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Quality Performance Report (QPR)
For

Connecticut
FFY 2012

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Appendix 1 **Quality Performance Report**

A1.1 Progress on Overall Goals

Based on the goals described in the Lead Agency's CCDF Plan at Section 3.1.7, please report your progress using the chart below. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., revised licensing regulation to include elements related to SIDS prevention, lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care (www.nrckids.org.)

N/A

Goals Described in FY 2012-2013 CCDF Plan:
Expected to transition to new licensing system which will enable web-based access to information on providers, improve reporting capabilities, increase monitoring options and improve automation of current processes.

Coordination and planning work on performance benchmarks, in cooperation with the Connecticut Statewide Advisory Council (SAC), RESCs, Head Start, Early Head Start, Birth to Three interagency Coordinating Council, Family Providers, and After School Providers Network.

Goal #1:
Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

Expected to transition to new licensing system which will enable web-based access to information on providers, improve reporting capabilities, increase monitoring options and improve automation of current processes.

Describe Progress - Include Examples and Numeric Targets where Possible:

Progress: On July 15, 2011, the Child Day Care Licensing Program transitioned to a new licensing system. The new system allows the public to conduct on-line searches of licensed child day care providers. The on- line search displays real-time license and inspection information, substantiated complaint history information, and formal discipline history information. The system allows field workers to view the database from the field and remotely download results of inspections directly into the system,

accommodates the scanning of documents into individual records, enables the public to download rosters of child day care providers, and allows the Department to collect valuable data related to the child daycare licensing and monitoring activities.

Goal #2:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

Coordination and planning work on performance benchmarks, in cooperation with the Connecticut Statewide Advisory Council (SAC), RESCs, Head Start, Early Head Start, Birth to Three interagency Coordinating Council, Family Providers, and After School Providers Network.

Describe Progress - Include Examples and Numeric Targets where Possible:

Progress: The coordination and planning work on performance benchmarks continues to be developed through the work of the Connecticut Statewide Advisory Council (SAC) that meets on a monthly basis as well as the work of the SAC workgroups. Specific performance benchmarks have not been identified.

A1.2 Key Data

A1.2.1 Number of licensed programs

a) How many licensed center-based programs operated in the State/Territory as of September 30, 2012? 1509

☐ N/A

Describe:

As of September 30, 2012 a total of 1,535 center-based programs were licensed and include child day care centers. Of this total as of 2/11/13 26 group day care homes were licenced. The 1509 center-based represents the 1535 minus 26 group homes.

b) How many licensed home-based programs operated in the State/Territory as of September 30, 2012? 2620

☐ N/A

Describe:

2,594 Family Day Care Homes were licensed as of September 30, 2012. As of this revision 2/11/13 there were 26 Group day care homes that had been shown in the Center-based category that are added to the 2,594 reported for a revised total of 2,620 family day care homes.

c) Does the State/Territory have data on the number or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child's own home) operating in the State/Territory that are not subject to licensing regulations?

☑ Yes

If yes, include the number or percentage of programs:

Number: 3116

Percentage: 0%

Describe:

3,116 providers not subject to licensing and receiving Care4Kids Certificate (in the month of Sept 2012). However, we do not have numbers for providers that are not subject to licensing regulations that do not participate in the Care4Kids program which is based on income eligibility. In addition, there are a number of providers serving unrelated children for less than 3 hours a day that are not required to be licensed and the total number is not known.

☐ No

A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year (October 1, 2011 through September 30, 2012)?

a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year (October 1, 2011 through September 30, 2012)?
68%

What was the average number of visits?
1

☐ N/A
Describe:
Approximately 68% of licensed center-based programs were visited for monitoring - based on an average of one visit per site with visits to 1,039 sites of the 1,535 licensed center based and group home settings per the Department of Public Health. Group homes may be included in the site visit. Group homes make up less than 2% (26 as of 2/11/13) of the total 1,535 licenced center-based and group home facillities in the state of which the 68% refers to.

b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year (October 1, 2011 through September 30, 2012)?
48%

What was the average number of visits?
1

☐ N/A
Describe:
Approximately 48% of licensed family child care programs were visited for monitoring - - based on an average of one visit per site with visits to 1,246 sites of the 2,594 family day care homes (FDCH). Group homes are not included in this site visit number for FDCH. Group homes make up less than 1% (26 as of 2/11/13) of the total 3,020 (2,594+26) licensed family day care homes and group day care home in the state.

c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year (October 1, 2011 through September 30, 2012)?
0%

What was the average number of visits?
0

☐ N/A

Describe:
An average of 64 legally exempt providers receiving food and nutrition subsidy are visited each year.

A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year (October 1, 2011 through September 30, 2012)?

Licensed Centers:

How many were **suspended**? 0

☐ N/A

Describe:
There were zere (0) Suspended Licensed Centers. There were also 11 Consent Orders and 3 Voluntary Surrenders for Centers.

A consent order is a voluntary settlement negotiated between the Department and licensee whereby the licensee agrees to certain conditions/requirements above and beyond those required in the regulations which address the areas of concern. It is a disciplinary action against the license and usually includes a civil penalty.

How many were **revoked**? 1

☐ N/A

Describe:
1 Center License was revoked.

Licensed Homes:

How many were **suspended**? 0

☐ N/A

Describe:
There were zere (0) Suspended Licensed Homes. There were also 6 Consent Orders and 4 Voluntary Surrenders for Family Day Care Homes.

A consent order is a voluntary settlement negotiated between the Department and licensee whereby the licensee agrees to certain conditions/requirements above and beyond those required in the regulations which address the areas of concern. It is a disciplinary action against the license and usually includes a civil penalty.

