



## Connecticut Office of Early Childhood

### *At a Glance*

**Connecticut Office of Early Childhood**

**Beth Bye, Commissioner**

**Established – June 24, 2013 by Executive Order No. 35**

**Statutory Authority – Conn. Gen. Statutes Sec. 10-500 (P.A. 14-39 – An Act Establishing the Office of Early Childhood, Expanding Opportunities for Early Childhood Education and Concerning Dyslexia and Special Education)**

**Central Office – 450 Columbus Boulevard, Hartford, CT 06103**

**Number of employees – 123 employees (8 are part time youth camp seasonal help).**

**Recurring operating expenses -**

Fed Expenses: \$45,626,112

State Expenses: \$283,511,202

**Organizational structure -**

- **Commissioner's Office**
- **Division of Early Care and Education**
- **Division of Quality Improvement**
- **Division of Family Support**
- **Division of Licensing**

## **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.

## **Statutory Responsibility**

The Office of Early Childhood (OEC) was created through Executive Order No. 35, effective June 24, 2013, and statutorily established through Conn. Gen. Statute Sec. 10-500 (P.A. 14-39 – *An Act Establishing the Office of Early Childhood, Expanding Opportunities for Early Childhood Education and Concerning Dyslexia and Special Education.*) As a cabinet-level state agency reporting directly to the Governor, the OEC is the lead agency for early care and education, workforce development, program quality and improvement, child care licensing, and family support. The OEC consolidates the funding streams, programs, and personnel of numerous early childhood services formerly dispersed across the Departments of Education, Public Health, Social Services, Developmental Services, and the Board of Regents.

The Office of Early Childhood works to:

- serve children and families through a two-generational approach;
- coordinate and improve the delivery of early childhood services for Connecticut children;
- ensure that child care and education programs for young children (1) are safe, healthy, and nurturing, (2) appropriately support children's physical, social and emotional, and cognitive development, and (3) are accessible to all children, particularly those at greater educational risk (including those from families in poverty, families with a single parent, families with limited English proficiency, and parents with less than a high school diploma);
- support families raising young children to ensure the children's health, well-being and positive growth and development; and,
- build and support a high-quality early childhood workforce.

## **OEC Program Divisions and Functions**

### **Commissioner's Office**

The Commissioner's Office assures that agency-wide administrative activities are coordinated and accomplished in an effective and efficient manner. The office provides the following services across the agency:

#### **Business and Internal Support Operations**

Fiscal staff manage the day-to-day financial functions, budgeting, reporting and year-end responsibilities for both state and federal funds. Other business operations include human resources, agency policies and procedures, internal and external audits, and contracts.

#### **Communications**

Communications responsibilities include public information, media relations, public affairs, website, social media, internal communications, and crisis and emergency risk communications.

#### **Government and Community Relations**

The Government and Community Relations arm of the OEC is responsible for legislative and policy information, including:

- Serving as the OEC commissioner's liaison to the General Assembly, Executive Branch and congressional delegation.
- Outreach to early childhood organizations to build communication and collaboration.
- Development and implementation of OEC legislative agenda.
- Tracking and analysis of early childhood-related legislation.
- Responding to legislative inquiries.
- Preparing OEC legislative testimony and reports.

#### **Legal Office**

Legal office staff are responsible for managing the day-to-day legal functions of the agency. Legal office attorneys assist the different divisions with advice regarding contracts, grant awards, program administration, discrimination complaints, audits, confidentiality requirements, ethics requirements, records retention, legislation, regulations, and other matters as they arise.

The background check unit processes approximately 12,000 background check requests per year pertaining to child care staff in centers, licensed family child care homes, and youth camps statewide in compliance with federal and state requirements for child health and safety in these settings. The professional and para-professional staff serve as hearing officers in over 100 Care 4 Kids child care subsidy hearings per year. The attorneys represent the agency in approximately 12 child care license revocation hearings per year, with the paralegals serving as administrative

staff in those hearings. In addition, staff manages approximately 200 yearly licensing enforcement cases and respond to approximately 50 freedom of information (FOI) requests annually.

### **Research & Planning**

This Research and Planning Division builds on previous work of the Data & Accountability Coordinator whose main goal was to increase knowledge of OEC data metrics and performances measures. The Chief Research and Planning Officer's role is to marshal the power of evidence and information to understand where and how OEC can best direct state and federal resources to young children, their families, and communities.

