

Connecticut Early Childhood Cabinet



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

For our meeting today:

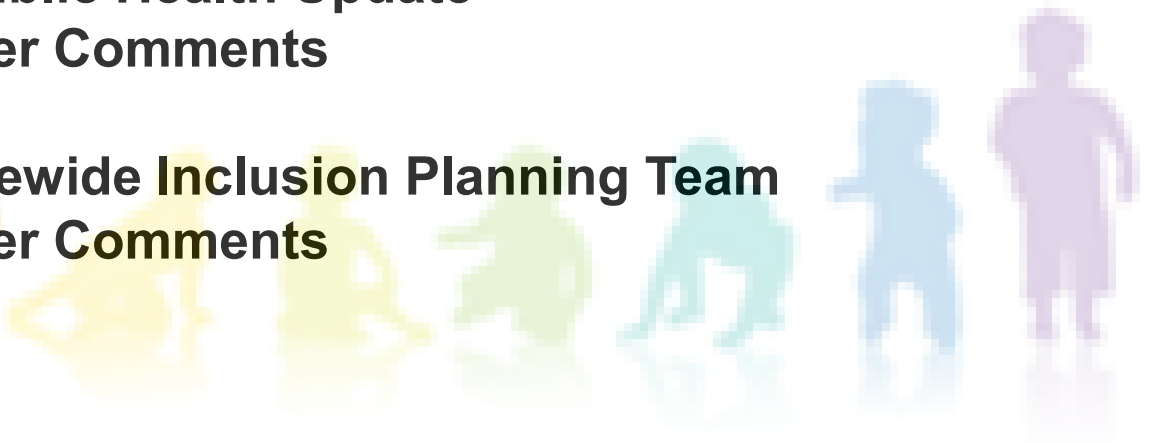
- Please enter all questions and comments into the chat during presentations
 - OEC staff will answer as many questions as possible in the chat.
- Any questions that are not able to be answered in the chat, will be addressed in the Public Comment document
 - There will be a Public Comment link for comments 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.



Connecticut Office
of Early Childhood

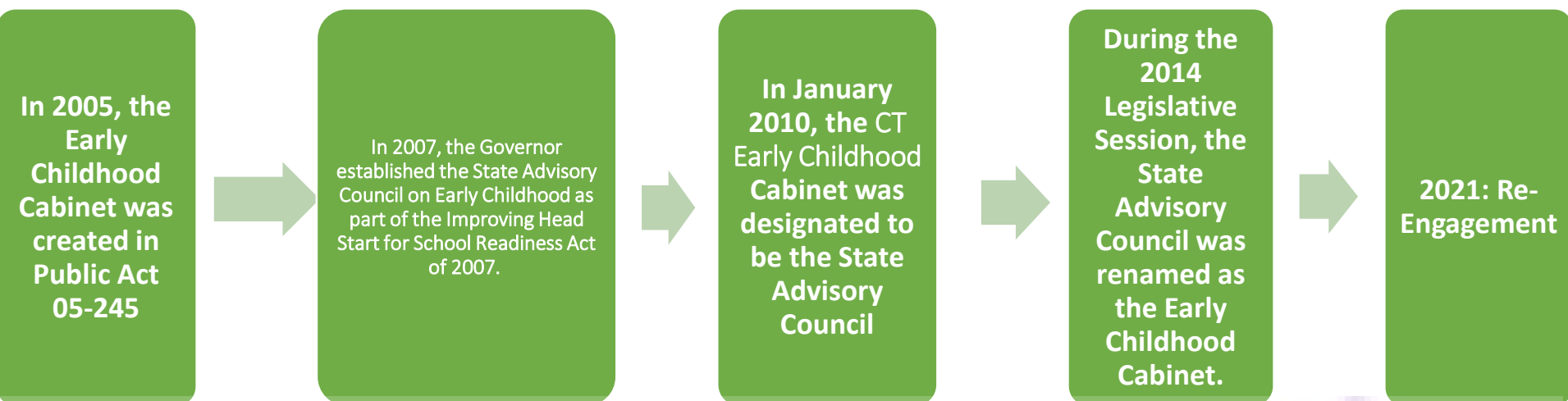
Meeting Agenda

- 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.