How many were **revoked**? 5

☐ N/A

Describe:
5 Family Day Care Homes Licenses were revoked.

A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year (October 1, 2011 through September 30, 2012)?

Child Care Centers: 55
☐ N/A

Group Child Care Homes: 4
☐ N/A

Family Child Care Homes: 79
☐ N/A

In-Home Providers:
☑ N/A

Describe:
In the response above for A1.2.4, the data for In-Home providers being terminated due to health and safety resons was identified by Care4kids but may may have included providers who chose to terminate for other reasons and listed health or safety as a reason. Providers shown as "In-Home Providers" are Unlicensed Individuals/ Providers. The care is provided in the child's home or in the unlicensed home of a relative and are referred to as Family, Friends, and Neighbors (FFN).

A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year (October 1, 2011 through September 30, 2012)?

☑ N/A
Describe:
Not Known

A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

☑ N/A
Describe:

Not known.

A1.2.7 How many fatalities occurred in child care as of the end of the last year?
Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

3
☐ N/A

Describe:
1 Known fatality in a licensed child day care center and 2 known fatalities in licensed famly day care homes.

Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year (October 1, 2011 through September 30, 2012)?

☐ Yes

☑ No

☐ N/A

Describe:

Changes are pending the development of the new Early Learning Standards.

A2.1.2 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.2.8, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELGs, Aligned the ELGs with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

Work with State Advisory Council Early Learning Standards Committee to develop evaluation methodology for performance measurement and,

Work with State Advisory Council Early Learning Standards Committee to review, update and align Birth-to-Three, Head Start and Early Learning Guidelines (ELGs) to reflect current research and practice: periodic evaluation of ELG trainers' performance; make the Early Learning Guidelines part of the state's professional development system (both Connecticut Charts-A-Course and college based programs); integrate Early Learning Guidelines and Infant and Toddler Modules into Early Care and Education courses at 2- and 4- year colleges.

Work with State Advisory Council Early Learning Standards Committee to crosswalk Connecticut's Early Learning Guidelines (ELG) with the Connecticut Pre-School Assessment Framework (PAF) and the Connecticut Preschool Curriculum Framework (PCF), the community college infant-toddler curriculum, and the Early Head Start performance standards. Crosswalk with NAEYC Accreditation standards.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #1: Work with State Advisory Council Early Learning Standards Committee to develop evaluation methodology for performance measurement.

Describe Progress - Include Examples and Numeric Targets where Possible:

The State Advisory Council Early Learning Standards Committee has the goal to develop evaluation methodology for performance measurement. Progress on this goal has not been reported at the time of this report submission.

Goal #2:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #2: Work with State Advisory Council Early Learning Standards Committee to review, update and align Birth-to-Three, Head Start and Early Learning Guidelines (ELGs) to reflect current research and practice: periodic evaluation of ELG trainers' performance; make the Early Learning Guidelines part of the state's professional development system (both Connecticut Charts-A-Course and college based programs); integrate Early Learning Guidelines and Infant and Toddler Modules into Early Care and Education courses at 2- and 4- year colleges.

Describe Progress - Include Examples and Numeric Targets where Possible:

In May 2012, SRI International completed their report on the standards alignment study for the Early Childhood Education Cabinet, Early Learning Standards workgroup. To examine the content and alignment of the Preschool Curriculum Framework (PCF) and the Guidelines for the Development of Infant and Toddlers Early, the PCF and Kindergarten Science and Social Studies Curriculum Standards, 28 experts in early childhood standards participated in a two day institute, after being trained in a rating rubric for coding grade level appropriateness and the extent to which the objectives of standards corresponded with one another.

3-day Infant Toddler Institute in November 2012 which included ELG training for 40 higher education faculty and key trainers in partnering sectors of early childhood work with infants and toddlers, e.g., mental health consultation, Part C, Early Head Start and home visiting. Also engaged for the first time Family and Consumer Science teachers in an effort to expand to child development classes in CT high schools.

Goal #3:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #3: Work with State Advisory Council Early Learning Standards Committee to crosswalk Connecticut's Early Learning Guidelines (ELG) with the Connecticut Pre-School Assessment Framework (PAF) and the Connecticut Preschool Curriculum Framework (PCF), the community college infant-toddler curriculum, and the Early Head Start performance standards. Crosswalk with NAEYC Accreditation standards.

Describe Progress - Include Examples and Numeric Targets where Possible:

SRI made recommendations for revisions of standards.   Based upon those recommendations, a team of experts participated in a follow up institute to draft Connecticut's new Early Learning Standards.The draft standards are currently being reviewed, with the next step anticipated to be the content and age validation process.

NAEYC has been contracted to conduct the content validation of the draft standards. Members of the State Advisory Council Leadership Team are currently researching funding options for the completion of age validation of the new standards.

A2.2 Key Data

A2.2.1 How many programs were trained on early learning guidelines (ELGs) or standards over the last fiscal year (October 1, 2011 through September 30, 2012)?

