

**Connecticut Early Care**

**& Education**

**Progress Report, 2012**

**by Sarah Esty & Cyd Oppenheimer, J.D.**

**Connecticut Voices for Children**

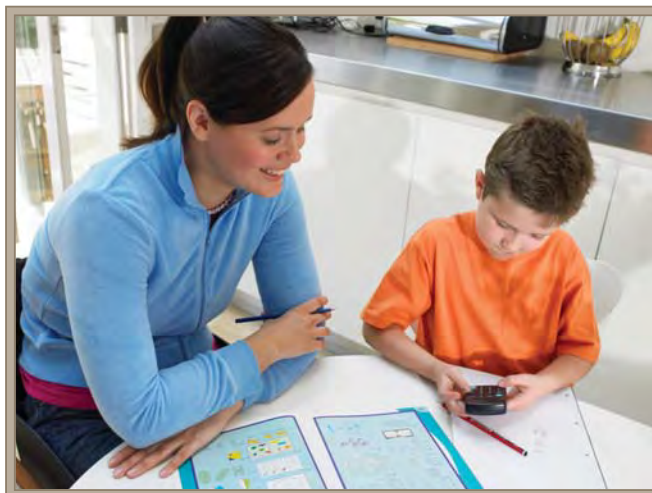


# Connecticut Early Care & Education Progress Report, 2012

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## Introduction

It is by now widely known that a child's experiences in her first five years of life can have a lasting impact on her later success, in school and in life. At-risk children who have access to language-rich, nurturing, and responsive caregivers in the early years of life are more likely to be academically and socially ready for kindergarten, less likely to need special education services or be retained, and more likely to graduate from high school and become productive members of the workforce.<sup>1</sup>

Given the potential economic benefits of ensuring that our youngest children have access to high quality early care and education settings and services, and the potential economic harm of failing to do so, it is incumbent upon us to know, at a minimum, the answers to the following five questions:

- *How much is Connecticut spending on early care and education, and how are those dollars being spent?*
- *How many children is Connecticut serving?*
- *What is the quality of the state-subsidized early care and education settings and services to which Connecticut's children have access?*
- *Which Connecticut children are accessing subsidies and services?*
- *How are these children performing in kindergarten and beyond?*

We believe that only if we know the answers to these questions can we assess how well Connecticut is doing in serving its young children and determine where there are areas for improvement and growth. In light of this, we published our first Early Care and Education Progress Report in 2009, with second and third editions following in 2010 and 2011. With this Report, the fourth edition, we now have a decade's worth of data, going back to FY 02, which we can use to assess where Connecticut has been, where it is, and where it is going.

<sup>1</sup> RAND Labor and Population Research Brief, "Proven Benefits of Early Childhood Interventions," (2005), available at [http://www.rand.org/pubs/research\\_briefs/2005/RAND\\_RB9145.pdf](http://www.rand.org/pubs/research_briefs/2005/RAND_RB9145.pdf).



## Where We've Been

In 2005, Governor Rell established the Early Childhood Education Cabinet. The Cabinet brought together representatives from the various state agencies and commissions which serve young children, as well as legislators and representatives from Head Start and School Readiness, with the stated aim of identifying a set of agenda items designed to promote the development of all the state's children. In 2006, the Governor established the Early Childhood Research and Policy Council, with a wide-ranging membership that included educators, scholars, business representatives, and philanthropists, to develop a multi-year investment plan that would allow the state to realize the goals set by the Cabinet.

The Governor's actions were symbolically important: they stood as a public statement that she viewed early childhood not only as a worthwhile investment but as one that should be a priority. The convening of the Cabinet was also a public acknowledgment of the fragmented state of Connecticut's early childhood programs and services, and the need for agencies to work together to serve children more effectively and efficiently.

The Governor's actions had substantive impact as well. Between 2005 and 2009, Connecticut's investment in early care and education increased from \$171.52 million to \$240.91 million,<sup>2</sup> an increase of more than 40%. While this was still below the high-water mark of \$254.18 million in 2002 (before the major economic downturn), it nevertheless demonstrated a renewed commitment to young children. Also significantly, the state increased the percentage of resources it was devoting to quality and to infrastructure, taking initial steps to make all state-subsidized services of the highest quality and to build a unified early childhood system.

But by 2010 the recession was making an impact on the state's willingness and ability to invest in early care and education. Overall spending for early care and education in State Fiscal Year 2010 [FY 10] decreased by more than 6% from the previous year, reflecting cuts in funding services, quality improvement, and infrastructure building. At the same time, the Early Care and Education Cabinet was stripped of funding and ceased meeting, while the Governor officially disbanded the Early Childhood Research and Policy Council.<sup>3</sup> In FY 11, spending increased very slightly (by about 1.5%) from the year before, but remained well below the level of spending in FY 09.

<sup>2</sup> All expenditures referred to in this Introduction have been adjusted to 2012 dollars. Sources for all expenditures referred to in this Introduction can be found in Appendix A, Tables 1-4.

<sup>3</sup> See Governor Jodi Rell, Executive Order # 24 (February 18, 2009), available at <http://www.ct.gov/governorrell/cwp/view.asp?A=1719&Q=434234>.



*Polka Dot/Photos.com*

## **Where We Are**

In November 2010, Governor Dannel Malloy was elected on a platform that included a strong commitment to early care and education. That spring, he and the legislature passed the FY 12-13 budget, which was careful to preserve most early care and education programs.

This report looks at the amount of spending on early care and education, the number of children served, which children are being served, and the quality of those services in FY 12 (July 1, 2011 to June 30, 2012), the first full fiscal year of Governor Malloy's administration.

Major findings include:

- Total spending on early care and education decreased in FY 12 from FY 11 by \$2.63 million (1.1%), a change driven mainly by budget cuts and rescissions to child care and early education services.
- The unduplicated number of children receiving state-subsidized care increased by 395 infants and toddlers (4.4%), and 1,727 preschoolers (5.5%) from FY 11 to FY 12, for a total of 9,274 infants and toddlers and 32,974 preschoolers receiving services in FY 12.

- Last year marked a new high for an important measure of quality: the percentage of young children receiving subsidies attending accredited programs. In 2012, this figure reached 35.2% for infants and toddlers and 56.1% for preschoolers, up from 32.6% and 54.6% (respectively) in FY 09 (the first year for which we have an unduplicated count).
- Subsidies continue to go predominantly to the most at-risk children, including those who are members of racial and ethnic minority groups, those who come from poor and struggling families, and those who live in communities with high concentrations of children in poverty. Nevertheless, for the 2011-2012 school year, one third of children in the poorest areas had no preschool experience at all, compared to only 3% of children in the richest ones.
- Children in the state's most disadvantaged districts are making slow progress but continue to lag far behind their peers in important elementary school performance measures, including kindergarten retention and Connecticut Mastery Test scores.

Some additional findings include:

- No one funding stream is currently sufficient to fully fund a high quality slot for infants, toddlers, or preschoolers, so programs continue to cobble together funding from multiple sources with multiple reporting requirements.



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- Despite increasingly stringent, statutorily-mandated educational requirements for our early care and education workforce, many teachers and caregivers still lack a bachelor's or associate's degree, and wages continue to be extremely low, making it difficult to attract and retain qualified workers.
- The level of quality varies widely across programs and settings, and there is not always readily available information from which parents can determine the quality of programs.
- Data collection is not coordinated amongst the various agencies responsible for different programs, and is often flawed or insufficient to allow us to determine with accuracy not only the quality of programs but also the number of children being served or the impact of such services.

## Where We're Going

Although this report is focused on FY 12, it would be remiss not to acknowledge some important developments that have occurred in the past eight months, which give us reason to be optimistic looking forward.

First, in the 2012 legislative session, the Governor and legislature worked jointly to pass a budget for FY 13 that included significant new money for early care and education, including

- \$6.8 million for 1,000 new School Readiness preschool slots,
- \$9.0 million for quality improvements, including \$6.0 million for the development of a Quality Rating and Improvement System, as well as scholarships to enable members of the early care and education workforce to increase their credentials; and,
- \$10 million for capital improvements to early care and education settings.<sup>4</sup>

Though these funding streams, as well as those for existing programs, were affected by the Governor's November rescissions, if the post-rescission appropriations are fully expended, then FY 13 will show an increase of 8.0% over FY 12 in spending on early care and education.<sup>5</sup> This will be the greatest amount expended in this area since 2002.

Second, in the current (2013) legislative session, the Governor has proposed consolidating early care and education funding streams and staff from five different agencies into one new Office of Early Childhood, which would have the authority to make the policy decisions necessary to create a truly coordinated system that will better serve children and families.<sup>6</sup> This proposal, if passed, would be a huge leap forward. We have long recognized that, where early care and education is concerned, Connecticut is "program-rich but system-poor," and that the lack of any kind of coordinated system negatively affects our ability to be effective and efficient. Bringing funding streams and program staff together under one roof is the first and necessary step to creating a system.

4 See "PA 12-104: An Act Making Adjustments to State Expenditures for the Fiscal Year Ending June 30, 2013." Connecticut General Assembly (June 8, 2012), available at: <http://www.cga.ct.gov/2012/ACT/Pa/pdf/2012PA-00104-R00HB-05557-PA.pdf>

5 This calculation assumes post-rescission, post-deficit mitigation appropriations for FY 13 are fully expended for all items listed in Appendix A, Tables 1-3. See, Dannel Malloy, "Governor's Allotment Reductions Effective 11/28/2012," available at: [http://www.ct.gov/opm/lib/opm/budget/2012\\_2013\\_biennial\\_budget/DeficitMitigationPlan/RescissionTransmittalMemo\\_11282012.pdf](http://www.ct.gov/opm/lib/opm/budget/2012_2013_biennial_budget/DeficitMitigationPlan/RescissionTransmittalMemo_11282012.pdf). See also, Connecticut General Assembly, "PA 12-1, An Act Concerning Deficit Mitigation for the Fiscal Year Ending June 30, 2013," (December 2012 Special Session), available at: <http://cga.ct.gov/2012/ACT/pa/pdf/2012PA-00001-R00HB-07001SS3-PA.pdf>. For expenditure categories in Appendix A, Tables 1-3 without their own line items, we used budget narrative text indicating planned expenditures. For those categories with neither a line item nor narrative notations, we assumed funding level with FY 12 expenditures.

6 Connecticut General Assembly, "HB 6359: An Act Concerning an Early Childhood System," (2013), available at: <http://cga.ct.gov/2013/TOB/h/pdf/2013HB-06359-R00-HB.pdf>





## The Need:

### *Affordable, High Quality Early Care and Education is Essential to Connecticut's Children and Families*

#### **Connecticut's Working Families Depend on Early Care and Education**

Quality early care and education programs confer tremendous benefits on both children and families. In order to work and support their families, parents need affordable, safe, nurturing places for their children to go. Nearly three quarters of young children in Connecticut have all parents in their home working.<sup>7</sup> Without access to early care programs, hundreds of thousands of parents would be unable to work, weakening the state's economy and depriving their families of needed income.

- In 2011, Connecticut was home to 231,588 children under age six.<sup>8</sup>
- Nearly all of these young children (93%) lived in families with at least one parent employed or looking for work. The vast majority (70%) had *all* parents in their home working or seeking employment.<sup>9</sup>

7 U.S. Census Bureau. 2011 American Community Survey 1-Year Estimates. Table B23008: Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents. U.S. Census Bureau. 2011 American Community Survey 1-Year Estimates. Table B23008: Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents.

8 Ibid.

9 Ibid.



## Quality Early Care Programs Counteract Risk Factors, Helping All Children Start School Ready to Succeed

While all children benefit from participation in quality early care and education programs, these services are particularly essential for children 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). Preschool attendance is the single most important factor contributing to kindergarten readiness, and can make the greatest difference for at-risk and low-income children.<sup>10</sup> Connecticut has some of the largest K-12 achievement gaps in the nation for black, Hispanic, and low-income children.<sup>11</sup> Research shows that these achievement gaps are already present at kindergarten entry. For most students, these gaps do not narrow or widen over time.<sup>12</sup> Connecticut therefore has a particularly urgent need for quality early education programs to help more disadvantaged children enter school on track and ready to learn.

- More than one in six children ages zero to five in Connecticut (18%) lived in poverty in 2011.<sup>13</sup> Nearly half (44%) of young children lived in families that struggle to afford basic needs<sup>14</sup> (defined here as those earning less than 75% of Connecticut's State Median Income).<sup>15</sup>
- In 2011, 65,547 - over one quarter (28%) - of young children lived in single mother households. More than one third (34%) lived with only one parent.<sup>16</sup>
- Last year, 13,575 (34%) of the Connecticut women who gave birth had a high school education or less.<sup>17</sup>
- There are approximately 15,815 young children (7% of all young children in Connecticut) in households where no adult speaks English well.<sup>18</sup>



- 10 Debra Ackerman and Steven Barnett, "Preparedness for Kindergarten: What Does 'Readiness' Mean?" Preschool Policy Brief, National Institute for Early Education Research (March 2005): 12, available at: <http://nieer.org/resources/policyreports/report5.pdf>
- 11 See slide 4 in "Connecticut's Achievement Gap as Measured by NAEP," Achievement Gap Task Force (December 12, 2011), available at: [http://ctmirror.org/sites/default/files/documents/naep\\_0.pdf](http://ctmirror.org/sites/default/files/documents/naep_0.pdf).
- 12 Greg Duncan and Katherine Magnuson, "The Nature and Impact of Early Achievement Skills, Attention Skills, and Behavior Problems." in *Whither Opportunity Rising Inequality, Schools, and Children's Life Chances*, Greg Duncan and Richard Murnane, Eds. New York: Russell Sage Foundation (2011): 47-69
- 13 U.S. Census Bureau. 2011 American Community Survey 1-Year Estimates. Table B17024: Age by Ratio of Income to Poverty Level in the Past 12 Months.
- 14 CT Voices analysis of U.S. Census Bureau. 2011 American Community Survey Public Use Microdata Sample
- 15 This translates to earnings of \$64,243 for a family of three. See, Connecticut Department of Social Services, "Selected Annual Federal Poverty and State Median Income Guidelines," (July 1, 2012), available at: <http://www.ct.gov/dss/lib/dss/PDFs/PovSML.pdf>
- 16 U.S. Census Bureau. 2011 American Community Survey 1-Year Estimates. Table B23008: Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents.
- 17 U.S. Census Bureau. 2011 American Community Survey 1-Year Estimates. Table B13014: Women 15 to 50 Years Who Had a Birth in the Past 12 Months by Marital Status and Educational Attainment.
- 18 CT Voices analysis of U.S. Census Bureau. 2011 American Community Survey Public Use Microdata Sample.