The division brings together technology and research to support agency operations and agency work. Data-driven decisions hinge working on with data specialists, technologists, and program specialists. The division supports agency learning and training and engages closely with the Information Technology Team to improve data collection efforts and support new application development. The division partners internally and externally to provide expertise in performance measurement and management, strategic communications and organizational change to help accomplish the work of the agency.

In addition to the support of the agency, the Chief Research and Planning Officer is engaged with data efforts across the state including the P20-WIN Network and the current IT Optimization effort. The division prioritizes opportunities for intra-agency and inter-agency data sharing and development and enhancement of integrated data systems. This division seeks ways to make agency data open and transparent to several audiences including legislators, parents, providers, and the public.

### **Information & Technology**

Information & Technology works to improve data systems to increase the agency's ability to use data to inform and improve policy and administration. This work is rooted in common shared data models and a master data index across all divisions creating a single point of agreement among all agency data. The OEC continues to build IT and data service connections between state agencies to support real-time data inquiries. IT operations ensures that all OEC staff have secure and functioning computer and communications technology, along with the knowledge and support to make each individual OEC staff member effective in their work safeguarding and supporting. The development team develops applications that securely collect, process and give access to child and program data across OEC's divisions and to the public.

## **Head Start State Collaboration Office**

The Director of the Head Start State Collaboration Office facilitates state-level collaboration between Head Start/Early Head Start and state agencies that carry out activities designed to benefit low-income pregnant women, children from birth to school entry, and their families.

## **Parent Cabinet**

The OEC Parent Cabinet is currently being co-created with a group of parent leaders and will launch Fall 2020. The role of the Parent Cabinet will serve as a vehicle to elevate family voice, build connections among Connecticut families, communities and the OEC. Through leadership opportunities, the Parent Cabinet will raise up and incorporate the expertise of parents with young children throughout the OEC to strengthen family-centered policies and programs.

## **Division of Early Care and Education**

The Division of Early Care and Education oversees and monitors state and federal grants, contracts and subsidies that support early care and education programs. The unit is charged with ensuring the funds are administered efficiently and are used for the purposes intended. These funds include:

1. Child Day Care Contract Program
2. School Readiness Grant Program
3. Smart Start Grant Program
4. State Head Start Supplement Program
5. Early Head Start Child Care Partnership
6. Even Start
7. Child Care Development Fund (including Care 4 Kids Subsidy Program)

## **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 income. 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. The services provided through the Child Day Care contracts are supported with state funds.

<b>CHILD DAY CARE CONTRACT PROGRAM</b> <b>\$33,458,570</b>	
Number of Communities	47
Number of Programs	51
Number of Sites	100
Sites that are also SR (40 PSR; 9 CSR)	49
Sites that are also SHS	17
Sites that are also PDG	10
Infant/Toddler Full-Time	1,506
Infant/Toddler Wraparound	187
Preschool Full-Time	2,240
Preschool Wraparound	297
School-Age Full-Time	220
School-Age Part-Time	210

### **School Readiness**

School Readiness is a state-funded initiative that provide access to preschool programs for 3- and 4-year old children. At least 60% of households serviced must have incomes under 75% of the State Medium Income. School Readiness is comprised of both Priority and Competitive Communities as defined in legislation and structured to:

- promote the health and safety of children;
- provide opportunities for parents to choose among affordable and accredited programs;
- encourage coordination and cooperation among programs and services;
- recognize the specific service needs and unique resources available to particular municipalities; prevent or minimize the potential for developmental delays in children;
- enhance federally funded school readiness programs;
- strengthen the family through encouragement of parental involvement;
- reduce educational costs by decreasing the need for special education.

<b>SCHOOL READINESS PROGRAM</b>			
<b>\$93,567,435</b>			
<b>SPACES \$92,674,480 QE \$892,955</b>			
	Priority	Competitive	Total
Number of Communities	21	46	67
Number of Programs	139	70	209
Number of Sites	229	81	310
Number of Children	10,491	1,422	11,920
Full-Day Spaces	7,137	638	7,775
School-Day Spaces	1,860	292	2,152
Part-Day Spaces	1,023	465	1,488
Extended-Day Spaces	459	NA	459

### **Smart Start**

Smart Start serves children ages 3 and 4 years old in public school settings. It reimburses local and regional boards of education for capital\* and operating expenses to establish or expand a preschool program under the jurisdiction of the board of education for the town. Smart Start services are supported through state funds. Due to Executive Order 7C all public schools, including Smart Start classrooms, were closed statewide effective March 17, 2020 and remained closed for the remainder of the 2019-2020 school year.