Center-based Programs: Early Learning Guidelines (ELGs)	How many center-based programs were trained on ELGs over the past year?	N/A
Birth to Three ELGs	21	☐
Three-to-Five ELGs	5	☐
Five and Older ELGs	0	☐
Describe:	Twenty one B-3 Five 3-5 0 Five and Older	
Family Child Care Programs: Early Learning Guidelines (ELGs)	How many family child care programs were trained on ELGs over the past year?	N/A
Birth to Three ELGs		☑
Three-to-Five ELGs		☑
Five and Older ELGs		☑
Describe:	**102 family child care programs were trained on ELGs over the past year.** Participant data not broken down by child's age group.	
Legally Exempt Providers: Early Learning Guidelines (ELGs)	How many legally exempt providers were trained on ELGs over the past year?	N/A
Birth to Three ELGs		☑
Three-to-Five ELGs		☑
Five and Older ELGs		☑
Describe:	**79 legally exempt providers were trained on ELGs over the past year.** Participant data not broken down by child's age group.	

2.2.1(b) How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-

age children)

Center-based Programs: Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Infants and toddlers in programs implementing the Birth to Three ELGs		☑
Preschoolers in programs implementing the Three-to-Five ELGs		☑
School-age children in programs implementing the Five and Older ELGs		☑
Describe:	Not Available	
Family Child Care Programs: Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Infants and toddlers in programs implementing the Birth to Three ELGs	186	☐
Preschoolers in programs implementing the Three-to-Five ELGs		☑
School-age children in programs implementing the Five and Older ELGs		☑
Describe:	Another 208 children age 3 years and older served but data not broken down .	
Legally Exempt Providers: Early Learning Guidelines (ELGs)	How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	N/A
Infants and toddlers in programs implementing the Birth to Three ELGs	105	☐
Preschoolers in programs implementing the Three-to-Five ELGs		☑

School-age children in programs implementing the Five and Older ELGs		☑
Describe:	Another 78 children age 3 years and older served but data not broken..	

Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

A3.1 Progress on Overall Goals

A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:
Connecticut will revisit the plan established by the Early Care and Education State Advisory Council, drafted in 2008 and tabled due to budgetary constraints, to continue review of Quality Improvement opportunities, standards, process, and incentives.

1. Program Standards:
Work with State Advisory Council on development of goals, performance measures and evaluation methodologies for program standards to align Birth to Five standards and to maintain a continuum with child development and curriculum standards for school age children Kindergarten to Grade 12.

2. Supports to programs to improve quality:
Support quality improvement efforts through the training and technical assistance provided by the Accreditation Facilitation Project. We will continue to recruit licensed programs into the NAEYC Accreditation process, with a goal to recruit 15 new non-accredited programs to the pursuit of NAEYC Accreditation in the coming year.

3. Financial incentives and supports:
Explore opportunities to give a bonus to programs that achieve accreditation for the first time. And, explore opportunity to give a bonus to sites that maintain accreditation through re-accreditation. Continue to fund tired subsidies based on setting and/or accreditation of child care providers.

4. Quality Assurance and Monitoring:
Develop and publish an action planning form for use with any of these tools to help programs plan improvements based on the assessment data gathered from a tool. A form could be finalized, posted on the web, and used with all of our AFP sites. Same document could be used to plan improvements driven by the NAEYC Accreditation Decision Report. Review potential funding to train on PAS or to expand CLASS training done by Head Start.

5. Outreach and Consumer Education:
Continue outreach and consumer education efforts statewide and through 2-1-1- Child Care. Align activities with State Advisory Council family involvement and implementation of fatherhood audit.

Consideration for NAEYC provides accredited programs with a window decal of the accreditation logo. Encourage accredited programs to get these up at their programs and provide some kind of document for posting that explains to parents what it is, why it's important .

Work with 2-1-1 Child Care to add the NAEYC logo/hyperlink to the program page where it shows that a program is NAEYC Accredited.

Work with the Connecticut State Advisory Council (SAC) Committee on Family Involvement and connect with the Connecticut Department of Public Health (DPH) Home Visitation workgroup to determine appropriate strategies.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL # 1: Connecticut will revisit the plan established by the Early Care and Education State Advisory Council, drafted in 2008 and tabled due to budgetary constraints, to continue review of Quality Improvement opportunities, standards, process, and incentives.

Describe Progress - Include Examples and Numeric Targets where Possible:

The State Advisory Council established a Quality Rating and Improvement System Workgroup in May of 2011. In September 2012 the group was charged with writing a set of recommendations on the establishment of a QRIS. The group conducted a thorough review of the 2008 Draft Recommendations for a Quality Rating and Improvement System and the CT Race to the Top-Early Learning Challenge application to identify points of agreement and tension to inform an updated QRIS plan. These recommendations will go to the State's Lead Planner for inclusion in a report to the CT General Assembly.

Goal #2:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #2 Program Standards:
Work with State Advisory Council on development of goals, performance measures and evaluation methodologies for program standards to align Birth to Five standards and to maintain a continuum with child development and curriculum standards for school age children Kindergarten to Grade 12.

Describe Progress - Include Examples and Numeric Targets where Possible:

CT QRIS will provide families with information needed to make informed choices and provide programs with the tools they need to improve quality, so that all children have the opportunity to thrive. To date, the QRIS workgroup has reached consensus on the component areas of the standards: Learning Environments, Workforce Qualifications and Professional Development, Health & Safety, Leadership & Management and Family Engagement and Support.

Goal #3:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #3. Supports to programs to improve quality:
Support quality improvement efforts through the training and technical assistance provided by the Accreditation Facilitation Project. We will continue to recruit licensed programs into the NAEYC Accreditation process, with a goal to recruit 15 new non-accredited programs to the pursuit of NAEYC

Accreditation in the coming year.

