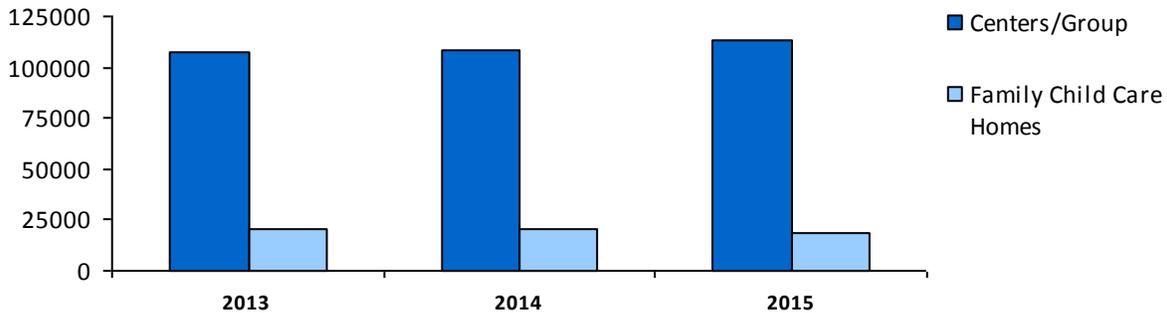


PROGRAM	EXPENDITURE
CHILD DAY CARE	\$ 33,343,241
SCHOOL READINESS (PRIORITY AND COMPETITIVE)	\$ 91,509,715
SMART START	\$ 3,007,474
PRE-SCHOOL DEVELOPMENT GRANT	\$ 10,592,644
STATE HEAD START SUPPLEMENT	\$ 5,609,002
CARE FOR KIDS (C4K)	\$ 123,830,082
MINOR CAPITAL IMPROVEMENTS	\$ 100,512

## SECTION 3: SUPPLY AND DEMAND

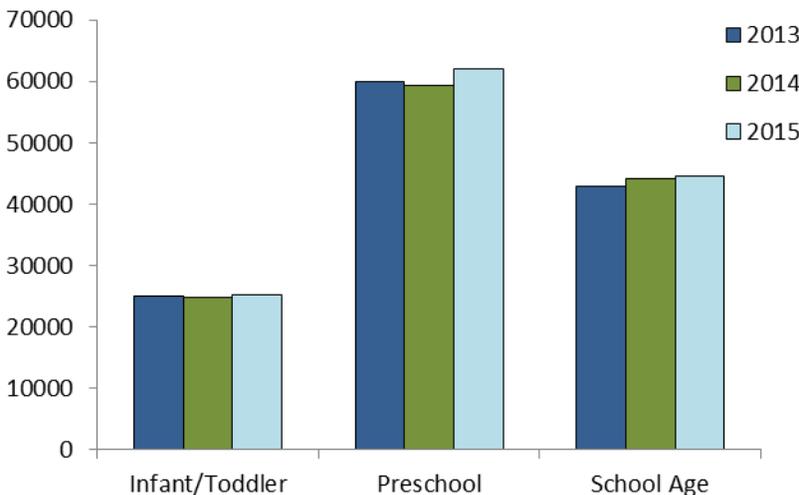
### SUPPLY

Licensed programs have capacities established through the licensing process and in compliance with existing state statutes and regulations. For the past six years, those capacities have been:



211 Child Care at United Way of Connecticut also contacts licensed programs regularly to determine their actual enrollment vs. their licensed capacity. The total statewide licensed capacity is over 153,000 children, with just over 133,000 spaces active (children enrolled or vacancies available for enrollment.) For the most recent data (2015), the unused capacity rate in child care centers was 12% while the unused capacity rate in family child care homes (that may care for a maximum of six children regularly and three additional children before or after school) was 35%.

The chart below looks at capacity data by age group. Over the past three years, that has been:



	Home	Center
Infant/Toddler	0-24 mos	0-36 mos
Preschool	2-5 years	3-5 years
School Age	5-12 years	

The 2015 unused capacity rate was:  
 Infant/Toddler 15%  
 Preschool 14%  
 School age 17%

In addition to the capacity in licensed programs, there are approximately 3,600 license-exempt and individual providers; the majority of those being relatives accepting a Care4Kids child care subsidy in which eligible families are able to choose relatives to care for their children.