\*No new Capital Improvement Funds for FY 20.

<b>SMART START</b>	
<b>\$3,325,000</b>	
Number of School Districts	24
Number of Classrooms	45
Children Served	665

### **State Head Start Supplement**

Head Start is funded directly by the U.S. Department of Health and Human Services (HHS) to community providers that provide comprehensive child and family support services to low-income families with children ages 3 to 5 years old. Head Start serves approximately 6,000 children, and through the State Head Start Supplement, Connecticut provides supplemental funding to 11 of the 19 federally funded Head Start grantees to increase capacity by 320

preschool-aged children. These funds also extend the day/year of federally funded Head Start spaces and support quality enhancement activities in Head Start programs.

<b>STATE HEAD START SERVICES</b> <b>\$5,083,238</b>	
Number of Communities (14 Services & Innovative Enhancement funding options; 23 Innovative Enhancement funding option only)	37
Number of program sites	50
New Full day/full year Spaces Created (Services funding option) in 14 communities	228
Extended day/extended year Spaces (Innovative Enhancement option) in all Head Start programs	911

**CCDF/Care 4 Kids Subsidy Program**

The Child Care Development Fund (CCDF) is the primary federal funding for low-income families who are working or participating in education and training to help pay for child care. The Care 4 Kids subsidy program allows eligible families to select a provider anywhere in the state for care. The subsidy can cover full-time, part-time, quarter-time and summer care, based on the family’s work schedule. Families earning up to 50% of the State Median Income (SMI) are eligible to enroll; at the 12-month redetermination, a family can earn up to 65% of SMI.

A combination of state and federal funds supports the Care 4 Kids subsidy program. In FY2020, 5,259 providers served 26,325 children. (Source ImpaCT Child Care Ad Hoc Report as of 07/01/2020).

**Early Head Start Child Care Partnership**

Early Head Start (EHS) is funded directly by the U.S. Department of HHS to community-based organizations to provide year-round comprehensive child and family support services to low-income pregnant women and families with children birth to 3 years old. EHS settings include child care centers, family child homes and family home visiting. Three EHS CT grantees were awarded a federal grant to partner with home-based and center-based child care programs to provide comprehensive services based on the EHS model. The OEC provides state funds to support children in the three federally funded EHS-CC Grant Partnership Programs whose families are not eligible for the Care4Kids subsidy program.



<b>EARLY HEAD START - CHILD CARE PARTNERSHIP \$1,130,750</b>	
Grantees	3
Number of Providers	44
Number of Children (Monthly Average)	222

### **Even Start Literacy Program**

Even Start is a program that gives families access to the training and support they need to create a literate home environment and to enhance the academic achievement of their children. Five primary components are integrated to create a comprehensive program, with all families participating in all components. Local programs build on existing community resources to offer educational and support services to help parents and children learn and succeed together. The following are the five components: 1) Early Childhood and/or School-Age Education; 2) Adult Education; 3) Parents and Children Learning Together (PACT); 4) Parent Education and Support; and 5) Home Visits to Support Educational Programs.

<b>EVEN START FAMILY LITERACY PROGRAM \$295,456</b>	
Grantees	3
Number of Families	46
Number of Adults	46
Number of Children	49

### **Division of Quality Improvement**

The Division of Quality Improvement is responsible for advancing the quality of the workforce and early childhood services for young children in family child care homes, centers and school based programs. The division's activities include:

1. Workforce Registry
2. Workforce Professional Development
3. Standards, Curriculum and Assessment
4. Data and Accountability

### **Workforce Registry**

Registry staff housed in this unit are responsible for the Connecticut Early Childhood Professional Registry, including uploading and coding professional development qualifications, administering scholarship funds, processing licensing Head Teacher, ECTC and Technical Assistance Provider applications, providing career counseling, supporting program requirements, and other key functions to support individuals and programs.

### **Workforce Development**

Workforce Development activities address systems, policies and practices to support the goal of developing a highly qualified and effective workforce for all children birth to age five. Collaborative partners include higher education institutions, professional development providers and members of the early childhood workforce. The Office of Early Childhood has been engaged in Workforce development efforts working with DSS and SNAP, and also working with the governor's Workforce Council.