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## Need is Increasing, Outpacing Growth in Slots

While the population of children under age six has fallen slightly in recent years (by 3.6% since 2005),<sup>19</sup> the number and share of young children at risk has risen. Despite some positive growth in access to subsidized care, the number of new subsidized slots for young children has not kept up with this dramatic increase in need.

- The proportion of young children in poverty grew 41% over the last five years (from 13% to 18%). The total number of young children in poverty rose by approximately 10,000 (from 24,879 to 34,300).<sup>20</sup>
- The share of children younger than six in single-parent families grew by over one third between 2006 and 2011 (from 26% to 34%).<sup>21</sup>
- Since 2006, the number of young children living in single parent homes has risen by 18,162 (30%).<sup>22</sup>

## Child Care Continues to be Unaffordable for Connecticut Families

Child care is often one of the most significant costs for families. Without subsidies, child care is unaffordable for low income families, and quality child care is out of reach. Given the high cost of child care, many middle income families (who often lack access to subsidized options for care) also struggle to afford quality programs for their children.

- The average yearly cost for full-time care for a preschooler in a licensed child care center is \$10,681. The average cost for full-time care for an infant or toddler in a licensed center is \$12,973 per year.<sup>23</sup>
- Despite recommendations that child care for all children consume no more than 10% of a family's budget,<sup>24</sup> for a family with a preschooler and toddler in center-based care, average annual child care costs would reach \$23,655. For a single mother of two earning the state median income - \$85,657 – this would represent 28% of her pre-tax income devoted to child care.<sup>25</sup>

19 U.S. Census Bureau. 2011 and 2006 American Community Survey 1-Year Estimates. Table B23008: Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents.

20 U.S. Census Bureau. 2011 and 2006 American Community Survey 1-Year Estimates. Table B17001: Poverty Status in the Past 12 Months by Sex by Age.

21 U.S. Census Bureau. 2011 and 2006 American Community Survey 1-Year Estimates. Table B23008: Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents.

22 U.S. Census Bureau. 2011 and 2006 American Community Survey 1-Year Estimates. Table B23008: Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents.

23 211 Child Care. "Fee Analysis of Child Care Facilities in Connecticut: February 5, 2013." (available at <http://www.211childcare.org/professionals/FeeCT.asp>)

24 Connecticut Alliance for Basic Human Needs, "Mapping Change," (December 2002), 78

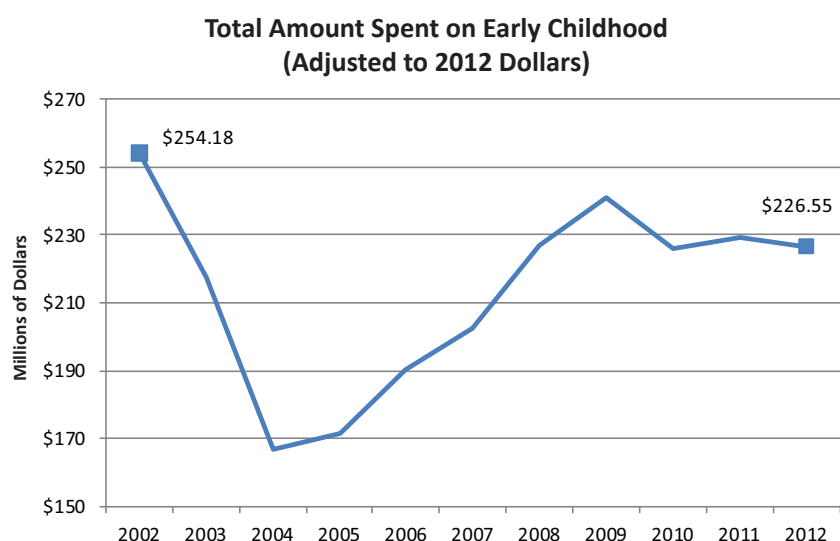
25 "Selected Annual Federal Poverty and State Median Income Guidelines," Connecticut Department of Social Services, (July 2012), available at: <http://www.ct.gov/dss/lib/dss/PDFs/PovSMI.pdf>

## Resources:

*How much is Connecticut spending on early care and education, and where are these resources going?*

### Total Spending

Connecticut's spending on early care and education fell slightly in FY 12 to \$226.55 million, down \$2.63 million (1.1%) from FY 11 and \$14.36 million (6.0%) from FY 09. Though funding fluctuated dramatically in the early 2000s, climbing to a high of \$254.18 million in 2002 and plummeting 34% in 2004 to \$166.98 million, it has recently stabilized, remaining relatively flat from FY 08 through FY 12. Over the last decade, Connecticut has not made progress in increasing early care and education funding; in FY 12, expenditures were 11% below FY 02 levels.



#### The Good News:

- Despite the end of federal American Resource and Recovery Act (“stimulus”) funds and the ongoing recession, early care and education spending has remained relatively constant since FY 10 and remains higher than in FY 07.
- The state spent \$59.57 million (36%) more on early care and education in FY 12 than in FY 04, the lowest point for ECE spending over the past decade.

#### The Bad News:

- Spending decreased (albeit minimally) in FY 12 and was 11% lower than in FY 02 (adjusted for inflation).



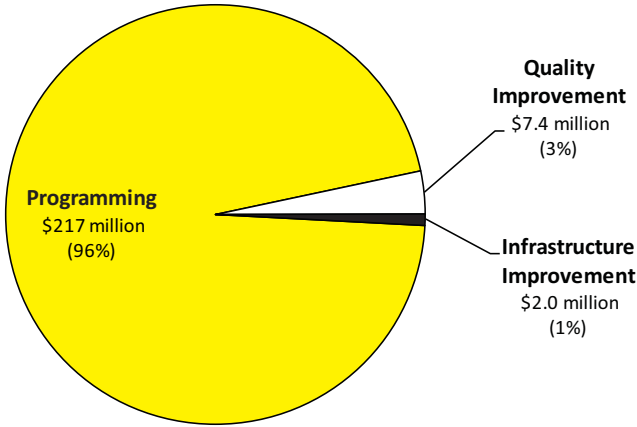
### What's Included

Actual state expenditures (including funds from federal block grants and federal “matching” dollars) in 3 areas:

- 1. Spending on Services:** dollars that go directly to early care and education providers to subsidize “slots” in their programs, centers, or homes;
- 2. Spending on Quality Improvement:** dollars that go to early care and education providers for program enhancements, professional training and development, and technical assistance and support;
- 3. Spending on Infrastructure:** dollars that go to strategic planning, data collection and analysis, and design and management of a coordinated system of early childhood care and education.

Data Notes: All expenditure amounts have been adjusted to 2012 dollars. For more information on sources of data and figures that appear in this section and historical expenditures for FY 02 to FY 12, see Appendix A, Table 4.

**Spending on Early Childhood by Category (FY 12)**



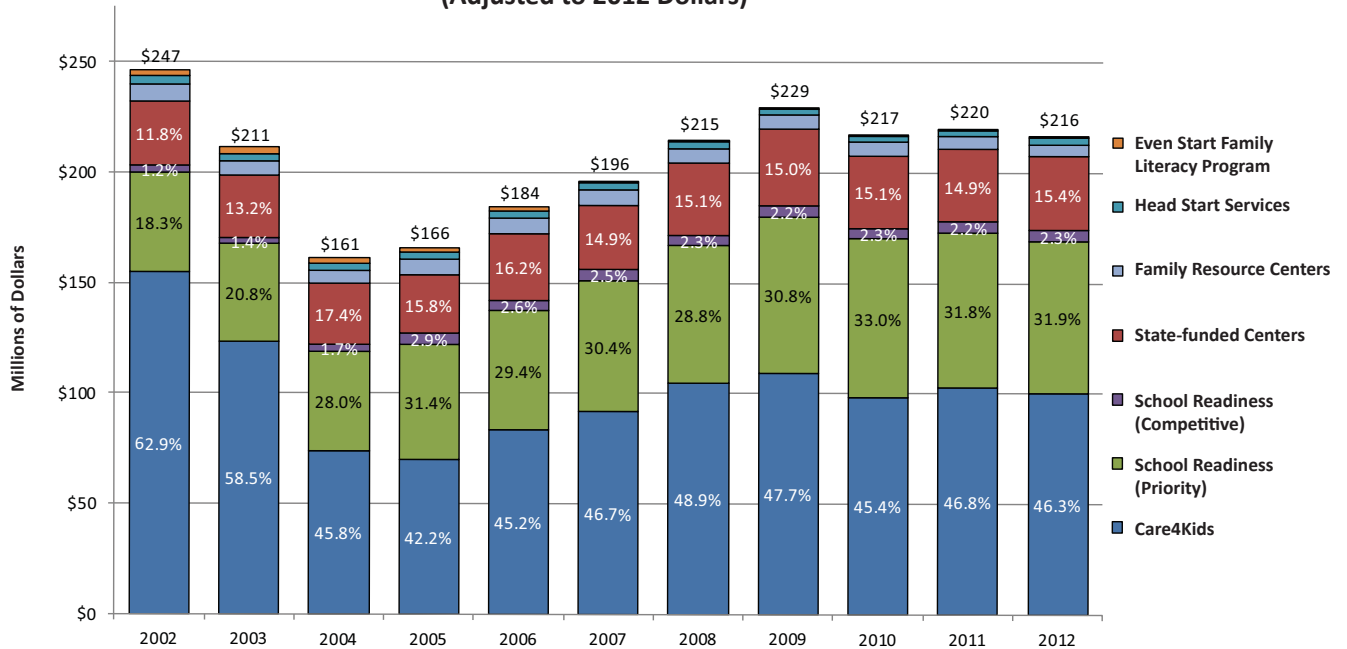
- After consistent increases between FY 04 and FY 09, overall spending on ECE has declined 6.0% over the last three years.
- Though Connecticut is working to design a better-coordinated system with a strong infrastructure, in FY 12 it remained program-rich but system-poor. Spending on quality and infrastructure was just over 4% of the total budget, a negligible increase over the 3% share it occupied in FY 02.



**Spending on Services**

The state spent \$217.12 million on direct provision of services for young children in FY 12. This was down \$2.87 million (1.3%) from the previous year, driven mostly by declines in funding for Care4Kids (-\$2.04 million), School Readiness in Priority School Districts (-\$1.06 million), and Family Resource Centers (-\$0.42 million).

**Overall Funding for Early Childhood Programming (Adjusted to 2012 Dollars)**



## What's Included

Actual state expenditures (including funds from federal block grants and federal “matching” dollars) for the direct provision of services to children in the following programs:

- Care4Kids: a child care subsidy for children ages 0-12 available to parents receiving or transitioning off Temporary Family Assistance, teenage parents enrolled in high school, and working parents with incomes below 50% of the state median income;
- State-funded child care centers: non-profit or municipally-based child care centers that “sell” a certain number of their slots to the State Department of Education and then provide these slots to children ages 0-12 whose parents are earning under 75% of the state median income, at least 80% of whom are working;
- School Readiness: an initiative that provides funding for preschool slots to Priority School Districts (economically and educationally needy school districts) and Competitive School Districts (districts with schools that draw students from low-income areas of non-priority districts);
- State Head Start: state dollars that go to support this federal preschool program, which provides comprehensive education, health, nutrition, and parent involvement services to children and their families who qualify under the federal poverty guidelines;
- Even Start Family Literacy Program: a program which integrates early childhood education, adult literacy, parenting education, and interactive parent and child literacy activities for low-income families with children ages 0-7 and parents who have low literacy skills or limited English proficiency;
- Family Resource Centers: comprehensive, integrated, community-based systems of family support and child development services located in public school buildings which offer parent education and training; family support; preschool and school age child care; teen pregnancy prevention (positive youth development services); and family day-care provider training.

Data Notes: All expenditure amounts have been adjusted to 2012 dollars. For more information on sources of data and figures that appear in this section and historical expenditures for FY 02 to FY 12, see Appendix A, Table 1.

### The Good News:

- Spending on School Readiness funded programs in Priority and Competitive Districts has increased markedly from FY 02. Priority District School Readiness garnered the largest increase in funding (\$23.85 million or 53.0%), and Competitive School Readiness saw the greatest percentage increase (62.1%), though a relatively small monetary one (\$1.90 million).
- State-funded child care centers received \$4.29 million more in FY 12 than FY 02 (a 14.8% increase).

### The Bad News:

- After consistent increases from FY 04 to FY 09, overall spending on programs has declined 5.3% from FY 09. While funding has remained essentially flat for the last three years, it did decrease slightly in FY 12 and remains below both recent and decade highs. Expenditures fell by a net 11.9% over the last ten years.