## DEMAND

Demand for child care is often difficult to fully measure as parents' need for child care varies due to a variety of circumstances such as work status, family assistance, and number of children. 211 Child Care is Connecticut's statewide resource and referral service that tracks daily calls and website searches from consumers seeking child care assistance, which is an excellent indicator of child care demand. For the past four years:

### Number of contacts with 211 Child Care (telephone and website)

FY 2013	FY 2014	FY 2015	FY 2016
82,739	70,337	66,997	68,062

## SECTION 4: EARLY CARE AND EDUCATION QUALITY

### Licensing

There are approximately 3600 licensed child care programs in Connecticut:

Family Child Care Homes = 2137

Child Care Centers = 1424

Group Child Care Homes = 30

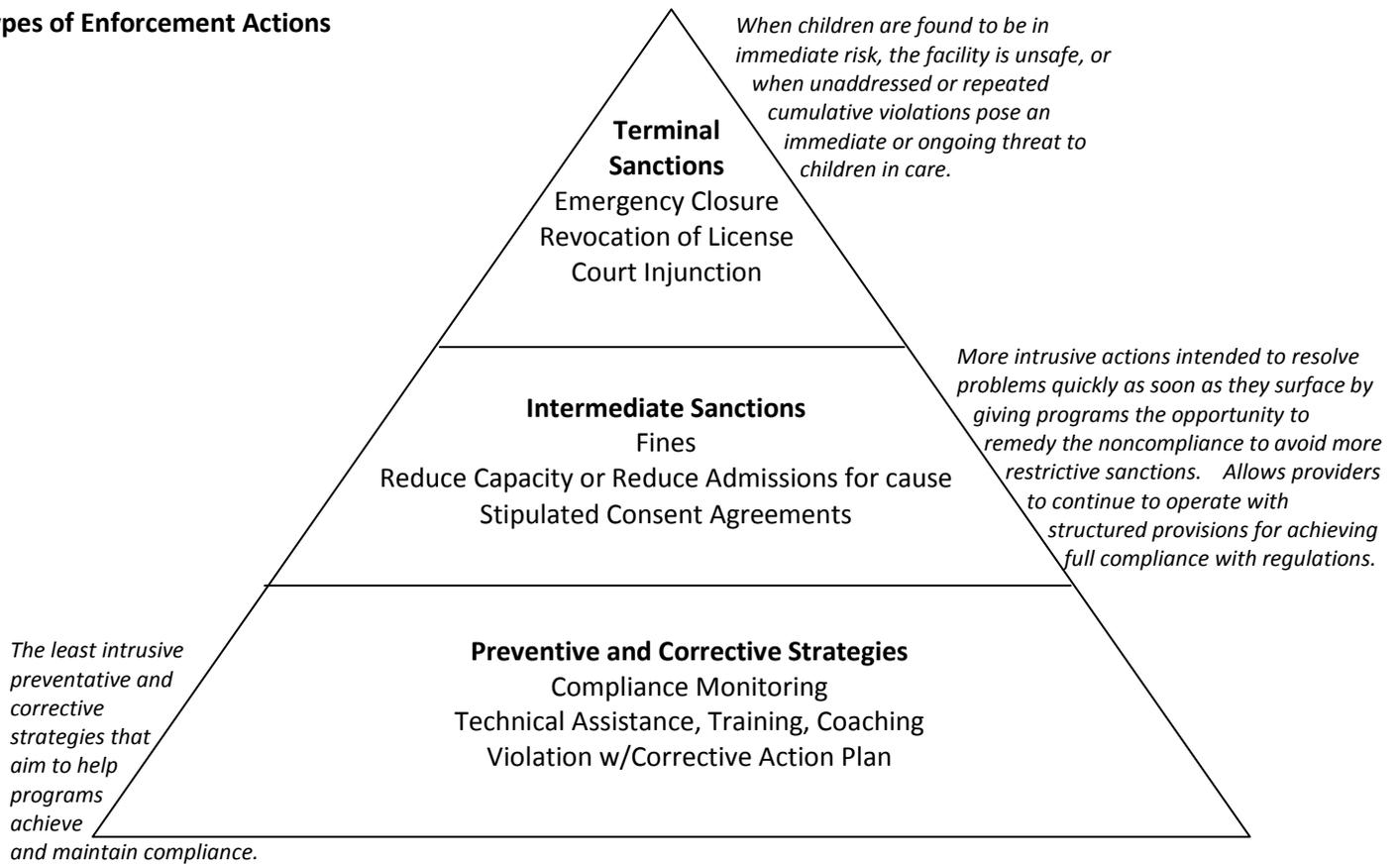
The licensing process includes enforcement to ensure compliance with the law and the regulations. Enforcement is critical for the delivery of quality, safe child care services. Connecticut's licensing regulations are among the best in the country. However, as stated by the federal Office of Child Care, 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
Family Child Care Homes Full, Unannounced Inspections	946	1131	2263	2266
Child Care Centers Full, Unannounced Inspections	931	1173	1595	1876
Group Child Care Homes Full, Unannounced Inspections	19	16	30	37
Total: All types of inspections (includes above types plus initials, partials, follow-ups, etc.)	3547	4339	6468	7220