Describe Progress - Include Examples and Numeric Targets where Possible:

For the current fiscal year, the Governor has secured $3M for Quality Enhancement of early childhood education and development. $250,000 of these funds have been directed to the State Department of Education scholarships. A portion of those funds have been committed to the expansion of accreditation supports. The Accreditation Facilitation Project (AFP) provided service to 92 sites that received individualized on-site support as they pursue NAEYC Accreditation. During this time period, a total of 12 sites that received AFP individualized support achieved NAEYC Accreditation for the first time. An additional 10 sites selected via application process to the AFP are working now toward their first NAEYC Accreditation. The AFP also provided technical assistance to 18 license-exempt programs that achieved NAEYC Accreditation for the first time.

Other activities by programs and by the statewide ECE Cabinet will affect quality, e.g., medication administration training, mental health consultation, and strengthening licensing. These activities and initiatives are related to standards and quality ratings. Connecticut is accessing QRIS Technical Assistance from a variety of sources.

Goal #4:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #4. Financial incentives and supports:

Explore opportunities to give a bonus to programs that achieve accreditation for the first time. And, explore opportunity to give a bonus to sites that maintain accreditation through re-accreditation. Continue to fund tired subsidies based on setting and/or accreditation of child care providers.

Describe Progress - Include Examples and Numeric Targets where Possible:

Through the plans for a QRIS, CT is currently developing strategies to most effectively align the existing systems of professional development and quality enhancement with a system of incentivizing best practices toward the delivery of quality child care experiences. CT continues to implement a tiered reimbursement system with incentives to accredited providers.

The provision of bonuses to sites that achieve specific benchmarks including NAEYC Accreditation and other degrees and credentials for individuals is included in the work of the QRIS subcommittee.

The QRIS subcommittee will also make recommendations on the implementation of the subsidy system with relation to tiers in the QRIS.

Goal #5:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL # 5. Quality Assurance and Monitoring:

Develop and publish an action planning form for use with any of these tools to help programs plan improvements based on the assessment data gathered from a tool. A form could be finalized, posted on the web, and used with all of our AFP sites. Same document could be used to plan improvements driven

by the NAEYC Accreditation Decision Report. Review potential funding to train on PAS or to expand CLASS training done by Head Start.

Describe Progress - Include Examples and Numeric Targets where Possible:

A training on the Program Administration Scale (PAS) was attended by 70 participants. This 3 day event provided two days of training on the use of the PAS for program improvement purposes. The third day focused on strategies for consultants who work with programs in support of quality improvement.
The QRIS subcommittee is considering how the PAS could be utilized as part of a menu of tools used to identify program improvement needs.

Timelines are posted on the CCAC website and referred to in Support Meetings and on-site visits. Review standards and criteria needing improvement. Action plans to be done in each area. Timelines used in portfolio and observation tool. Provide several different forms that could be used.

There are settings in which children are receiving care, especially high risk children, which may not touch the accreditation process in the near future. Some of these settings receive other supports to help improve quality.

Goal #6:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #6. Outreach and Consumer Education:
Continue outreach and consumer education efforts statewide and through 2-1-1- Child Care. Align activities with State Advisory Council family involvement and implementation of fatherhood audit.

Describe Progress - Include Examples and Numeric Targets where Possible:

The State Advisory Council continues to develop strategies to more effectively engage families in the early learning experiences of young children. The Family Involvement and Home Visitation workgroup of the Council is currently reviewing models for effectively engaging families including Head Start, Strengthening Families Framework, and the Fatherhood Audit in an effort to develop a tool for agencies and organizations working with families to assess their effectiveness of engaging families through an analysis of key engagement indicators.

Goal #7:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #7. Consideration for NAEYC provides accredited programs with a window decal of the accreditation logo. Encourage accredited programs to get these up at their programs and provide some kind of document for posting that explains to parents what it is, why it's important .

Describe Progress - Include Examples and Numeric Targets where Possible:

This idea precipitated a larger conversation about recruitment and recognition efforts related to NAEYC Accreditation. A committee of AFP staff is devising outreach plans to increase interest in accreditation

and to build awareness of the resources AFP offers. We are collaborating with CT AEYC on recognition efforts, including the recent honoring of the 97 programs that achieved NAEYC Accreditation over the past year.

Goal #8:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #8. Work with 2-1-1 Child Care to add the NAEYC logo/hyperlink to the program page where it shows that a program is NAEYC Accredited.

Describe Progress - Include Examples and Numeric Targets where Possible:

The State Departments of Health, Social Services and Education and the Accreditation Facilitation Project work with 2-1-1 Child Care and have established the goal for a NAEYC logo /hyperlink.

Goal #9:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #9 Work with the Connecticut State Advisory Council (SAC) Committee on Family Involvement and connect with the Connecticut Department of Public Health (DPH) Home Visitation workgroup to determine appropriate strategies.

Describe Progress - Include Examples and Numeric Targets where Possible:

In addition, this workgroup of interdisciplinary participants, some of whom also participate on the DPH Maternal Infant Early Childhood Home Visiting Council, has developed recommendations for statewide integration of home visiting models into CT's overarching early childhood education and development system.   CT continues to offer a system of interconnecting intensive and non-intensive home-visiting services that meet a broad range of family and child needs over time.

A3.2 Key Data

A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year (October 1, 2011 through September 30, 2012)?

Health and safety:

Infant and toddler care:

School-age care:

Inclusion:

Teaching dual language learners:

Understanding developmental screenings and/or observational assessment tools for program improvement purposes:

Mental health:

Business management practices:

☑ N/A

Describe:

The Accreditation Facilitation Project (AFP) does not track targeted assistance by content area. At this time there are no plans to modify the TA reporting categories.
Connecticut is accessing QRIS Technical Assistance from a variety of sources.