- State dollars for Head Start, Care4Kids, and Family Resource Center services have decreased significantly over the last decade, down 27.4%, 34.9%, and 26.6%, respectively.
- Reimbursement rates for Care4Kids have not been raised since 2002. Current levels - the 60<sup>th</sup> percentile of market rates from 2001 – are far below the federal recommendation for what is necessary to provide sufficient access for parents to quality programs (75<sup>th</sup> percentile of current market rates).
- Many funding streams and programs' reimbursement levels are insufficient to fully fund a high quality slot, requiring parents and programs to navigate complexities of securing multiple funding mechanisms for each child in order to pay for all the needed care.



### Spending on Quality Improvements

Connecticut expended \$7.43 million on quality improvements (3.3% of all early childhood care and education funding) in FY 12. This amount has been nearly constant over the last three years, but represents a 19.7% decline from the inflation-adjusted high-water mark of \$9.25 million in FY 08. Nonetheless, overall expenditures in FY 12 were 11.9% higher than FY 02.

### What's Included

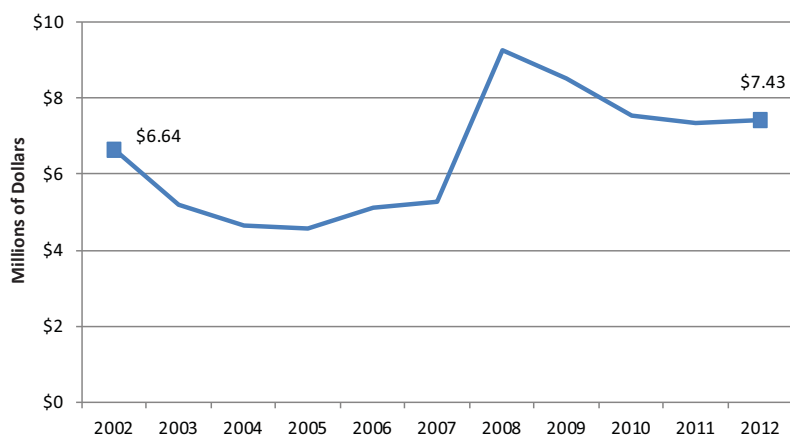
Actual state expenditures for providing professional development and scholarships for child care staff, helping childcare centers and family child care facilities to achieve accreditation, administration of the Early Childhood Environment Rating Scale (ECERS) and related quality improvement awards, creating and maintaining local services that enhance the quality of early care and education programs, and enhancing the quality of Head Start programs in particular.

Specifically, we include government funds directed to:

- Connecticut Charts-A-Course: supports scholarships for child care professionals, the Accreditation Facilitation Project, and program improvements like the CT Director's Credential, Training Approval Board, the Quality Improvement System, career counseling, and training in child development;
- ABCD Total Learning Initiative: a Bridgeport program led by Action for Bridgeport Community Development which attempts to avoid the "fade-out effect" of quality early child care programs by working with the Bridgeport school system to provide comprehensive education services and support for parents and their children from birth to age nine;
- Head Start Enhancement: funds given to Head Start programs specifically for quality improvement;
- ECERS Administration: funding for the administration of the Early Childhood Environment Rating Scale assessment tool and provision of related training and quality improvement opportunities;
- Quality Enhancement for School Readiness: funds given to School Readiness Councils in Priority School Districts, who in turn distribute these funds to a variety of local services that support a broad spectrum of child care providers.

Data Notes: All expenditure amounts have been adjusted to 2012 dollars. For more information on sources of data and figures that appear in this section, and historical expenditures for FY 02 to FY 12, see Appendix A, Table 2.

**Overall Funding for Early Childhood Quality Improvements  
(Adjusted to 2012 Dollars)**



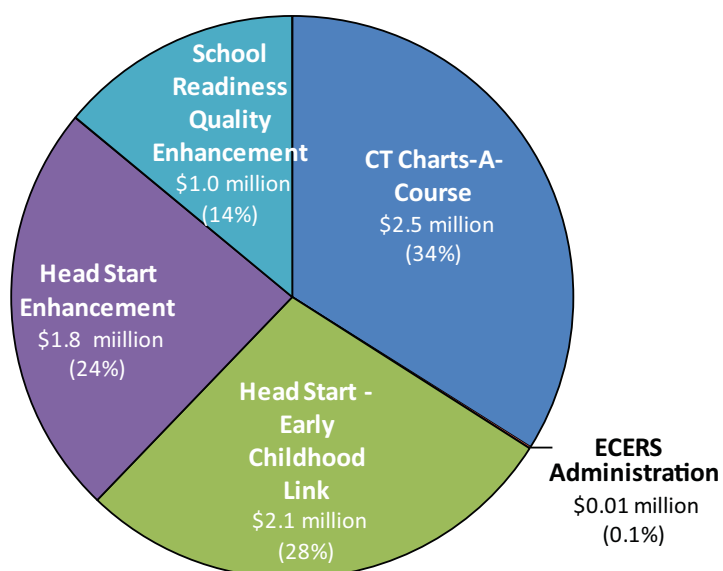
### The Good News:

- Despite fluctuations over the last ten years, spending on early childhood quality enhancement programs has increased by \$0.79 million (11.9%) since 2002.

### The Bad News:

- Spending has declined or stagnated each of the last five years, which is a troublesome trend.
- Expenditures on quality remain a very small portion of overall early care and education funding, despite clear evidence that the benefits to children from participation in early care programs accrue primarily – or even perhaps exclusively – through attendance at *quality* settings.

**Spending on Quality Improvements by Category (FY 12)**



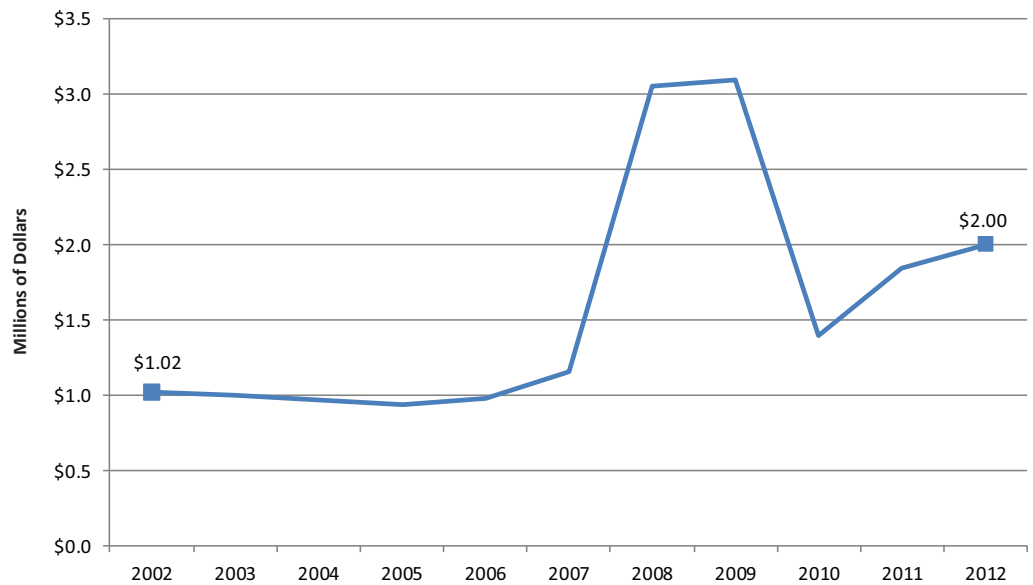




## Spending on Infrastructure

For many years, Connecticut has invested little in infrastructure, and as a result, its systems remain fragmented. However, the legislature passed a bill in 2011 that established a planning process to design a comprehensive early care and education system with the aid of a planning team.<sup>26</sup> The implementation of this effort began in FY 12. This group of professionals has been tasked with creating a plan that will address issues such as improving data collection, implementing a quality rating and improvement system, streamlining licensing and funding sources, and coordinating between programs and entities. Their work has also revitalized other portions of infrastructure investment. After multiple years of work without reaching a final product, the Quality Rating and Improvement System (QRIS) subgroup of the Early Childhood Education Cabinet was reconstituted and released recommendations for a preliminary framework for a QRIS system in November 2012.<sup>27</sup>

**Overall Funding for Early Childhood Infrastructure  
(Adjusted to 2012 Dollars)**



<sup>26</sup> Connecticut General Assembly, "PA 11-181: An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development," (2011), available at: <http://cga.ct.gov/2011/ACT/Pa/pdf/2011PA-00181-R00SB-01103-PA.pdf>

<sup>27</sup> See "A Quality Rating and Improvement System for Connecticut: Recommendations from the QRIS Workgroup of the Early Childhood Education Cabinet," (November 2012), available at [http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/qrnis\\_presentation\\_df\\_11\\_13\\_12\\_pptx\\_1.pdf](http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/qrnis_presentation_df_11_13_12_pptx_1.pdf).

## What's Included

Actual state expenditures directed at facilitating communication and coordination among state agencies involved in early care and education; building local capacity; improving data collection (so as to better track children, measure outcomes, and increase accountability); increasing the coordination and integration of data systems across agencies (data interoperability); planning for future investments; and staffing and support for the Early Childhood Education Cabinet and the Office of Early Childhood Planning.

Specifically, we include government funds directed to:

- **Early Childhood Education Cabinet Administration:** funding to support the director of the Cabinet, administrative and clerical support, professional development, and the Cabinet's website;
- **Community Plans for Early Childhood:** monies paid to towns as a match for funds provided by the William Caspar Graustein Memorial Fund for communities to create their own early childhood and education system blueprints;
- **ECE Workforce Registry:** supports the Connecticut Charts-a-Course Professional Registry, which captures and reports the career ladder level and qualifications of the staff of early care and education centers as well as family child care providers.
- **Data Development:** funds various data-related projects, including a study of data interoperability between agencies; HUSKY data analysis; program identifier analysis; the Open Indicators Project; and a Data Round Table hosted by the Cabinet;
- **211 Child Care Referral Program:** a free child care referral telephone service operated under contract by the United Way of Connecticut. It connects parents with providers and assists them with accessing state-subsidized child care, in addition to collecting data on child care provider capacity and other system information.
- **Office of Early Childhood Planning:** the publicly-funded portion of staff salary and benefits for the ECE system planning team created pursuant to PA 11-181.28

Note: The historical funding figures also include funds for several infrastructure projects that existed over the past decade but are no longer operational:

- **QRIS Plan Development:** funds paid to the Connecticut Economic Resource Center (CERC) to manage a QRIS plan development. The contract with CERC was ultimately terminated and the plan left incomplete;
- **PreK Facilities Technical Assistance and Plan:** funding for administration and planning functions for early childhood facilities through the Connecticut Health and Education Facilities Authority (CHEFA);
- **Research-Based Accountability Planning:** funds paid to the Charter Oak Group for development of a results-based accountability plan for early childhood programs and technical assistance in implementing this plan.

<sup>28</sup> The rest of the financial support for the planning team was funded through a collection of community and private family foundations organized through the Connecticut Early Childhood Funders Collaborative.



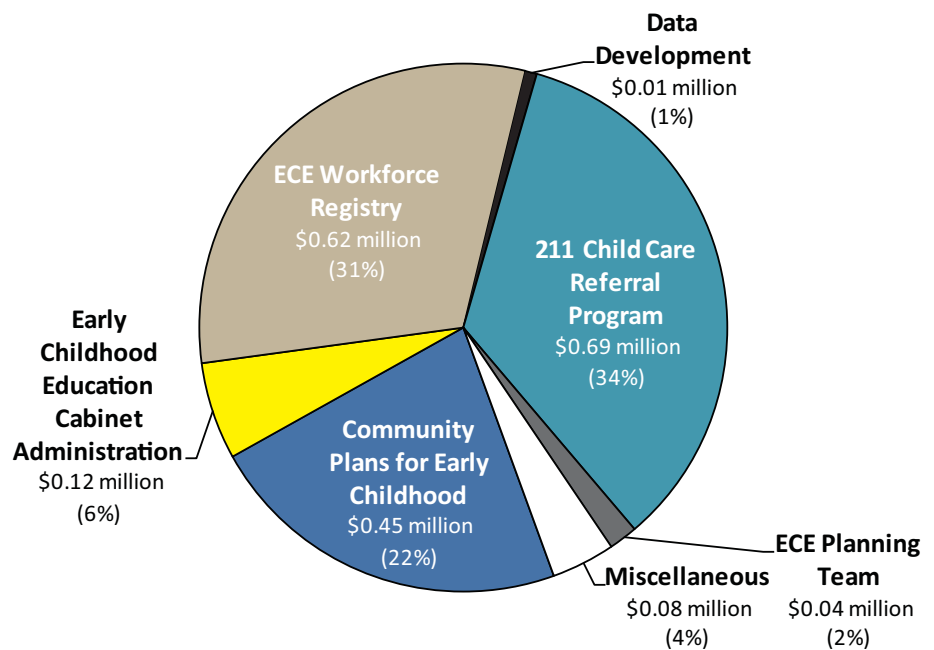
**The Good News:**

- Funding for infrastructure rose each of the last two years and has nearly doubled since FY 02. The state spent \$2 million last year, up 8.6% from FY 11. These increases came primarily through increased expenditures on the Early Childhood Education Cabinet and staff salaries for the newly created Office of Early Childhood Planning.
- The formation of the Office of Early Childhood Planning and the reconstitution of the Early Childhood Education Cabinet represent a clear commitment to creating a more cohesive and comprehensive system with the necessary framework to manage and coordinate between pieces, as well as to develop specific infrastructure components like the QRIS.