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.



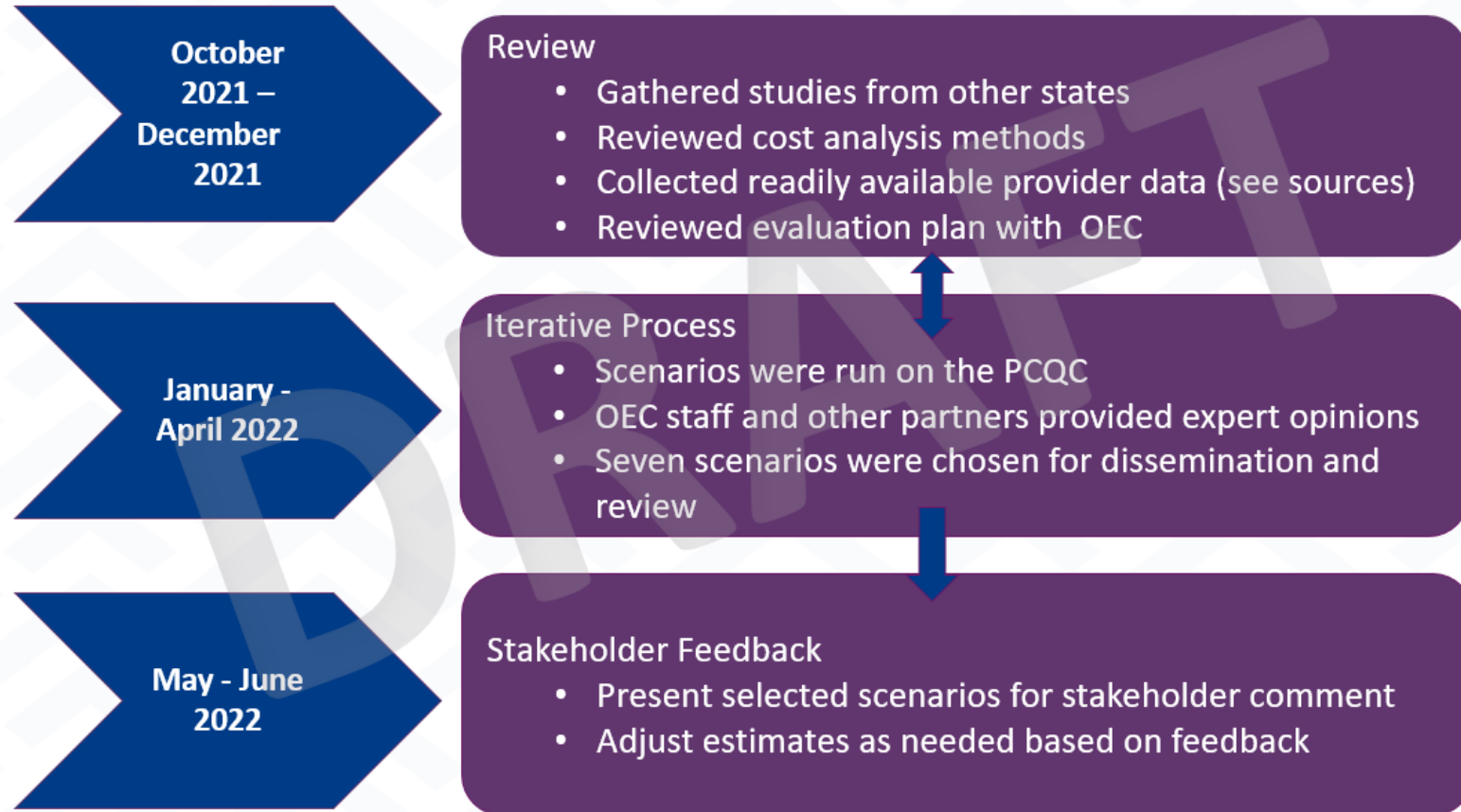
Agenda

- ~~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



DRAFT

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). 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

DRAFT

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
Total Personnel Expenses	\$1,105,758
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
Total Non-Personnel Expenses	\$632,640
TOTAL EXPENSES	\$1,738,398