### **Standards, Curriculum and Assessment**

The division's work in the area of Standards, Curriculum and Assessment supports programs, families, providers, and communities to help young children grow and learn using a cycle of intentional teaching in which children's learning and development is supported in a purposeful manner based upon each child's unique needs and interests. The Connecticut Early Learning and Development Standards (CT ELDS) provide common language around what children from birth to age five should know and be able to do. Instruction and assessment is composed of planning experiences to support children's development, gathering information about how they are progressing and adjusting what is being done to support them based upon this information.

### **Data and Accountability**

The Quality Improvement Division is building accountability systems to inform the OEC with regard to the quality of programming received by children, training received by, and qualifications of the workforce. These systems and supports will advance performance of early care and education programs and enable data-driven decisions using feedback loops and data to inform OEC's actions.

### **Division of Family Supports**

The Division of Family Supports administers state and federally funded initiatives to:

- Strengthen the capacity of families to meet the developmental and health related needs of their infants and toddlers who have delays or disabilities, and
- Prevent child abuse and neglect by helping families and communities be responsive to children, ensuring their positive growth and development.

These efforts include contracting with a broad range of organizations to implement evidence-based programs with families and their children; collaborate with community stakeholders; fund and support innovations in the field; and conduct research to assess the effectiveness of programs and develop strategies for improvement.

### **Connecticut Birth to Three System**

Birth to Three supports families in enhancing their child's development and connecting to their communities when infants and toddlers have significant developmental delays or disabilities. Family and other caregivers receive coaching during everyday activities with their child in order to address priority outcomes that the family has identified. All children referred to Birth to Three are evaluated in five developmental areas. Eligible children who are 16 months old or older are also screened for autism. The family of an eligible child is offered an Individualized Family Service Plan (IFSP) that is tailored to address the family's priorities, resources and concerns and the child's development. In FY19, 28 agencies supported families in all 169 municipalities in Connecticut. On any given day, the families of approximately 5,600 children had IFSPs and over the course of FY20 the families of 11,996 eligible children received supports from Birth to Three.

### **Home Visiting Programs**

Home visiting provides voluntary, evidenced-based home-based supports to at-risk parents, both prenatal and with young children. The goal is to promote positive parenting, improve maternal and child physical and socio-emotional health, and promote optimal child development. The OEC administers state and federally funded home visiting programs:

- State Funded: Nurturing Families Network used Parents as Teachers Model with the addition in 2019: Child First, Nurse Family Partnership, Minding the Baby and Family Check-up.
- Federally Funded: Maternal, Infant and Early Childhood Home Visiting (MIECHV) grant program includes four models: Child First, Early Head Start, Nurse Family Partnership and Parents as Teachers.

### **Help Me Grow**

Help Me Grow is a program for children up to age 5 experiencing the challenges of growing up. It provides parents and providers access to a variety of community resources that address a child's behavioral or developmental needs. Help Me Grow also provides access to child development monitoring through the Ages and Stages and Ages and Stages- Social Emotional screenings. This year, Help Me Grow is piloting joint regional meetings with Department of Public Health's Connecticut Medical Home Initiative. These meeting will convene early childhood and childhood stakeholders in collaborative opportunities that focus on children's medical, behavioral and development needs.

The Division of Family Supports also supports training:

- Mind Over Mood Initiative (MoMs) In-Home Cognitive Behavioral Therapy  
The division supports training of community providers to address maternal depression via in-home supports that are paid for by Medicaid and some commercial insurance. This year, Mind Over Mood is focusing on increasing the number of bilingual therapists able to provide cognitive behavioral therapy to Spanish-speaking families throughout the state.
- Family Development Training and Credentialing  
This model teaches students and human service providers a strength-based approach to working with families and communities. In collaboration with the University of Connecticut Center for the Study of Culture, Health and Human Development, the OEC provides this training to help families build skills needed to attain healthy self-reliance.
- Touchpoints™  
*Touchpoints™* is a registered training program from the Brazelton Center. This model builds on provider experience and education to enhance practice and service delivery.