**The Bad News:**

- Despite significant increases in infrastructure development activities in the last year, spending on infrastructure remains very limited.
- Infrastructure spending remains 35% below the peak from FY 08 and FY 09.
- Much work remains to be done to create a cohesive early care system. While preliminary progress is promising, the state is many years overdue for this investment. In order to realize the desired benefits from the planning efforts, policymakers must ensure that the plan gets finalized, and then is fully implemented and funded.

**Spending on Infrastructure by Category (FY 12)**



# Capacity:

## How many children is Connecticut serving with early care and education subsidies?

The state provided early care and education subsidies to 9,274 infants and toddlers and 32,974 preschoolers in FY 12 – approximately 16% of infants and toddlers and 70% of preschoolers in struggling families (again, defined here as families earning less than 75% of the state median income). This represents growth in the number of children served in both categories – an increase of 395 infants and toddlers (4.4%), and 1,727 preschoolers (5.5%) from the previous year.

### The Good News:

- In FY 12, more infants and toddlers, and more preschoolers received state-subsidized care – 4.4% and 5.5% increases over FY 11, respectively.
- Because the number of infants and toddlers in struggling families also declined, the share of infants and toddlers in struggling families with access to subsidized care shot up 23.3% - from 13.3% in FY 11 to 16.4% in FY 12.
- 497 more infants and toddlers and 597 more preschoolers were able to access subsidies for care in FY 12 than in FY 09.
- School Readiness-funded slots have increased by 61% since their inception in 2004.

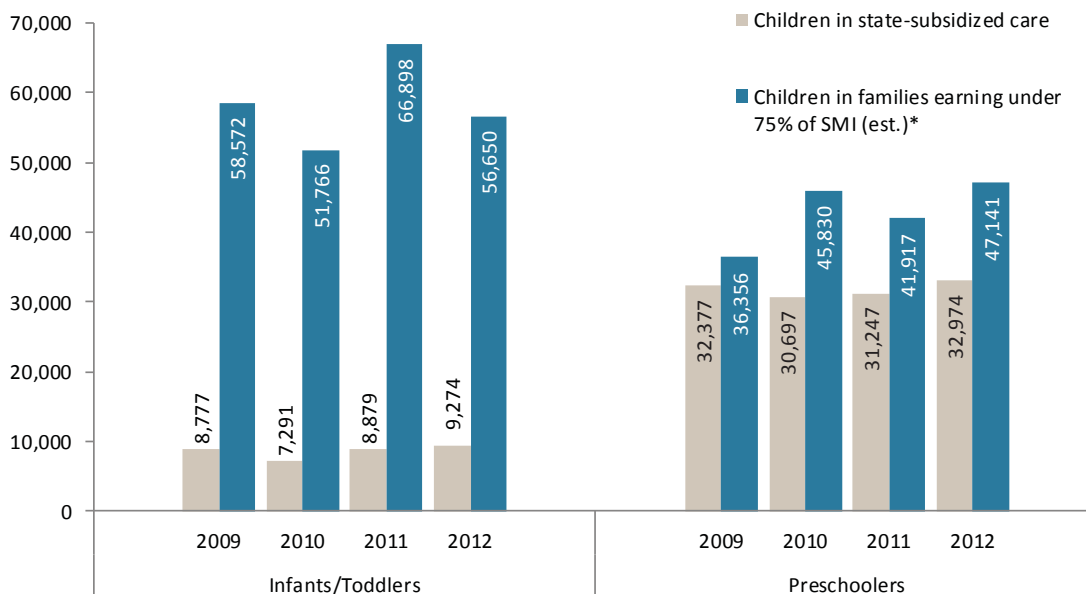


### What's Included

Number of children served by the following programs:

- Care4Kids
- State-funded child care centers
- School Readiness
- State and federally-funded Head Start and Early Head Start
- Even Start Family Literacy Programs

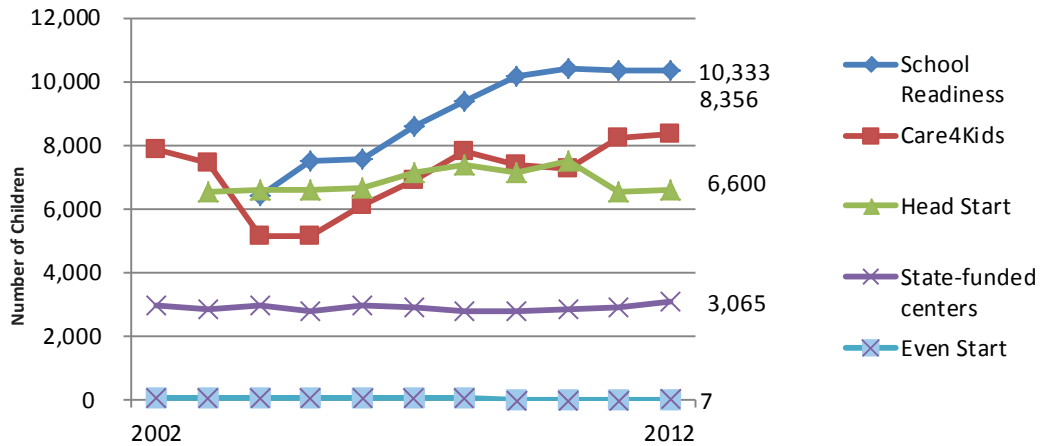
Access to State-Subsidized Care for Young Children  
FY 09- FY 12



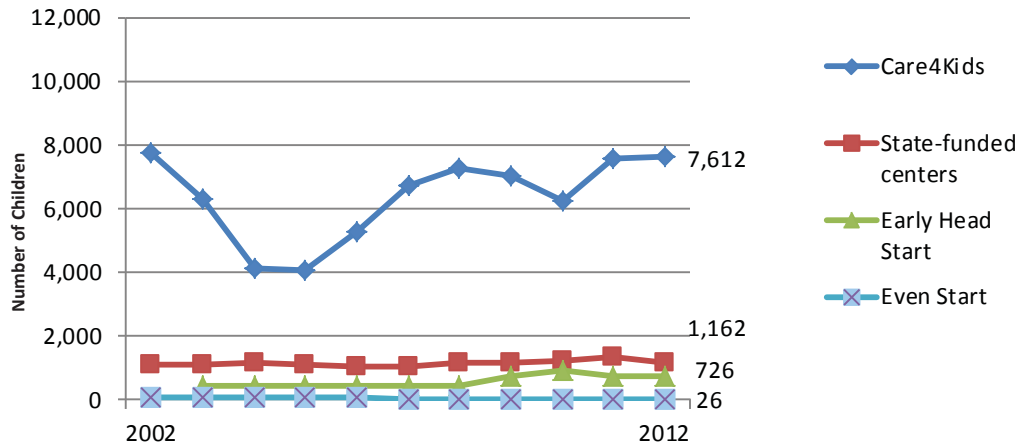
Data Notes: Data presented for capacity of specific programs are monthly averages of number of children served. The unduplicated count of all children receiving subsidies uses an October 1 point-in-time count (in this case October 1, 2011 usage data for FY 12, which, again, runs from July 1, 2011 to June 30, 2012). For more information on sources of data and figures that appear in this section and historical data for FY 02 to FY 12, see Appendix A, Tables 5-7 (program-specific data) and Appendix B, Calculations 1-2 (unduplicated count of children served).

\*Source: Estimates come from CT Voices analysis of US Census Bureau *American Community Survey* 2008, 2009, 2010, 2011 Public Use Microdata Sample

Preschoolers Served by State-Subsidized Programs



Infants and Toddlers Served by State-Subsidized Programs



**The Bad News:**

- Need for care continues to vastly outpace access to subsidies. Three out of ten preschoolers and 84% of infants and toddlers living in families earning under 75% of the State Median Income (SMI) did not receive any kind of subsidized early care and education.
- Declines in access in FY 10 and FY 11 offset improvements in access in the last year such that the percentage of infants and toddlers in struggling families who access subsidized care rose only minimally – by one percentage point – over the last four years (from 15% to 16%).
- Over the last four years, declines in services in FY 10 and FY 11, coupled with increases in the population of preschoolers in struggling families, have resulted in declines in the percentage of needy preschoolers served by the state – from 89% in FY 09 to 70% in FY 12 (even though the absolute number of preschoolers served increased between October 2010 (FY 11) and October 2011 (FY 12), as noted above).



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## Quality:

### **What is the Quality of the Programs to which Connecticut's State-Subsidized Children have Access?**

*Although Connecticut is making progress on the creation of a Quality Rating and Improvement System (QRIS), a tool intended to document and compare the quality of early education settings, it has not yet begun to implement this system. In its absence, we use two alternative measures – accreditation and staff education – as proxies for quality.*

### **Accreditation**

Last year marked a new high in the percent of young children receiving subsidies attending accredited programs: 35.2% for infants and toddlers and 56.1% for preschoolers, up from 32.6% and 54.6%, in FY 09 (the first year for which we calculated an unduplicated number of children served). Despite this positive trend, it continues to be the case that, among the children receiving subsidized care, nearly two thirds of infants and toddlers and about half of preschoolers are *not* served in accredited settings.

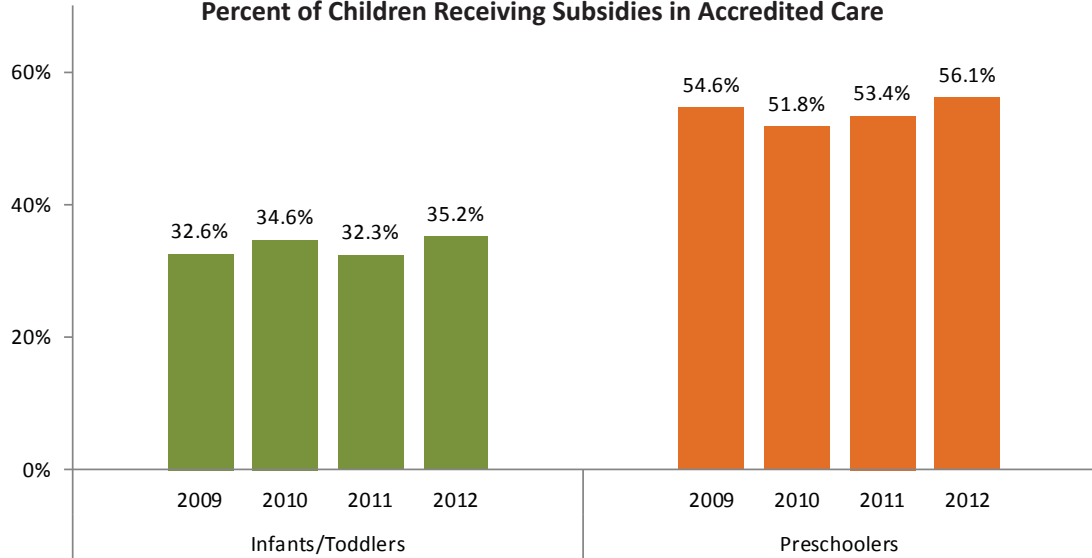
### **What's Included**

Accreditation through the National Association for the Education of Young Children (NAEYC), the National Association of Family Child Care (NAFCC), the American Montessori Society (AMS), the Association Montessori Internationale (AMI), the National Afterschool Association (NAA), the New England Association of Schools and Colleges (NEASC), and compliance with Head Start standards.

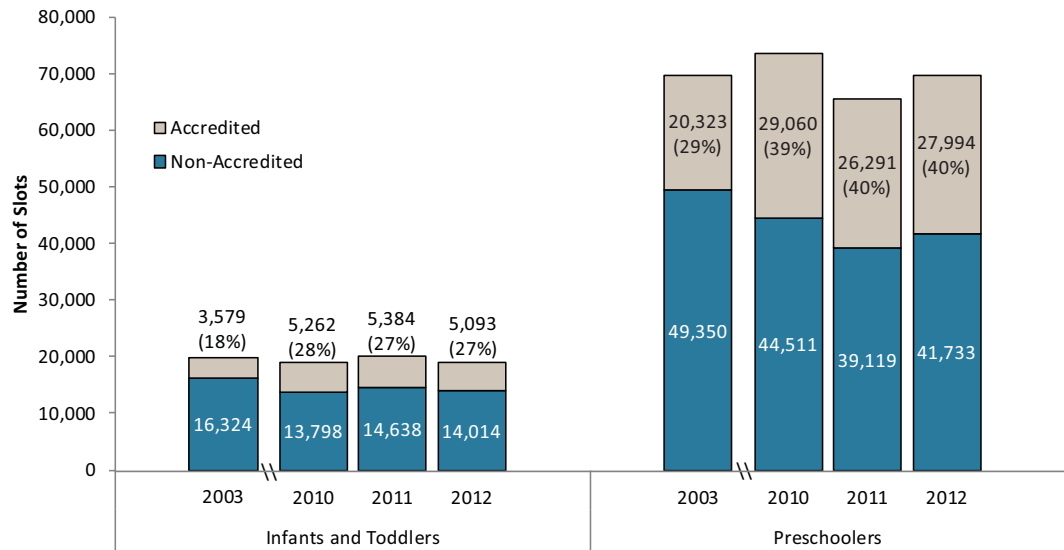
**Data Notes:** Data presented for the number of accredited slots and programs represent yearly figures, whereas the percentage of children served in accredited settings uses an October 1 point-in-time count (in this case October 1, 2011 usage data for FY 12, which, again, runs from July 1, 2011 to June 30, 2012). For more information on sources of data and figures that appear in this section, and historical data for FY 09 to FY 12, see Appendix A, Tables 8-9 (number of accredited programs and slots) and Appendix B, Calculations 3-4 (percent of children served in accredited slots).