A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year (October 1, 2011 through September 30, 2012)?

a) One-time, grants, awards or bonuses:

Child Care Centers:

Family Child Care Homes:

☑ N/A

Describe:

Not Available.

b) On-going or Periodic quality stipends:

Child Care Centers:
313
Family Child Care Homes:
4
☐ N/A

Describe:

Providers that received 5% accreditation bonus in FFY 2012 had an average monthly number of 313 for Child Care Centers and 4 for Family Child Care Homes (FDCH). The total 5% accreditation bonus payments made to providers in FFY 2012 for Centers = 3,760 and FDCH = 42.

A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year (October 1, 2011 through September 30, 2012)? When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g., licensed providers, CCDF providers, or all providers).

Child Care Centers QRIS:

Number:

Percentage: %

or Other Quality Improvement System:

Number:
 130
Percentage: 8   %

☐ N/A

Describe:

130 Licensed programs in *The Accreditation Facilitation Project (AFP)* of 1,535. Of the 1535, 1509 are shown as Center based and 26 as Group Homes (rev. 2/11/13).

Family Child Care Homes QRIS:

Number:

Percentage: %

or Other Quality Improvement System:

Number:

Percentage: %

☑ N/A

Describe:

License-Exempt Providers QRIS:

Number:

Percentage: %

or Other Quality Improvement System:

Number:

Percentage: %

☑ N/A

Describe:

A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year (October 1, 2011 through September 30, 2012)? If the quality threshold is something other than QRIS, describe the metric used, such as accreditation.

Child Care Centers:

How many moved up within the QRIS:
How many moved down within the QRIS:
☑ N/A

Describe:

A total of 97 programs achieved NAEYC Accreditation or re-accreditation over the last fiscal year. This includes 23 programs utilizing the individualized assistance of the The Accreditation Facilitation Project (AFP).

Family Child Care Homes:

How many moved up within the QRIS:

How many <u>moved down</u> within the QRIS:
☑ N/A

Describe:

 Not Available

<u>License-Exempt Providers:</u>

How many <u>moved up</u> within the QRIS:
How many <u>moved down</u> within the QRIS:
☑ N/A

Describe:

Included in the 97 programs that achieved NAEYC Accreditation or re-accreditation are 25 license-exempt providers (primarily public school based pre-k). Additional license exempt Head Start providers who are Head Start approved.

A3.2.5 How many programs are at each level of quality? Describe metric if other than QRIS, such as accreditation.

<u>Child Care Centers:</u>

Please provide the total number of Child Care Center quality levels (if available):

☐ N/A

Quality Level	Number of Programs at this level
Child Care Centers ¿ NAEYC/Head Start	352

Describe:

Quality Level	Number of Programs at this level
Child Care Centers - NAEYC	*352*
Licensed Child Care Centers	*1,509 = 1,535 minus 26 Group Homes (2/11/1:*
Licensed Family Day Care Homes	*2,620 = 2,594 plus 26 Group Homes (2/11/13)*
Family Day Care Homes- NAFCC	*3*
Priority School Readiness Programs	*9,635 Children Served* (not Program #)*
Competitive School Readiness Programs	*1,079 Children Served* not Program #)*
State Funded Child Care Programs	*3,689 Children Served* not Program #)*
Licensed Exempt Providers - NAEYC	*116*
Licensed Exempt Head Start	*35*

Family Child Care Homes:

Please provide the total number of Family Child Care Home quality levels (if available):

☐ N/A

Quality Level	Number of Programs at this level
Family Day Care Homes - NAFCC	3

Describe:

Quality Level	Number of Programs at this level
Family Day Care Homes- NAFCC	3
Licensed Family Day Care Homes	2,620 = 2,594 plus 26 Group Homes (2/11/13)

.

License-Exempt Providers:

Please provide the total number of License-Exempt Provider quality levels (if available):

☐ N/A

Quality Level	Number of Programs at this level
Licensed ¿ Exempt - NAEYC	116
Licensed ¿ Exempt - Head Start	35

Describe:

116 Licensed Exempt Providers primarily in public schools / school readiness funded programs
35 Licensed Exempt Head Start

A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory's quality improvement system during the last fiscal year (October 1, 2011 through September 30, 2012)? What percentage are in high quality care as defined by the State/Territory?
Note. If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

Percentage of CCDF children served in participating programs:
%

Percentage of CCDF children served in high quality care:
24%

(May define with assessment scores, accreditation, or other metric, if no QRIS.)

☐ N/A

Describe:

The number of Children that received Care 4 Kids (CCDF) assistance who are in an NAEYC or NAFCC accredited facility (a measure of high quality), in the month of June 2012, totalled 5,072. This equals 24% of the 21,246, the total number of children that received Care 4 Kids assistance/certificate in June of 2012. The 5,072 is the sum of 1,292 Infant/Toddlers; 3,169 Preschool; and 611 School Age children. Data on the number of children receiving Care 4 Kids CCDF assistace in Head Start accredited facilities is not available

CT does not have a QRIS. The percent of children served by programs that are considered on the path toward quality include but are not limited to NAEYC, NAFCC, and Head Start accreditation, the state's School Readiness program, and Child Day Care Center program.

The number of children served in state funded preK during FFY 2012 are as follows:

Number ofunduplicated children currently being served in state-funded preK.
Total = 14,403
Priority School Readiness: 9,635
Breakdown:
6,756 full day
1,297 school day
1,582 part day

Competitive School Readiness: 1,079
Breakdown:
447 full day
163 school day
469 part day

Child Day Care: 3,689
Breakdown:
1,097 infant/toddler
2,359 preschool
236 school age

Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

A4.1 Progress on Overall Goals

A4.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.4.7, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

The following goals will be coordinated with the work of the State's Advisory Council (SAC) Workforce Committee.