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

DRAFT

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
Total Personnel Expenses	\$2,326,441
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
Total Non-Personnel Expenses	\$985,440
TOTAL EXPENSES	\$3,377,879

The Average Annual Per Child Costs for
this Result is

\$28,149

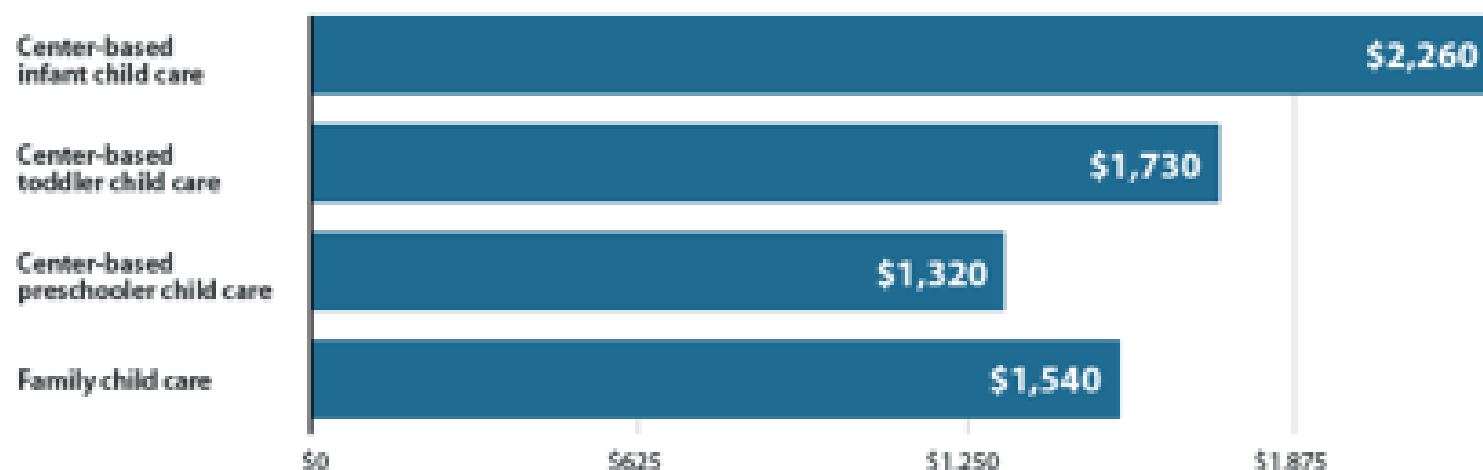
This is derived by dividing Total
Expense by Staffed Capacity

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 (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

RESULTS:

Public School Preschool Child Care Programs

DRAFT

Public School Preschool Annual Cost per Child

EXPENSES	
Salary Costs	\$1,541,496
Mandatory Benefits	\$158,983
Additional Benefits	\$672,648
Substitutes (Center Only)	\$9,300
Total Personnel Expenses	\$2,382,427
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
Total Non-Personnel Expenses	\$632,640
TOTAL EXPENSES	\$3,015,067

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.

DRAFT

Thank you!

Comments & Questions?

OEC-UConn Research Partnership

Kathryn Parr

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



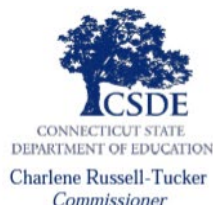
Connecticut Early Childhood Strategic Planning Team Logic Model

Logic Model

- Action Plan
- Accomplishments

Activities <i>What actions are necessary to accomplish our goals?</i>	Short-Term Outcomes <i>Expected Results in 6-12 months</i>	Long-Term Outcomes <i>Expected Results in 1-3 years</i>	VISION <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	Each young child has the opportunity to benefit from meaningful participation and learning in high-quality inclusive early care and education settings.
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




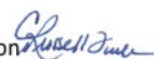
From:
Beth Bye, Commissioner,
Office of Early Childhood

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 and
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

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



VISION

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

Aligned Interests -- Professional Home

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
https://ectacenter.org/~docs/topics/inclusion/programs_comparison_worksheet_2017-07-14.docx

In Closing

- Questions / Comments
- Next Steps
- Wrap up