**Percent of Children Receiving Subsidies in Accredited Care**



**Supply of Accredited Early Care and Education Slots**



**The Good News**

- The total number of accredited slots for preschoolers rose by about 1,700 last year, and is up by more than 7,500 from 2003.
- The proportion of accredited preschool slots available for all children has increased significantly since 2003 (although it has stagnated over the last three years, hovering around 40%).

- The share of infants, toddlers, and preschoolers receiving subsidies served in accredited care settings rose in 2012 to new highs.
- The state has done a relatively good job at getting the most vulnerable children into quality settings; state-subsidized infants and toddler are 89% more likely, and preschoolers more than twice as likely, to have received care in an accredited setting than non-subsidized children.

### The Bad News

- The total number of accredited slots for infants and toddlers in Connecticut fell by about three hundred from 2011 to 2012, as the total number of slots for those children fell by over nine hundred.
- The majority of slots for preschoolers (60%) and the vast majority of slots for infants and toddlers (73%) are not in accredited facilities.
- Nearly two thirds of infants and toddlers and half of preschoolers in subsidized care are receiving non-accredited care.
- The increases in accredited care access for children receiving subsidies have been quite small over the last four years (a couple of percentage points), suggesting the state is not making significant progress towards the goal of every vulnerable child receiving quality care.

## Staff Educational Attainment

Examining the educational qualifications of program staff provides another means to assess the quality of programs. In 2012, 64% of program administrators, 55% of teachers, and 19% of assistant teachers had a bachelor's or associate's degree and 12 early childhood education (ECE) credits. This represents an increase of between two and three percentage points from 2011 in each category. The number of staff with at least a Child Development Associate credential (CDA) and 12 ECE credits rose by three percentage points for program administrators and assistant teachers.<sup>29</sup>

### What's Included

Percent of staff members with some form of advanced degree or early childhood credential.<sup>30</sup>

Data Notes: For more information on sources of data and figures that appear in this section and, historical data for FY 10 to FY 12, see Appendix A, Table 10.

29 The number of teachers with at least a CDA and 12 ECE credits fell. However, this statistic fails to capture those with advanced education in topics other than early childhood. The representation of highly educated staff without a specialty in early childhood is likely to be particularly strong among the nearly one third of program administrators with less than a CDA and 12 ECE credits, who may have college or master's degrees but lack the 12 ECE credits, and to a lesser extent the classroom teachers.

30 These data come from the state's Workforce Registry, which collects information about approximately half of the state's early childhood centers and all centers receiving state subsidies.







### The Good News:

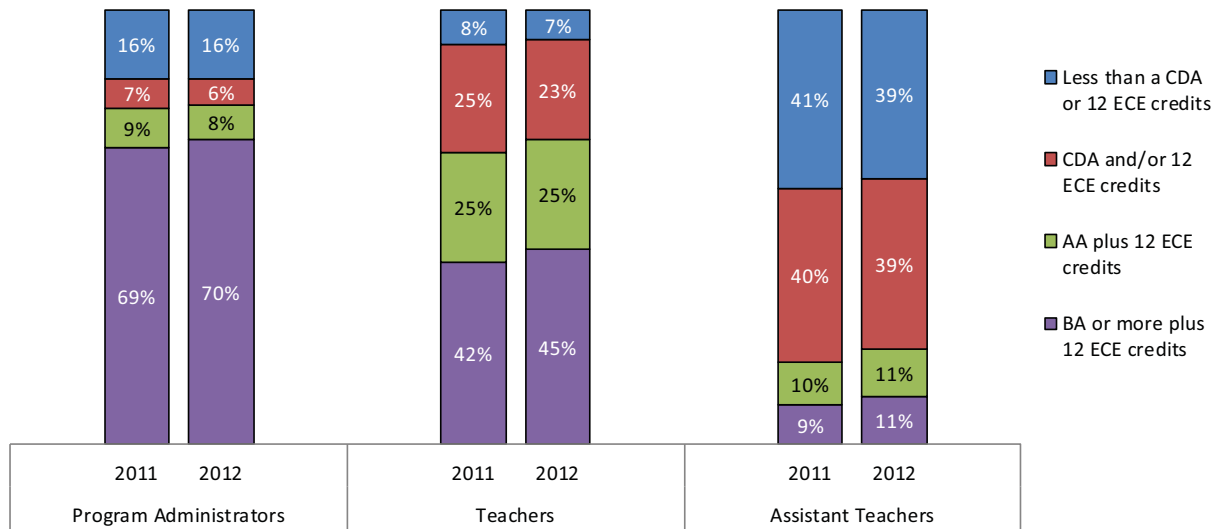
- Educational attainment among ECE staff continues to rise. More program administrators, teachers, and assistant teachers had BAs than at any point since the data have been available, and the percentage of all three groups with less than an AA fell.
- The workforce in publicly-funded centers has a much higher average level of education than the general ECE workforce, suggesting that the best trained staff are serving some of the highest need children. In publicly-funded centers, 70% of administrators, 45% of teachers, and 11% of assistant teachers had a bachelor's degree and 12 ECE credits.
- Staff in publicly-funded centers increased their level of education last year, with gains in the percent of those with a bachelor's degree (between one and three percentage points for each category of staff) and declines in the percent with a CDA and less than a CDA.

### The Bad News:

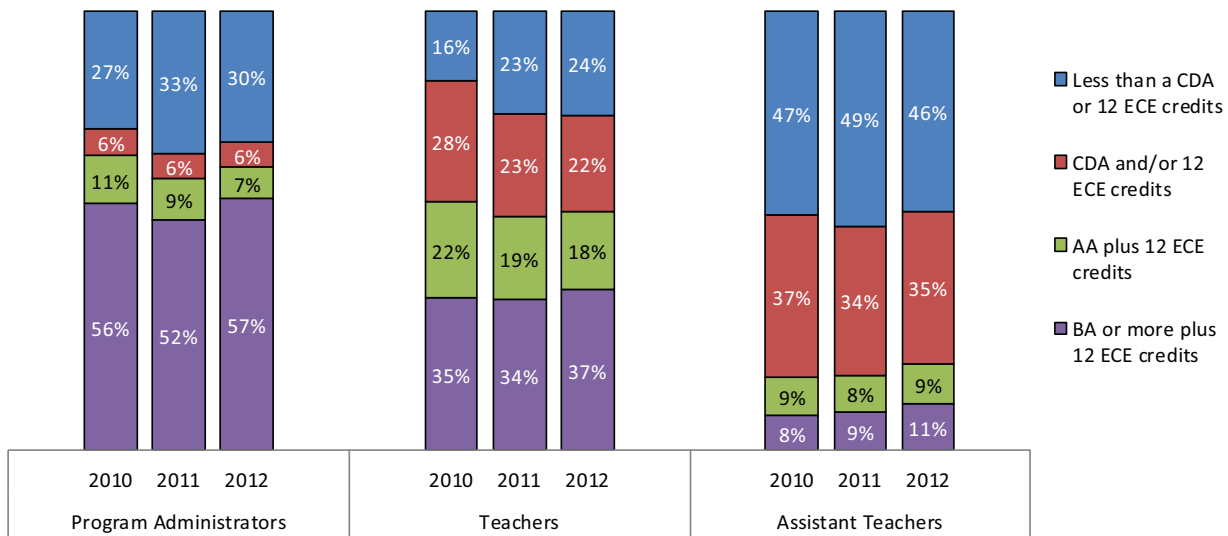
- A large proportion of the workforce still has little formal early childhood education training, particularly among assistant teachers. While this is improving, unless the rate of educational improvement increases, it will take decades for all of the workforce to have at least a CDA credential, much less an AA or BA.
- While the publicly funded early childhood workforce is ahead of the general ECE workforce and continues to make progress on increasing its education, it still falls significantly short of meeting 2015 and 2020 statutory requirements for staff educational attainment benchmarks.<sup>31</sup> In particular, the 30% of teachers with only a CDA or less than a CDA will need to obtain at least an associate's degree by 2015.

<sup>31</sup> Under PA 11-54, available at <http://www.cga.ct.gov/2011/act/pa/2011PA-00054-R00SB-00927-PA.htm>, the publicly funded workforce must meet certain educational attainment benchmarks by 2015 and 2020. By 2015, 50% of head teachers must hold a bachelors' degree in an approved early childhood or related program, or a teaching certificate with an early childhood endorsement. All head teachers without a bachelors' degree must hold an associate's degree in the field. By 2020, all head teachers must hold a BA or teaching certification with an endorsement. Current teachers with BAs in non-related fields are grandfathered in and exempt from the requirements.

### Educational Attainment of Staff in Publicly Funded ECE Centers, 2010-2012



### Educational Attainment of ECE Center Staff, 2010-2012





Sarah Waters

## Access:

### **Which Connecticut Children Receive Early Care and Education Services?**

*In order for every child to enter kindergarten ready to succeed, Connecticut must ensure access to the high quality early care and education programs that help prepare children emotionally, physically, socially, and cognitively for K-12 education. With limited funding, the state's priority must be on increasing access for those children whose parents will struggle to afford the high cost of quality care, and those most affected by the achievement gaps, namely minority children, children in low income families, and children who live in high poverty areas.*

#### What's Included

Data regarding race/ethnicity in Head Start and Priority and Competitive School Readiness Programs.

Data Notes: For more information on sources of data and figures that appear in this section, and historical data for FY 08 to FY 12, see Appendix A, Tables 11-12. For town-specific data on the race/ethnicity of children in Head Start and School Readiness, see Appendix C, Tables 1-4.

## Race

Black and Hispanic children, who face significant achievement gaps in the state's K-12 education system, participate in high proportions in Head Start programs and receive the bulk of School Readiness funding. Black children comprise nearly one third of Head Start enrollees and Hispanic children nearly one half – much greater shares than these groups comprise in the general population of preschoolers. Statewide, 30% of School Readiness-funded slots went to black children and Hispanic children received 45%. However, white children received the vast majority of School Readiness slots in Competitive areas (69%).<sup>32</sup>

<sup>32</sup> School Readiness programs target two different populations of children - those living in high poverty areas (Priority School Districts) who also tend to live in poorer families and those from poor families living in lower poverty areas (Competitive School Districts). As a result, the racial composition of participating children varies dramatically between Competitive and Priority Districts.

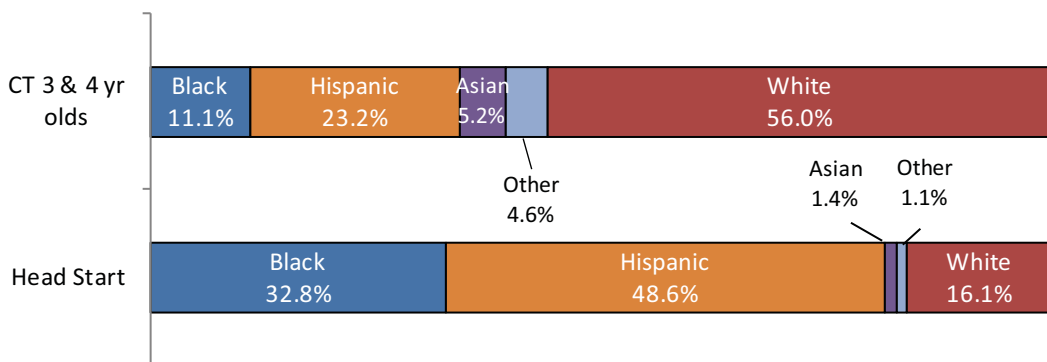
**The Good News:**

- Black and Hispanic children, who face some of the largest achievement gaps at kindergarten entrance (gaps which they struggle to overcome through the rest of their K-12 education), receive the vast majority of Head Start and School Readiness slots. They represent 11% and 23% of the preschool-age population, but respectively comprise 33% and 49% of the Head Start population and 30% and 45% of the School Readiness population. This suggests the state is doing a good job targeting the program to some of the highest-need children to ensure they start school ready to learn.

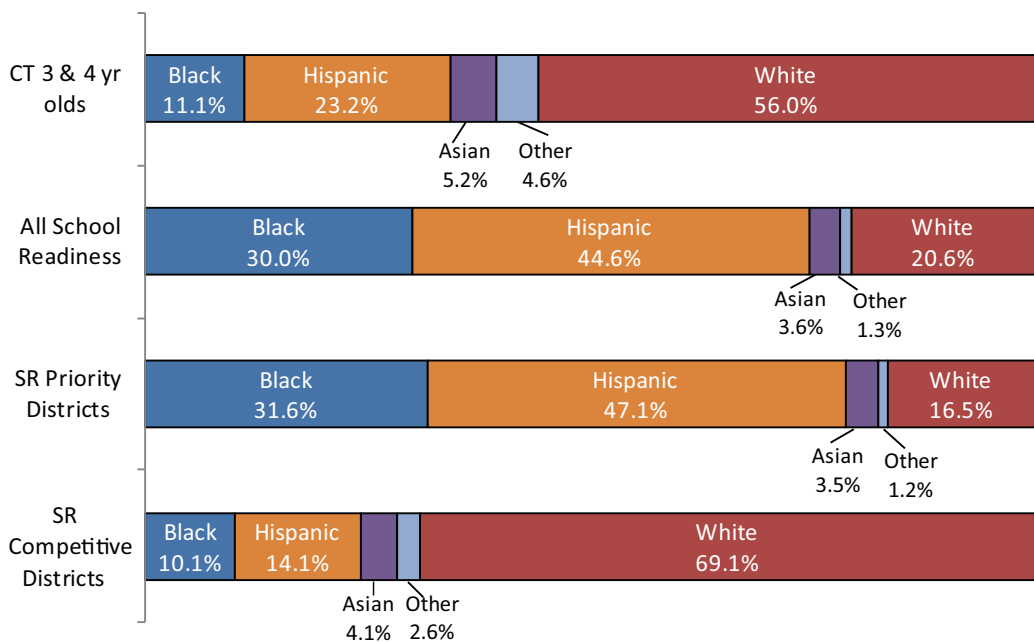
**The Bad News:**

- We lack data broken down by race and ethnicity on the pre-kindergarten experience of entering kindergarteners, making it difficult to determine if current efforts to increase preschool access for minority children are effective.