1) Core Areas of knowledge and Knowledge:

• Align Core Knowledge and Skills to professional development requirements and DPH licensing regulations.
• Goal to conduct needs addessment.

2) Career Pathways (or Career lattice):

• Align the credentials that are offered in CT with their respective roles and levels on the CCAC career ladder

3) Professional Development:

• Assess the availability of early childhood and school-age training including web-based/on-line opportunities.
• Using the pilot for the ECTC to assess the quality assurances of the two and four year early childhood degree programs

4) Access to Professional Development:

• Assess the clearinghouses for professional development and consultants available for interdisciplinary technical assistance opportunities to better align the dissemination of this information across sectors

5) Compensation, Benefits and Workforce Conditions:

• Study the outcomes of the START Education Bonus System to establish its effectiveness in persistence toward CDA Credentials and if there is mechanism to expand its use.

6) Data & Performance Measures of the Child Care Workforce:

• Work toward participation in the Registry for staff in all child care programs that are licensed by DPH and require annual updating of staff and their qualifications.

Goal #1:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #1. Core Areas of knowledge and Knowledge (Coordinate with the work of the State's Advisory Council (SAC) Workforce Committee):

- Align Core Knowledge and Skills to professional development requirements and DPH licensing regulations.
- Goal to conduct needs addessment.

Describe Progress - Include Examples and Numeric Targets where Possible:

The Professional Development/Workforce workgroup of the State Advisory Council completed a gap analysis of the ECE teacher competencies and will be developing a framework of competencies for the ECE workforce.   Plans for the needs assessment are in progress.

Connecticut Charts-A-Course (CCAC) was awarded the Connecticut Workforce Competency Framework proposal by the Workforce Committee of the Early Childhood Cabinet. In coordination with the State Department of Education, the charge was to review and compare Connecticut's sets of competencies associated with each credential, certificate or professional development program offered to "teachers" across all sectors serving children birth through age 8 with the nationally identified criteria associated with a Core Knowledge and Competency Framework.

*Results from this work will inform the development of Connecticut's Core Knowledge and Competencies (CKC's) for teachers of young children and will help better articulate the teacher competencies across settings so that colleges and professional development providers can prepare individuals to work in all contexts. The purpose of this project was to provide a research base for the future development of a **Workforce Core Knowledge and Competency Framework** for Connecticut, informed by work on Core Knowledge and Competencies from other states, and, importantly, reflective of the foundation for this work already in implementation in Connecticut.*

Next Steps: *Contract with a facilitator to engage cross-agency and cross early childhood sector engagement in team process work. Select a writing panel, review panel, and stakeholder committee that would interact with each other in a feedback loop process. The writing panel would consist of individuals trained in standards writing. Conduct a job analysis of the penultimate Core Knowledge and Competency draft. This is a survey to the field asking for responses to questions about the content, functionality, purpose, and structure of the document. Results from the survey will be considered by a sub-set of the writing panel, review panel, and stakeholder committee.*

Print and disseminate the Core Knowledge and Competency document using technology structures to multiple stakeholder and sectors in conjunction with informational seminars on the uses of the document.

Research and take into consideration the work of other states. Consider surrounding states and alignment across states as different roles have certifications that may cross state lines.

Keep in mind during the process that measurement is important. We need to have a Core Knowledge and Competency Framework first before considering measurement tools, but as writing happens we should keep in mind that measurement will be needed.

Goal #2:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #2. Career Pathways (or Career lattice) (Coordinate with the work of the State's Advisory Council (SAC) Workforce Committee):

- Align the credentials that are offered in CT with their respective roles and levels on the CCAC career ladder

Describe Progress - Include Examples and Numeric Targets where Possible:

There are a variety of credentials aligned with the CCAC Career Ladder.
CDA Training Programs both non -credit and credit based will earn 6-12 credits toward Associates Degrees in Early Childhood. Associate Degrees in Early Childhood Education can transfer 18 -30 credits toward a Bachelor Degree in Early Childhood Education (licensure) or Child Development Studies. In addition CT Credentials such as Infant Toddler, School Age, Director's and the Early Childhood Teacher Credential (ECTC) articulate to other pathways, i.e. :
Certificate in Infant Toddler *can earn 12 Credits In IT Course Work, the Holders of an I/T CDA or FCC CDA can Receive 6 credits toward the IT Certificate.*
Credential in After School Education *can earn 12 Credits in ASE plus 240 hours of experience there is a Seamless articulation into BS Degree in Child Youth Development offered at Charter Oak State College.*
CT Director Credential *candidate must have a Minimum of an AS Degree with 12 ECE credits plus 9-15 credits in Program Administration Coursework depending on level of the Director's Credential. Course work from the AS degree in ECE and some BS degrees may be applied.*
CT Early Childhood Teacher Credential (ECTC) *In I/T or Preschool Candidate can earn it at the Associate 's or Bachelor's Degree Level and there is a Seamless articulation between both levels of the credential*

Goal #3:
Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #3. Professional Development (Coordinate with the work of the State's Advisory Council (SAC) Workforce Committee:

- Assess the availability of early childhood and school-age training including web-based/on-line opportunities.
- Using the pilot for the ECTC to assess the quality assurances of the two and four year early childhood degree programs

Describe Progress - Include Examples and Numeric Targets where Possible:

Charter Oak State College and some of the CT Community Colleges offer on-line training toward credentials and degrees in early childhood education and school age care.
There are currently 4 associate degree and 4 baccalaureate degree programs approved to offer the ECTC. Few with endorsement in infant toddler.