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

## Types of Enforcement Actions



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

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

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	
	Level 1	Level 2						
Family Child Care Homes	43	116	60	98	53	91	45	94
Child Care Centers	141	287	167	297	162	330	187	406
Group Child Care Homes	1	8	3	4	0	2	0	4

*Level 1 complaints involve suspected abuse/neglect*

**WORKFORCE REGISTRY**

The Early Childhood Professional Registry is an information system that collects data on the demographic, educational, and qualifications of the individuals who work in the early care and education field.

OEC manages the Registry. Participation is mandated for all staff who work in 396 publically funded programs. In FY 16, 21,195 individuals were enrolled with 7,626 having confirmed employment in state funded programs (School Readiness, Child Day Care Contracts, Smart Start, and Preschool Development Grants).

	FY 13	FY 14	FY 15	FY 16
Total # Registry account holders	14,230	16,371	18,783	21,195
# of total with confirmed employment in state funded programs (SR, CDC, SHSS, SS, PDG)	7,009	6,636	7,653	7,626

## SCHOLARSHIPS

Between FY 13 and FY 16, a total of 12,399 scholarships were awarded. The category of awards include exam fees, book fees, and course credits for leadership and/or degree attainment. Funds awarded total \$4,084,320 over the last four 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

## 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.

Route	A Level			B Level			Total Approved
	IT	PS	ITPS	IT	PS	ITPS	
Individual Review Route	4	13	6	3	38	16	80
Approved College Route	3	127	53	2	32	40	257
<b>Total</b>	206			131			337

**IT** = Infant and Toddler

**PS** = Preschool

**ITPS** = Infant through Preschool

**A level** = Associate Degree Level

**B level** = Bachelor Degree Level

## PROGRAM ACCREDITATION

The Accreditation Facilitation Project (AFP) delivers on-site technical assistance and support by an AFP facilitator to administrators, lead teachers, and the self-study team in licensed programs. This assistance guides leaders through the four identified steps of the NAEYC process and empowers them to engage their staff in program improvement efforts to achieve NAEYC's Standards and Criteria. Through AFP, staff learn to use the tools developed by NAEYC to carry-out the improvement process. This support is provided to programs serving 20% or more enrolled families who earn 75% or less of State Median Income.

### NAEYC Accreditation in CT

	FY 2013	FY 2014	FY 2015	FY 2016
Total NAEYC Accredited Programs in CT	470	464	474	451
National Rank	3 <sup>rd</sup>	3 <sup>rd</sup>	3 <sup>rd</sup>	3 <sup>rd</sup>

### Programs served in AFP

	FY 2013	FY 2014	FY 2015	FY 2016
Sites receiving quality improvement supports as of July 1 (start of fiscal year)	107	104	90	73
Sites selected to individualized support through application process	56	35	39	38
Total sites receiving individualized support during fiscal year	163	139	129	111
Sites accredited during the fiscal year	48	41	44	17 (+10 waiting for decisions)

## PROVIDER ORIENTATION PROGRAM

Provider Orientations are mandatory trainings for all home-based Care 4 Kids providers (licensed and unlicensed). These trainings focus on health and safety, child development, Care 4 Kids procedures, and CSEA-SEIU information.

Number of Sessions	Number of Participants	Number of Stipends	Number of Kits Distributed
279	5,270	4,078	3,843

## **SECTION 5: EARLY CARE AND EDUCATION RESOURCE AND REFERRAL**

2-1-1 Child Care is a free, confidential, and statewide service, through United Way of Connecticut that 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