**Demographics of Head Start Program (October 2011)**



**Demographics of School Readiness Program (October 2011)**



## What's Included

Data about the income distribution of School Readiness recipients.

Data Notes: Data in this section come from the June utilization numbers (i.e. June 2012 for FY 12). For more information on sources of data and figures that appear in this section, and historical data for FY 02 to FY 12, see Appendix A, Table 13.



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## Income

One of the goals of the School Readiness program is reducing economic isolation. Therefore, while the preponderance of slots goes to children from the neediest families, approximately one in five slots is allocated to children from middle income families. In FY 12, children from families earning less than 50% of the state median income (SMI) received 81% of slots. This represents a slight decline in the lowest income children receiving slots, with an increase in the percent of children whose families earned between 50% and 75% of SMI. Despite these slight yearly variations, the distribution of children of different income groups in School Readiness slots has remained quite consistent over the last decade.

### The Good News:

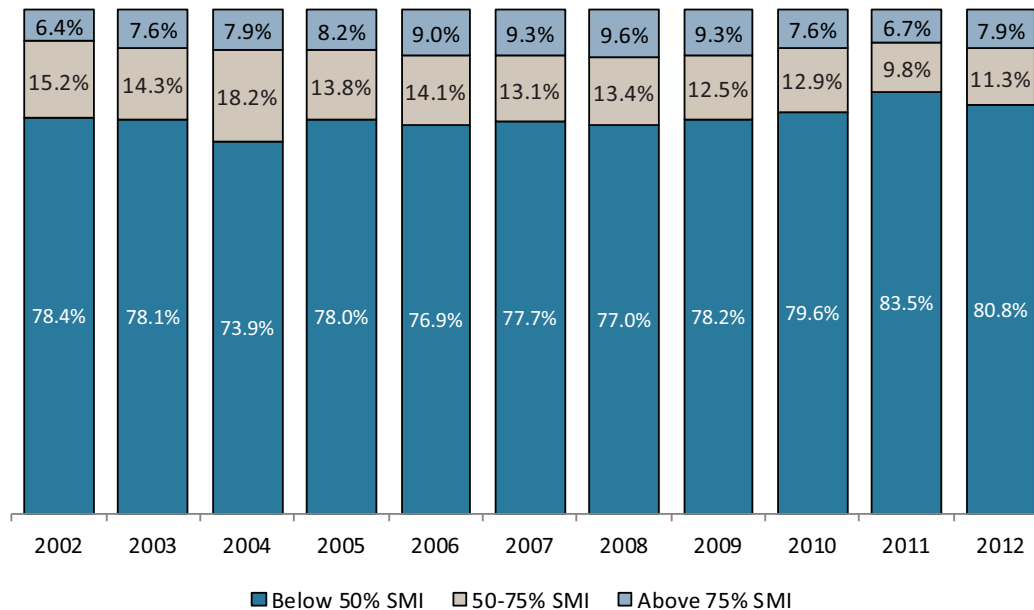
- School Readiness programs continue to serve predominantly children from the poorest families, with less than one in five children coming from a family with income above 50% of SMI. To the extent these children attend programs with those from higher income families, they benefit from socio-economic integration, which has proven to be effective in enhancing development.<sup>33</sup>

### The Bad News:

- While it is most important to provide services to children living in the poorest families, many families with incomes above 50% of SMI continue to struggle to afford care for their children.

<sup>33</sup> Carlota Schechter and Beth Bye. (2007) "Preliminary Evidence for the Impact of Mixed-Income Preschools on Low-Income Children's Language Growth," *Early Childhood Research Quarterly* 22 (1): 127-146, available at: [http://www.lumainstitute.org/wp-content/uploads/2011/03/Preliminary\\_Evidence\\_for\\_the\\_Impact\\_of\\_Mixed\\_Income\\_Preschools.pdf](http://www.lumainstitute.org/wp-content/uploads/2011/03/Preliminary_Evidence_for_the_Impact_of_Mixed_Income_Preschools.pdf)

Income Distribution of School Readiness Recipients Statewide



## Geography

Connecticut's children in poverty live in cities, towns, and rural communities. While very large numbers and percentages of the state's poorest children live in its cities, they also exist in significant numbers in rural and suburban areas. Young children in needy families inhabit all corners of the state, even areas that are often thought to be bastions of wealth such as Fairfield and Litchfield counties. Given the dispersion of young children in need, it is critical that the programs that serve these children be located in geographically diverse areas and have sufficient portability to allow all children to access subsidies, wherever their families live and work.

### What's Included

- Town-specific enrollment data for Care4Kids, Head Start, and School Readiness.
- Town-specific estimates of the number and percentage of children under five in poverty.

Data Notes: For town-specific data on the enrollment of children in Care4Kids, Head Start, and School Readiness, see Appendix C, Tables 1-5. For the number of children under 5 in poverty by town, see Appendix C, Table 6.



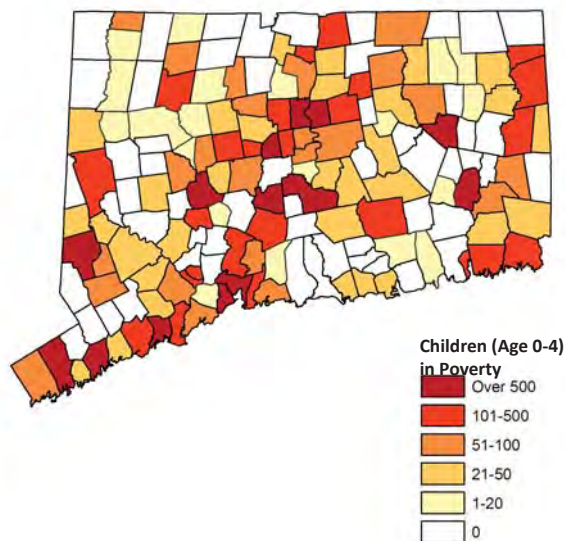
#### **The Good News:**

- Head Start and School Readiness programs target children in the cities and towns with the highest numbers and percentages of children in poverty. Care4Kids provides subsidies to children from a much larger number of communities. Together, these programs seem to provide a blend of targeted services to locations with concentrated poverty and broad services so poor children can access subsidies wherever they live.

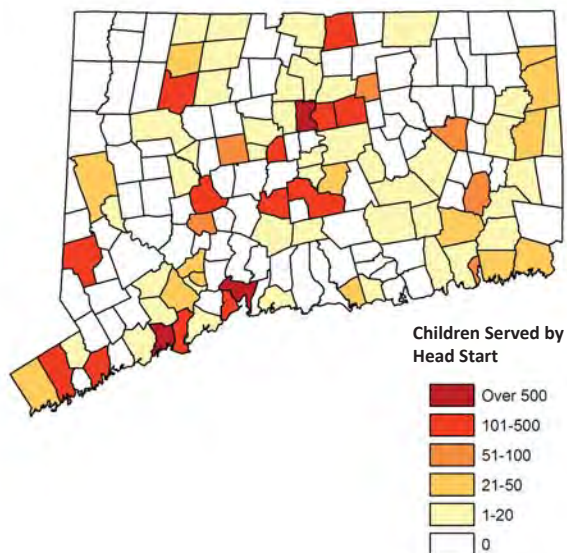
#### **The Bad News:**

- Certain areas of the state where few Head Start and School Readiness programs are located, particularly the western and eastern edges, nonetheless include many children in poverty. Policymakers ought to give special care to determining whether children in these areas have sufficient access to subsidized care, and whether regulatory and programmatic limits on where children can live and receive care to qualify for subsidies may be creating an access barrier for poor children who live in rural or suburban areas.
- Insufficient data collection at kindergarten entry makes it difficult to ascertain how many children in different demographic groups attended early care and education programs, and therefore the extent and location of unmet need.
- The lack of unduplicated data on all children receiving subsidized care prevents us from determining exactly how state subsidies are being distributed across subpopulations, which would enable the state to better determine which services should be expanded to which populations.

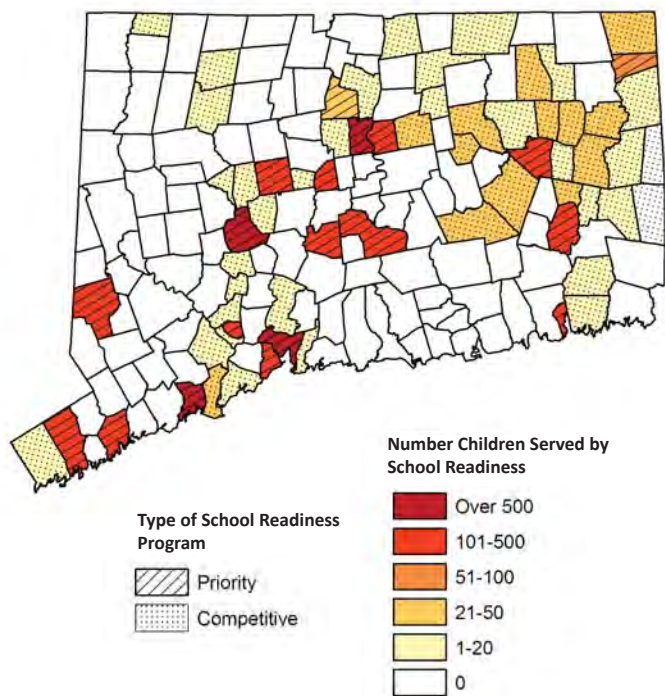
**Geographic Distribution of Children 0-4 in Poverty, 2011<sup>34</sup>**



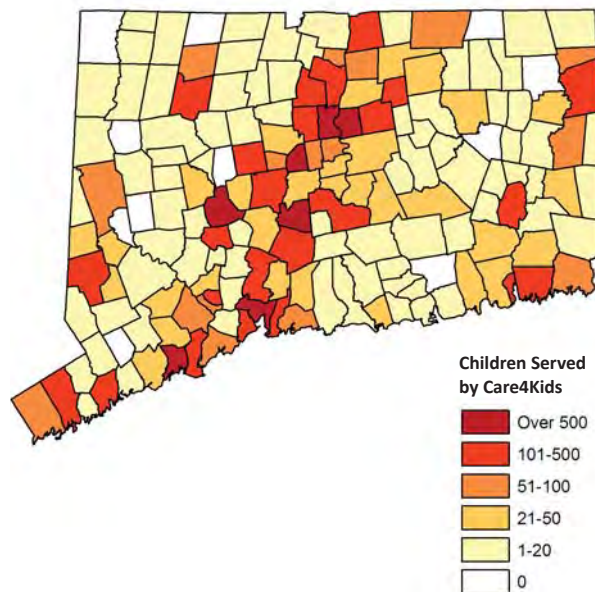
**Geographic Distribution of Children in State & Federal Head Start Programs**



**Geographic Distribution of Children in Competitive and Priority School Readiness Slots**



**Geographic Distribution of Young Children Served by Care4Kids**



34 The Federal Poverty Level defines poverty for a family of three as annual income below \$19,090. See, Connecticut Department of Social Services, "Selected Annual Federal Poverty and State Median Income Guidelines," (July 1, 2012), available at: <http://www.ct.gov/dss/lib/dss/PDFs/PovSML.pdf>





## Outcomes:

### **Are children receiving state subsidies for early care and education prepared for kindergarten, and how are they doing by fourth grade?**

*The goal of Connecticut's early care and education programs is not just to provide a safe location for children to stay while their parents work, but also to nurture and support the development of these children so that they enter kindergarten ready to learn and are on track by fourth grade ("ready by five, fine by nine"). However, Connecticut still lacks the data to evaluate the effectiveness of its investment in early care and education. In particular, it has no longitudinal studies tracking children who participated in state-subsidized early care and education experiences and those who did not so we can assess the impact on their performance in grades K-12. Poor data collection prevents the state from conducting even minimal assessments of program quality, such as comparing the performance on the kindergarten inventory assessment (conducted when children begin kindergarten) by children who participated in a subsidized ECE program with similar peers who did not.*

*In the absence of data directly comparing students with and without access to state-subsidized early care experiences, we can best assess the success of these programs by analyzing trends in the performance of children in the state's poorest communities (District Reference Group [DRG] I), where the majority of state ECE dollars flow.*

### **Ready by Five**

After several years of gains in the percentage of kindergarteners with preschool experience, the poorest communities (DRG I) saw a significant decline (four percentage points) from 2011 to 2012. This is particularly concerning given that children in DRG I were already far below the state average in preschool attendance and dramatically below children in the state's wealthiest districts (DRG A). Last year, one third of children in the poorest areas had no preschool experience at all, compared to only 3% of children in the richest ones. On a more positive note, the percent of kindergarteners held back fell in DRG I for the third straight year. However, retention rates for children in poor communities continue to be much higher than the state average and the average in rich communities – two and nearly four times greater, respectively.



### **What's Included**

- Percentage of kindergarteners with preschool experience by District Reference Group (DRG).
- Percentage of kindergarteners retained, by DRG.

Data Notes: For more information on sources of data and figures that appear in this section, and historical data for school years 2001-2002 to 2011-2012, see Appendix A, Tables 14-15.