Goal #4:
Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #4. Access to Professional Development (Coordinate with the work of the State's Advisory Council (SAC) Workforce Committee:

- Assess the clearinghouses for professional development and consultants available for interdisciplinary technical assistance opportunities to better align the dissemination of this information across sectors

Describe Progress - Include Examples and Numeric Targets where Possible:

CT Charts –A-Course has 4 fulltime career advisors that are available to offer career counseling to all individuals who are enrolled in the Registry and are pursing scholarships for professional developments. In addition, the Accreditation Facilitation staff, who work closely with programs pursuing NAEYC Program Accreditation, offer technical assistance to all programs across sectors through workshops and individual and on-site visits on the qualifications of staff needed to meet the criteria for accreditation.

There are the required consultants on licenses who provide an enormous amount of support, especially those Child Care Health Consultants who visit weekly for programs serving infants and toddlers. ECCP provides incredibly valuable support for countless programs through their statewide network of **20+** CCMHCs. Then there are the Part C and Part B 619 providers who consult to and support centers and FDCs all over the state. And, there is the Head Start TTA system serving not only Head Start but countless other providers when capacity allows.

Goal #5:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #5. Compensation, Benefits and Workforce Conditions (Coordinate with the work of the State's Advisory Council (SAC) Workforce Committee:

• Study the outcomes of the START Education Bonus System to establish its effectiveness in persistence toward CDA Credentials and if there is mechanism to expand its use.

Describe Progress - Include Examples and Numeric Targets where Possible:

CT Charts-A-Course continues to support entry level early childhood staff to attain a Child Development Associate credential (CDA) through the Training Program in Child Development (TPCD). This program is enhanced by the $TART Education Bonus program that rewards participants as they reach milestones on the career ladder, by completing not only the CDA, but also taking the Pathways Exams for college credit.   This incentive continues to yielded positive outcomes in completion rates by participants. An expansion to the Strat Bonus to current scholarship recipients who complete their coursework and move up the CCAC Career Ladder. The number for FFY 12 participants that have completed the TPCD through Module IV is not available as of the date of this report. This includes assistant teachers in publicly funded programs. Many teachers who have obtained a CDA credential have also taken the pathways exams. This allows them to meet the current state requirement to be a teacher in a publicly funded program (Level 7 on career ladder) and gives them the opportunity for role advancement within these programs. We hope to continue to fund and administer the TPCD concurrently with the $TART Education Bonuses as an incentive and a strategy to reward increased qualifications with increased compensation and benefits. Expand the TPCD to be available online.

Goal #6:

Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

GOAL #6. Data & Performance Measures of the Child Care Workforce (Coordinate with the work of the State's Advisory Council (SAC) Workforce Committee:

• Work toward participation in the Registry for staff in all child care programs that are licensed by DPH and require annual updating of staff and their qualifications.

Describe Progress - Include Examples and Numeric Targets where Possible:

The Early Childhood Professional Registry is an information system that collects data on the demographics, education and qualifications of individuals who work in the early care and education field. Registry participation has increased to 53% of the total estimated early care and education workforce of 20,691. This is a 9% increase from last year. The Registry has captured 100% of the staff in state publicly funded programs. Staff in non publicly funded programs showed an increase of 12% this year, despite voluntary registration .The growth in participants has likely resulted from: 1) Scholarship Lottery, which offered scholarships to staff in all licensed programs, 2) a new DPH requirement that teachers seeking approval for Head Teacher status must apply through the Registry and 3) a new NAEYC candidacy calculator tool for use by all programs seeking program accreditation. The requirement that all staff working in a DPH center and home licensed programs enroll in the Registry and update their professional development qualifications bi-annually, is a goal of the Workforce Committee of the Early Childhood Education Cabinet . To date there are currently 12,738 individuals enrolled. The state is working to include Early Intervention Home Visitors into the Registry.

A4.2 Key Data

A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year (as of September 30, 2012)?

Child Care Center Teachers:

How many had a Child Development Associate (CDA)? 1535
☐ N/A

Describe:

1,535 Child Care Teachers

How many had State/Territory Credentials?
☑ N/A

Describe:

 Not Available

How many had an Associate's degree? 808
☐ N/A

Describe:

808 Child Care Teachers

How many had a Bachelor's degree? 1055
☐ N/A

Describe:

1,055 Child Care Teachers

How many had a <u>Graduate/Advanced degree</u>? 389
☐ N/A

Describe:

389 Child Care Teachers

<u>Family Child Care Providers:</u>

How many had a <u>Child Development Associate (CDA)</u>? 52
☐ N/A

Describe:

52 Family Child Care Providers

How many had <u>State/Territory Credentials</u>?
☑ N/A

Describe:

Not Available.

How many had an <u>Associate's degree</u>? 5
☐ N/A

Describe:

5 Family Child Care Providers

How many had a <u>Bachelor's degree</u>? 6
☐ N/A

Describe:

 6 Family Child Care Providers

How many had a <u>Graduate/Advanced degree</u>? 4
☐ N/A

Describe:

A4.2.2 How many teachers/caregivers were included in the State/Territory's professional development registry during the last fiscal year (October 1, 2011 through September 30, 2012)?

Staff in child care centers: 7139
Family child care home providers: 307
License-exempt practitioners: 35
☐ N/A

Describe:

Staff in child care centers:

 7,139 (6,050 = teaching staff in any category; no administrators or support staff)
Family child care home providers:

307
License-exempt practitioners:

35

A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year (October 1, 2011 through September 30, 2012)?