### **Division of Licensing**

The Division of Licensing administers the Child Care Licensing and Youth Camp Licensing Programs. Licensed settings include family child care homes, group child care homes, child care centers and youth camps. The child care licensing specialists and supervisors, nurses, health program staff, administrative and support staff assure that licensed child care facilities and youth camps operate at or above the required standards established by state statutes and regulations. This is accomplished through technical assistance, application processing, facility monitoring, complaint investigation and enforcement activities. The Division licenses more than 4,000 child care facilities and youth camps.

## Improvements/Achievements 2019-2020

### OEC COVID-19 Response:

The OEC recognizes the important role providers of early childhood services play in the COVID-19 public health emergency. During this pandemic, OEC remained committed to ensuring that the indispensable functions of the agency continue so that children and families were appropriately supported and maintained access to the resources they need. To that end, the agency took specific and swift actions to stabilize the early childhood infrastructure that so many families rely on through the CTCARES relief programs.

- [CTCARES for Hospital Workers](#): Upon request from Governor Lamont and with a generous gift from Dalio Philanthropies, OEC provided emergency child care within 3 miles of every major Connecticut hospital, 29 locations in all. These child care centers, limited to 26 children with no more than 10 per classroom, were available for hospital workers. Space in this program was free of charge to hospital workers. The success of this relief program is due to OEC's strong partnership between CREC, hospital HR departments, community-based child care providers, and 211 Child Care. This program was closed at the end of June with a total of 566 children of hospital workers served during this program.
- [CTCARES for Child Care](#): OEC provided additional funds to licensed child care providers who continue to serve children of essential workers - both center-based and family care providers. This program offset the higher costs many child care providers experienced while they adhered to strict but necessary new public health standards. It also recognized the critical role of the child care industry at this time, as program recipients were asked to document that a portion of funds would go to increase wages for workers. The program opened on April 4, 2020 and closed the application process on July 3. This program supported the care of 11,633 children.
- [CTCARES for Frontline Workers](#): Between April 27 and June 15, 2020, OEC offered child care subsidies to frontline workers which included direct care workers, grocery workers, health care workers, child care workers, first responders, among others. While many businesses and services were closed, these employees were able to rely on safe, trusted care while they continued to provide essential services. A total of 3,342 children were served through this program.
- [CT CARES for Business](#): Rolled out in June 2020, OEC offers an array of financial supports to child care businesses that are open and serving children. This relief package directly addresses many of the concerns shared by providers through a needs survey

circulated by OEC in May. Relief opportunities include funding for core operations, health and safety supplies, fees, and professional development. Providers can also opt to receive business coaching and assistance seeking funding opportunities through the Women's Business Development Council.

- [CT CARES for Family Child Care](#): Beginning on May 13, 2020, OEC launched a program to support the unique needs of licensed family child care - a subset of providers that shouldered much of the child care burden at the outset of the public health emergency. The program connects providers with a Staffed Family Child Care Network in their region. These networks are community initiatives that have paid staff with expertise working with family child care providers. They offer a number of ongoing support services and resources to affiliated family child care providers, including professional development, coaching and consultation, and business and administrative supports.
- [Licensing Monitoring and Outreach](#): Upon the declaration of the COVID civil preparedness and public health emergency, the OEC issued enhanced requirements for licensed and licensed-exempt child care and youth camp providers to prevent the spread of the virus, granted multiple waivers to the licensing requirements to support programs that choose to remain open during the pandemic, and offered ongoing support and guidance to protect the health and safety of children and child care providers. The Licensing staff maintained ongoing communication with child care providers and youth camps by conducting two rounds of outbound calls to all child care providers under the OEC's jurisdiction to review requirements, offer support, and provide resources. Licensing staff also conducted visits to verify program's compliance with enhanced COVID-19 related requirements and modified its procedures for conducting selected investigations virtually.
- [Innovations in Communications](#): In the months before the public health emergency, OEC designed and launched a vastly improved web presence with user-friendly navigation features. In response, mobile usage has increased from 26% to 50% of all site visits, and the site is visited twice as often (an average of 1,500 site visits, or sessions, per day). On April 1, 2020, OEC added a dedicated COVID-19 response [section](#). Within the response page, there are resources for providers and families, including FAQs, COVID-19 related guidance for providers, and distance learning information. As of late August, 2020, COVID-19 pages on [ctoec.org](http://ctoec.org) have been visited over 350,000 times and represent over 60% of total website visits. In a survey completed by child care providers, 8 out of 10 relied on the website for COVID-19 related information.