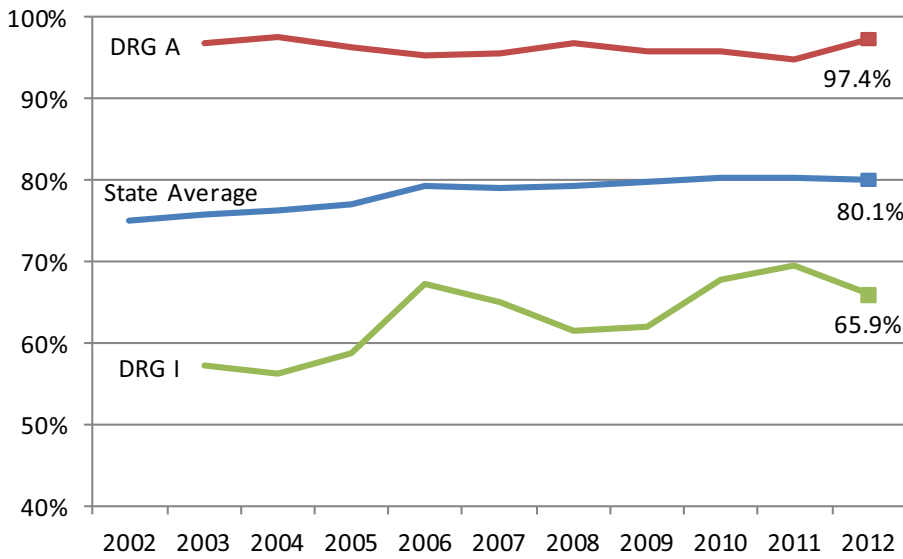
**The Good News:**

- In 2012, the percentage of kindergarteners held back fell in the poorest communities, continuing three years of declines.

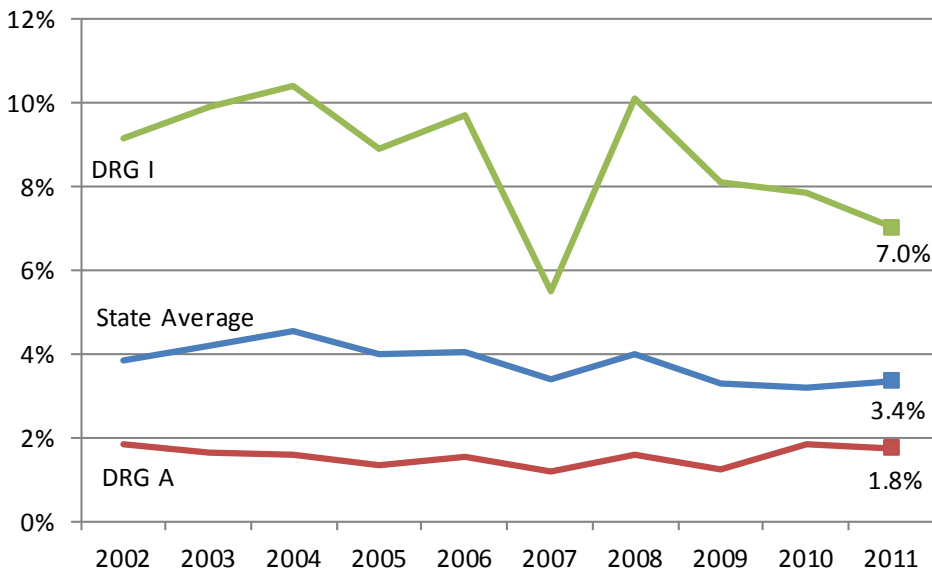
**The Bad News:**

- The percentage of kindergarteners in the poorest communities with preschool experience fell in 2012 and continues to lag far behind the state average.
- Kindergarteners in poor areas are still retained at much higher rates than their peers in wealthy communities.

**Percentage of Kindergarteners with Preschool Experience, by District Reference Group (DRG)**



**Percentage of Kindergarteners Held Back, by District Reference Group (DRG)**





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### *Fine by Nine*

Children from poor communities (DRG I) continue to lag far behind their wealthier peers (DRG A) in fourth grade standardized test performance. Fourth graders in DRG I made gains in their performance in the reading section of the Connecticut Mastery Test (CMT), building on several years of increases. However, even with this improvement, only half as many met the “goal” standard as the statewide average and a third as many as in DRG A. At this rate, it will take decades for the state’s poorest children to close the achievement gap. The picture is even bleaker in math and writing, where the percentage of DRG I students meeting goal on the CMT stagnated or fell slightly in 2012, while the percentage of their wealthy peers achieving the goal standard rose. With one of the largest achievement gaps in the country, Connecticut must take more aggressive action if it hopes to see the gap close at any point in the near future.

### What’s Included

- The percentage of fourth graders meeting “proficient” and “goal” on the Connecticut Mastery Test (CMT) in reading, writing, and math by DRG.

Data Notes: For more information on sources of data and figures that appear in this section, and historical data for school years 2001-2002 to 2011-2012, see Appendix A, Tables 16-17.

### The Good News:

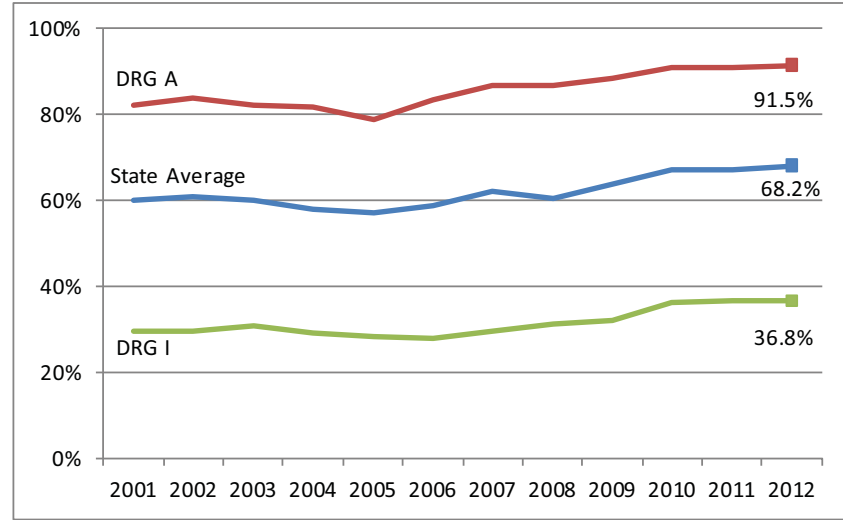
- A higher percentage of fourth graders in the state's poorest districts met the state's goal and proficient standards for reading on the CMTs in 2012 than at any point since the introduction of the most recent version of the test. One third of students in the poorest districts reached the goal score, while 51.6% attained the proficient level.
- Students in the poorest districts have also made some gains in math, where a decade high percentage (64.2%) scored proficient. While progress on the goal standard has slowed, 36.8% of students in DRG I reached this target in 2012.

### The Bad News:

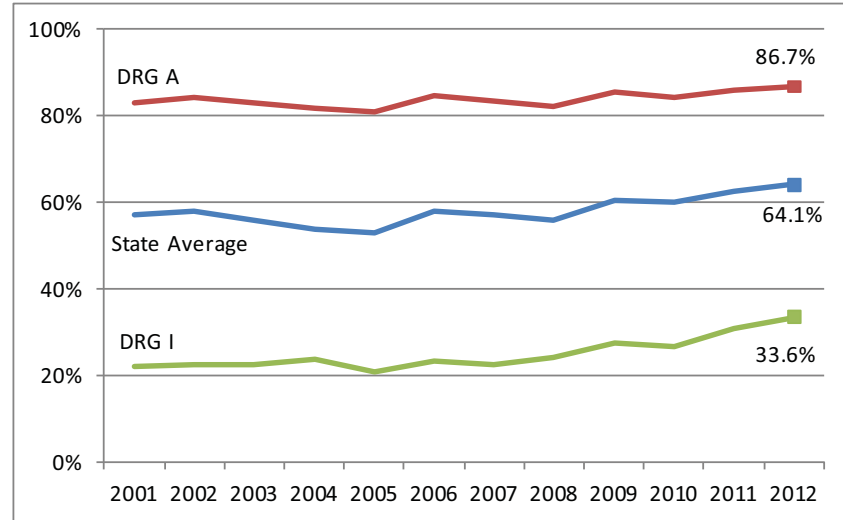
- Overall, fourth grade CMT trends for children in DRG I over the last few years have paralleled those for the state as a whole, which means the achievement gap has not really narrowed over the last decade. This is of concern because student academic success (and future college and workforce achievement) is based more on relative performance against peers, rather than absolute performance against a set of standardized test benchmarks.
- Fourth graders in the poorest towns lost ground on the writing portion of the CMT with only 36.9% achieving "goal" and 63.8% scoring "proficient." Writing scores for fourth graders have barely budged over the decade, and remain much lower than the state average (65.3% at goal and 83.7% proficient).
- Despite some progress in reading and math scores, students in the poorest areas continue to lag behind their wealthier peers — 31.4 percentage points behind the state average share of students meeting goal in math and 30.5 percentage points behind in reading. It will take decades to close the achievement gap at the current rate of improvement.
- The state continues to lack data on individual student performance that would allow it to track the impact of subsidized early care experiences on later school performance and determine the effectiveness of the state's investments in this area.



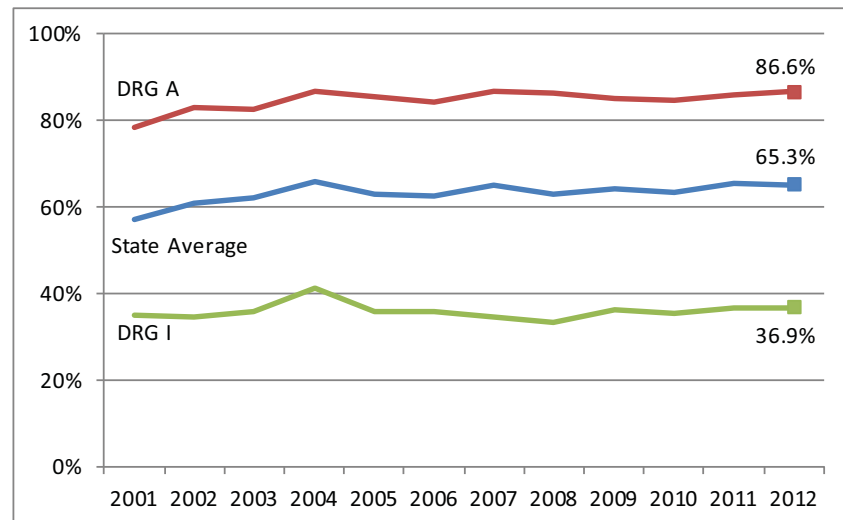
**Percentage of Fourth Graders Meeting Goal in Mathematics on the CMT**



**Percentage of Fourth Graders Meeting Goal in Reading on the CMT**



**Percentage of Fourth Graders Meeting Goal in Writing on the CMT**





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## Moving Forward:

### *Conclusions and Recommendations*

Our data from FY 12 are somewhat disappointing. Spending on early care and education decreased, if only by a small amount. Although the number of young children receiving state subsidies for early care and education did rise slightly, more than 80% of families earning less than 75% of the state median income who have infants and toddlers, and about 30% of similarly situated families who have preschoolers, still do not have access to any such subsidy for early care and education. Relatedly, although FY 12 marked a new high in the percent of young children receiving subsidies attending accredited programs, it continues to be the case that, among the children receiving subsidized care, nearly two-thirds of infants and toddlers and about half of preschoolers are not served in accredited settings. We still lack a standard system for assessing quality or helping programs improve quality; we still lack sufficient data to measure the impact of our early care and education programs on later school success; and we still lack the coordinated system we need to truly improve access, quality, transparency, and outcomes.

But moving forward, we have reason for optimism. We estimate that spending on early care and education will increase in FY 13 by \$18 million, 8.0% over FY 12 and the highest level since FY 02. This increase reflects not just additional subsidized preschool slots, but also investments in quality and infrastructure. The additional funds demonstrate a renewed understanding that for investments in early childhood to yield the returns they are capable of, we must ensure not only that children have somewhere to go, but that these places are safe and well-designed, nurturing and language-rich, staffed by highly-qualified, dedicated, and decently compensated individuals, and capable of connecting families to other services they need.



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Perhaps most significantly, the proposed Office of Early Childhood would create a foundation for a truly coordinated system of early care and education that would position Connecticut as a national leader in the field. Should Connecticut's legislators choose to act on the Governor's proposal and create this Office, the funding streams from five different agencies would at last be under one roof. The authority over all major early childhood funding, combined with the ability to make important policy decisions, would enable this Office to ensure that our early care and education system includes the eight elements that we consider fundamental to a functional ECE system, and which we have delineated in each of our previous Progress Reports. They are, again, described below:

- **Uniform reporting requirements.** There should be one comprehensive set of reporting requirements for all early care and education providers, which satisfy all statutory mandates and include all data elements necessary for quality assessment and longitudinal analysis.
- **Unified funding stream.** Federal and state funding sources must be braided and blended at the state level to create a single stream of revenue that local providers can access.
- **Fully-funded slots.** The uniform funding stream described above must be sufficient to fully fund *high-quality* slots for infants, toddlers, and preschoolers,

with the level based on evidence and research as to the real cost of high quality care.