Staff in child care centers:
Family child care home providers:
License-exempt practitioners:
☑ N/A

Describe:

- ***A4.2.2 How many teachers/caregivers were included in the State/Territory's professional development registry during the last fiscal year (October 1, 2011 through September 30, 2012)?*** *Staff in child care centers: 7,139 (6,050 = teaching staff in any category; no administrators or support staff).   Family child care home providers: 307License-exempt practitioners: 35*
  The data for how many teachers/caregivers received credit-based training and/or education was not in a format available at the time of submittal of this report.

A4.2.4 How many credentials and degrees were awarded during the last fiscal year (October 1, 2011 through September 30, 2012)?   If possible, list the type of credential or degree and in what type of setting the practitioner worked.

Type of Credential:

How many <u>credentials</u> were awarded to <u>staff in child care centers</u>?

Please list and provide number:

Child Development Associate (CDA):
State/Territory Credentials:
Other:
☑ N/A

Describe:
Total of 581 Credetials across categories below. *The below credentials were awarded to child care providers in all settings - whether they worked at child care centers, family child care homes, or license exempt settings. This response is not for just the centers.*

Child Development Associate (CDA): *26 (Child Development)*

Other:
Education/Teaching of Individuals in Early Childhood Special Education Programs – 19
Kindergarten/Preschool Education and Teaching – 29
Early Childhood Education and Teaching – 273
Child Care and Support Services Management   – 189
Child Care Provider / Assistant – 45

How many <u>credentials</u> were awarded to <u>family child care home providers</u>?

Please list and provide number:

Child Development Associate (CDA):
State/Territory Credentials:
Other:
☑ N/A

Describe:
Total of 581 Credetials across categories below. *The below credentials were awarded to child care providers in all settings - whether they worked at child care centers, family child care homes, or license exempt settings. This response is not for just the centers.The below credentials were awarded to child care providers in all settings - whether they worked at child care centers, family child care homes, or license exempt settings. This response is not for just the centers.*

- *Child Development Associate (CDA): 26 (Child Development)*
- *Other:*
- *Education/Teaching of Individuals in Early Childhood Special Education Programs – 19*
- *Kindergarten/Preschool Education and Teaching – 29*
- *Early Childhood Education and Teaching – 273*
- *Child Care and Support Services Management   – 189*
- *Child Care Provider / Assistant – 45*

How many <u>credentials</u> were awarded to <u>license-exempt practitioners</u>?

Please list and provide number:

Child Development Associate (CDA):
State/Territory Credentials:
Other:
☑ N/A

Describe:
Total of 581 Credetials across categories below.

The below credentials were awarded to child care providers in all settings - whether they worked at child care centers, family child care homes, or license exempt settings. This response is not for just the centers.
- *Child Development Associate (CDA): 26 (Child Development)*
- *Other:*
- *Education/Teaching of Individuals in Early Childhood Special Education Programs – 19*
- *Kindergarten/Preschool Education and Teaching – 29*
- *Early Childhood Education and Teaching – 273*
- *Child Care and Support Services Management   – 189*
- *Child Care Provider / Assistant – 45*

Type of Degree:

How many **degrees** were awarded to staff **in child care centers**?

Please list and provide number:

Associates:
Bachelors:
Graduate/Advanced Degree:
Other:
☑ N/A

Describe:
The below numbers refer to all child care providers that were awarded Post Secondary Awards in Connecticut whether they worked at child care centers, family child care homes, or license exempt settings. This response is not for just the centers.

- *Associates & Bachelors: 260 for both Bachelors and Associates not each.*

- *Graduate/Advanced Degree:44*

- *Other: Undergraduate: 202*

How many **degrees** were awarded to **family child care home providers**?

Please list and provide number:

Associates:
Bachelors:

Graduate/Advanced Degree:
Other:
☑ N/A

Describe:
The below numbers refer to all child care providers that were awarded Post Secondary Awards in Connecticut whether they worked at child care centers, family child care homes, or license exempt settings. This response is not for just the centers.
- *Associates & Bachelors: 260*
- *Graduate/Advanced Degree:44*
- *Other: Undergraduate: 202*

How many **degrees** were awarded to **license-exempt practitioners**?

Please list and provide number:

Associates:
Bachelors:
Graduate/Advanced Degree:
Other:
☑ N/A

Describe:
The below numbers refer to all child care providers that were awarded Post Secondary Awards in Connecticut whether they worked at child care centers, family child care homes, or license exempt settings. This response is not for just the centers.
- *Associates & Bachelors: 260*
- *Graduate/Advanced Degree:44*
- *Other: Undergraduate: 202*

A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year (October 1, 2011 through September 30, 2012)? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.

Type of Technical Assistance:

How many teachers or other professional staff in child care centers received technical assistance?

☑ N/A

Please list type of technical assistance and provide number:

Not Available.

How many family child care home providers received technical assistance?

☑ N/A

Please list <u>type of technical assistance</u> and provide number:

Not Available.

How many <u>license-exempt practitioners</u> received technical assistance?

☑ N/A

Please list <u>type of technical assistance</u> and provide number:

Not Available.

A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year (October 1, 2011 through September 30, 2012)?

☐ Scholarships.
How many teachers received?
☐ Reimbursement for Training Expenses.
How many teachers received?
☐ Loans.
How many teachers received?
☐ Wage supplements.
How many teachers received?
☐ Other.
☑ N/A
Describe:
Not Available.