[The OEC's web presence](#) proved invaluable to the field as the COVID-19 section of the website serves as the hub for information on OEC's CT CARES programs, policy memos, waivers and guides focused on policies and guidance for center based and family home based providers, and Birth to Three and Home Visitors; and frequently asked questions. The new COVID-19 response page received 148,272 hits.

OEC also launched a social media campaign in April to improve the delivery of important COVID-related information to providers, parents, and the general public. OEC's Facebook posts alone resulted in over 66,000 engagements between April and June.

### Licensing:

Effective June 19, 2020, the OEC hired four Spanish speaking Child Care Licensing Specialists to increase the agency's capacity to provide support to the increasing number of Spanish-speaking child care providers.

Child Care Licensing staff delivered Potassium Iodide (KI) pills to all licensed and legally exempt child care programs in the 10-mile EPZ zone surrounding Millstone Nuclear Power Plant in Waterford Connecticut. In addition to an adequate supply of KI, programs were also delivered relevant information regarding dosage and parental permission.

Licensing staff initiated the delivery of 14,000 children's books to licensed family child care home providers. Books were also delivered by other OEC staff to: child care programs funded by the federal Preschool Development Grant, Family Support Services initiatives at York Correctional and Cybulski, male home visitors, and Pyramid cohort participants. Along with the books, recipients received tips to engage young children in reading. A total of 34,000 books were provided to early childhood programs using federal grant funding.

### Quality Improvement:

A Quality Improvement Supports request for proposal process was complete in December 2019 with awards issued in May 2020. Some delay occurred due to COVID-19 shut-down of state offices. A total of \$3,937,380 is allocated through December 2021 for the following quality improvement supports to early care and education settings:

- National Association for the Education of Young Children (NAEYC) Accreditation support to engage in the accreditation process
- Standards, curriculum and assessment professional development opportunities
- Capacity building for environmental rating scales setting assessment

- Trauma informed practice and insecure housing technical assistance on identifying and serving children and families experiencing homelessness
- Fiscal management training for child care settings addressing business practices
- Technical assistance to settings addressing how to use the CT Core Knowledge and Competency documents to advance their professional learning and development of resources for program directors to support staff professional learning
- Quality Assurance and Technical Assistance Provider Support: Develop a needs assessment to create appropriate supports for technical assistance providers to be effective, measure effectiveness, and monitor progress of the professional development system.

#### ECE Workforce Registry FY20:

##### **Scholarship:**

- \$1,208,831 awarded
- 136 courses specifically to administrators of programs to meet licensing requirements and competency qualifications.
- Goals:
  - 31 associate's degree;
  - 80 bachelor's degree;
  - 10 CDA credentials - credits toward training hours;
  - 7 online CDA credential programs;
  - 34 CDA credential fees (23 renewals; 11 new: 6 Family Child Care settings; one Infant / Toddler Center settings; 4 Preschool Center settings);
  - 1 family child care 12 credits in ECE;
  - 57 director competencies.

##### **Head Teacher:**

- 407 awarded:
  - 389 center settings and 18 group home settings
  - 224 Birth to Age 5 certificates; 131 Birth to School Age certificates; 52 School Age certificates

##### **Early Childhood Teacher Credential (ECTC):**

- 45 approved
  - 5 Individual Review Route; 40 traditional college degree route
  - 16 Level A (associate degree) Preschool Endorsement
  - 13 Level B (bachelor's degree) Infant / Toddler and Preschool Endorsement
  - 2 Level B (bachelor's degree) Infant / Toddler Endorsement
  - 14 Level B (bachelor's degree) Preschool Endorsement (all 5 Individual Review Route awards were from this category)



### Whole Family Approach – 2Gen:

- Early implementation of the 2Gen Interagency Plan included a half-day training on equity for state government employees, facilitated by Government Alliance on Race and Equity and the Boston Federal Reserve Bank. More than 50 people participated across 10 state agencies.
- As part of the latest 2Gen legislation, 25% of the 2Gen Advisory Board must be comprised of parents. Approximately eight parents joined the Advisory Board and its work groups – workforce, parent engagement, and benefits cliffs.
- Funding was secured through philanthropy to compensate parents for their participation in the 2Gen Board and work groups.
- The 2Gen Benefits Cliffs work group worked with the Atlanta Federal Reserve Bank to create a Benefits Cliffs/Career Pathways dashboard, which has been tested internally so far.