- **A quality rating and improvement system (QRIS).** A QRIS increases transparency for families by creating a standard rating system for all early childhood settings, and increases the average quality of all settings by creating incentives and providing technical assistance for improvement. In November, a sub-committee of the Early Childhood Education Cabinet produced a plan for a QRIS in Connecticut, which was an important first step, but this plan must be funded and implemented.
- **Workforce development and improved workforce compensation.** Professional development opportunities in the ECE field should be expanded, through methods such as increasing the number of state scholarships available for child care workers or providing subsidies to state institutions of higher education to enlarge their degree programs in early education. Compensation and benefits for ECE workers should be increased to levels that are competitive with jobs in other educational fields.
- **Coordinated, complete, and transparent data collection.** Complete and accurate data must be collected, so that we can easily see how much we are spending, whom we are serving, the quality of our services, and the impact of our investments.
- **Uniform standards for early learning.** We must ensure that the early learning standards currently being developed for birth through age five are developmentally appropriate, aligned with Common Core standards for kindergarten through grade 12, and being disseminated to and implemented in early childhood settings.
- **Improved outreach to parents and easier access to programs.** Parents should be able to apply for any and all early care and education programs through a streamlined, efficient application process that would allow them to retain some degree of choice, and would ensure that these choices are based on the best available information as to the availability, quality, and variety of their options.

Creating an Office of Early Childhood is not an end in and of itself. But we believe that it lays the foundation for an early care and education system that is capable of serving children and families effectively, efficiently, and empathetically, and that its creation would be an enormous step forward towards this end.

It remains the case that Connecticut's working families need a comprehensive, accessible, affordable early care and education system to keep parents at work and ensure their children's success. We seem to be moving in that direction. We hope that continues. Connecticut's future depends on it.



## Appendix A: Data Tables

**Table 1. Amount Spent on Early Childhood Programming (in Millions, Adjusted to 2012 Dollars)**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Care4Kids <sup>1</sup>	155.10	123.58	73.92	70.02	83.33	91.56	104.96	109.39	98.46	102.97	100.93
State funds	101.41	78.95	42.88	31.84	49.17	63.75	68.38	54.85	52.01	65.71	56.53
CCDBG federal funds	51.92	51.38	38.15	42.54	40.07	40.18	36.58	54.54	47.17	37.26	41.89
State-funded Centers <sup>2</sup>	29.08	27.92	28.01	26.31	29.78	29.13	32.29	34.46	32.68	32.71	33.37
State funds	9.07	8.37	8.11	7.85	11.89	11.73	13.65	17.64	16.11	16.66	18.31
SSBG federal funds	19.96	19.51	19.84	18.42	17.84	17.34	16.71	16.77	16.50	15.99	15.06
School Readiness–Priority School Districts <sup>3</sup>	45.04	44.02	45.12	52.19	54.17	59.67	61.87	70.62	71.66	69.95	68.89
School Readiness–Competitive School Districts <sup>4</sup>	3.06	2.87	2.81	4.75	4.78	4.98	5.00	5.09	4.98	4.91	4.96
Head Start Services (state) <sup>5</sup>	3.79	3.42	3.34	3.23	3.13	3.04	2.95	2.79	2.75	2.81	2.75
Even Start Family Literacy Program <sup>6</sup>	2.63	2.79	2.39	2.04	1.88	0.70	0.69	0.48	0.47	0.48	0.48
Family Resource Centers <sup>7</sup>	7.82	6.56	5.78	7.47	7.24	7.04	6.78	6.46	6.04	6.16	5.74
<b>TOTAL</b>	<b>246.52</b>	<b>211.16</b>	<b>161.37</b>	<b>166.01</b>	<b>184.31</b>	<b>196.12</b>	<b>214.54</b>	<b>229.29</b>	<b>217.04</b>	<b>219.99</b>	<b>217.12</b>

**Table 2. Amount Spent on Improving Early Childhood Programming (in Millions, Adjusted to 2012 Dollars)**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
CT Charts A Course <sup>8</sup>	2.09	1.55	1.11	1.15	1.81	1.98	2.60	2.61	2.35	2.27	2.52
Head Start - Early Childhood Link <sup>9</sup>	0.00	0.00	0.00	0.00	0.00	0.00	2.34	2.24	2.20	2.13	2.09
ABCD Total Learning Project	0.00	0.00	0.00	0.00	0.00	0.00	1.43	1.36	1.34	1.30	1.09
Other Head Start Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.95	0.92	0.86	0.84	1.01
Head Start Enhancement <sup>10</sup>	2.39	2.21	2.15	2.08	2.01	1.96	1.90	1.80	1.77	1.81	1.77
ECERS Administration <sup>11</sup>	0.00	0.00	0.00	0.00	0.00	0.00	1.17	0.64	0.02	0.01	0.01
Quality Enhancement for School Readiness <sup>12</sup>	2.16	1.42	1.38	1.34	1.30	1.34	1.24	1.24	1.22	1.12	1.04
<b>Total</b>	<b>6.64</b>	<b>5.18</b>	<b>4.64</b>	<b>4.57</b>	<b>5.12</b>	<b>5.28</b>	<b>9.25</b>	<b>8.53</b>	<b>7.56</b>	<b>7.34</b>	<b>7.43</b>

**Table 3. Amount Spent on Early Childhood Infrastructure (in Millions, Adjusted to 2012 Dollars)**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Early Childhood Education Cabinet Administration <sup>13</sup>	0.00	0.00	0.00	0.00	0.07	0.28	0.52	0.52	0.00	0.04	0.12
Community Plans for Early Childhood <sup>14</sup>	0.00	0.00	0.00	0.00	0.00	0.00	0.44	0.62	0.00	0.42	0.45
QRIS Plan Development <sup>15</sup>	0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.00	0.00
Pre-K Facilities Technical Assistance and Plan <sup>16</sup>	0.00	0.00	0.00	0.00	0.00	0.00	0.29	0.23	0.00	0.00	0.00
ECE Workforce Registry <sup>17</sup>	0.00	0.00	0.00	0.00	0.00	0.00	0.32	0.55	0.60	0.62	0.62
Data Development <sup>18</sup>	0.00	0.00	0.00	0.00	0.00	0.00	0.17	0.07	0.00	0.00	0.01
Research-Based Accountability Planning <sup>19</sup>	0.00	0.00	0.00	0.00	0.00	0.00	0.11	0.11	0.00	0.00	0.00
211 Child Care Referral Program <sup>20</sup>	1.02	1.00	0.97	0.94	0.91	0.89	0.85	0.80	0.79	0.77	0.69
ECE Planning Team	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.04
Other <sup>21</sup>	0.00	0.00	0.00	0.00	0.00	0.00	0.33	0.15	0.00	0.00	0.08
<b>TOTAL</b>	<b>1.02</b>	<b>1.00</b>	<b>0.97</b>	<b>0.94</b>	<b>0.98</b>	<b>1.16</b>	<b>3.05</b>	<b>3.09</b>	<b>1.39</b>	<b>1.85</b>	<b>2.00</b>

**Table 4. Amount Spent on Early Childhood (Total) (in Millions, Adjusted to 2012 Dollars)**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Early Childhood Programming	246.52	211.16	161.37	166.01	184.31	196.12	214.54	229.29	217.04	219.99	217.12
Improving ECE Quality	6.64	5.18	4.64	4.57	5.12	5.28	9.25	8.53	7.56	7.34	7.43
Improving ECE Infrastructure	1.02	1.00	0.97	0.94	0.98	1.16	3.05	3.09	1.39	1.85	2.00
<b>TOTAL</b>	<b>254.18</b>	<b>217.34</b>	<b>166.98</b>	<b>171.52</b>	<b>190.41</b>	<b>202.56</b>	<b>226.84</b>	<b>240.91</b>	<b>225.99</b>	<b>229.18</b>	<b>226.55</b>

**Table 5. Number of Infants and Toddlers Served in Early Childhood Programs**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Care4Kids <sup>22</sup>	7,765	6,298	4,135	4,087	5,271	6,703	7,270	7,030	6,223	7,544	7,612
State-funded centers <sup>23</sup>	1,088	1,097	1,146	1,126	1,070	1,057	1,160	1,163	1,248	1,324	1,162
Early Head Start <sup>24</sup>	UA	439	439	439	439	439	439	719	930	716	726
Even Start <sup>25</sup>	56	74	72	64	56	47	40	40	25	14	26

**Table 6. Number of Preschoolers Served in Early Childhood Programs**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Care4Kids <sup>26</sup>	7,849	7,464	5,173	5,120	6,108	6,892	7,807	7,392	7,233	8,253	8,356
State-funded Centers <sup>27</sup>	2,962	2,851	2,967	2,777	2,952	2,919	2,778	2,766	2,850	2,919	3,065
School Readiness – Priority School Districts <sup>28</sup>	UA	UA	6,065	6,978	6,924	7,871	8,545	9,443	9,577	9,513	9,490
School Readiness – Competitive School Districts <sup>29</sup>	UA	UA	373	516	648	700	812	706	833	826	843
Head Start (federal) <sup>30</sup>	UA	6,108	6,236	6,185	6,219	6,765	6,905	6,764	7,053	6,154	6,139
Head Start (state only) <sup>31</sup>	UA	420	385	385	409	345	469	349	444	407	461
Even Start <sup>32</sup>	54	63	63	70	60	39	38	28	17	9	7

**Table 7. Number of School-Age Children Served in Early Childhood Programs**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Care4Kids <sup>33</sup>	12,561	8,871	5,963	5,448	5,679	6,066	6,345	6,298	6,046	5,989	6,096
State-funded Centers <sup>34</sup>	396	393	415	362	360	359	414	407	492	412	282
Even Start <sup>35</sup>	16	13	16	19	14	21	19	8	1	3	1

**Table 8. Quality of Early Childhood Services: Licensed and Accredited Centers and Homes**

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
<b>Number of Licensed and Exempt Centers/Homes (total)<sup>36</sup></b>	5,112	4,960	4,810	4,561	4,373	4,322	4,281	4,333	4,879	4,825	4,780
Exempt Programs <sup>37</sup>	UA	UA	UA	UA	UA	UA	UA	UA	567	579	569
Licensed Centers <sup>38</sup>	1,681	1,639	1,633	1,598	1,600	1,602	1,590	1,598	1,579	1,571	1,552
Licensed Family day care homes <sup>39</sup>	3,431	3,321	3,177	2,963	2,773	2,720	2,691	2,735	2,733	2,675	2,659
<b>Number of Accredited Centers/Homes (total)<sup>40</sup></b>	UA	465	UA	UA	UA	UA	560	UA	627	616	623
NAEYC <sup>41</sup>	UA	UA	346	530	548	UA	442	UA	409	426	449
AMI <sup>42</sup>	UA	UA	UA	UA	UA	UA	6	UA	7	7	7
AMS <sup>43</sup>	UA	UA	UA	UA	UA	UA	2	UA	1	2	2
Head Start <sup>44</sup>	UA	UA	UA	UA	UA	UA	97	UA	63	60	55
Early Head Start <sup>45</sup>	UA	UA	UA	UA	UA	UA	7	UA	8	13	11
NAFCC <sup>46</sup>	UA	UA	UA	UA	5	4	6	UA	2	2	3
NAA <sup>47</sup>	UA	UA	UA	UA	UA	UA	UA	UA	14	6	1
NEASC <sup>48</sup>	UA	UA	UA	UA	UA	UA	UA	UA	123	100	95

**Table 9. Quality of Early Childhood Services: Licensed and Accredited Slots<sup>49</sup>**

Infants And Toddlers	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
<b>Total exempt and licensed slots<sup>50</sup></b>	19,903	UA	17,285	19,169	18,189	17,110	18,946	19,060	20,022	19,107
Total exempt slots <sup>51</sup>	UA	UA	UA	UA	UA	UA	UA	350	538	662
Total licensed slots <sup>52</sup>	UA	UA	UA	UA	UA	UA	UA	18,710	19,484	18,445
<b>Total accredited slots<sup>53</sup></b>	3,579	UA	UA	UA	UA	4,583	UA	5,262	5,384	5,093
NAEYC <sup>54</sup>	UA	UA	UA	UA	UA	4,271	UA	4,651	4,808	4,483
NAFCC <sup>55</sup>	UA	UA	UA	UA	UA	5	UA	6	5	6
AMI <sup>56</sup>	UA	UA	UA	UA	UA	0	UA	76	158	152
NEASC <sup>57</sup>	UA	UA	UA	UA	UA	UA	UA	64	25	8
Early Head Start <sup>58</sup>	UA	UA	UA	UA	UA	307	UA	465	388	444
Preschoolers	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
<b>Total exempt and licensed slots<sup>59</sup></b>	69,673	UA	64,742	76,104	72,283	66,839	74,374	73,571	65,410	69,727
Total exempt slots <sup>60</sup>	UA	UA	UA	UA	UA	UA	UA	16,014	13,234	17,216
Total licensed slots <sup>61</sup>	UA	UA	UA	UA	UA	UA	UA	57,557	52,176	52,511
<b>Total Accredited Slots<sup>62</sup></b>	20,323	UA	UA	UA	UA	24,447	UA	29,060	26,291	27,994
NAEYC <sup>63</sup>	UA	UA	UA	UA	UA	19,048	UA	20,402	19,355	20,812
NAFCC <sup>64</sup>	UA	UA	UA	UA	UA	21	UA	6	7	10
AMI <sup>65</sup>	UA	UA	UA	UA	UA	191	UA	528	492	506
AMS <sup>66</sup>	UA	UA	UA	UA	UA	67	UA	57	82	57
NEASC <sup>67</sup>	UA	UA	UA	UA	UA	UA	UA	3,569	2,496	2,979
NAA <sup>68</sup>	UA	UA	UA	UA	UA	11	UA	0	0	0
Head Start <sup>69</sup>	UA	UA	UA	UA	UA	5,109	UA	4,498	3,859	3,630

**Table 10. Quality of Early Childhood Services: Qualifications of Early Childhood Staff in Publicly and Privately Funded Centers<sup>70</sup>**

	All Centers									Centers Receiving State Subsidies								
	Program Administrators			Teachers			Assistant Teachers			Program Administrators			Teachers			Assistant Teachers		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
BA or more plus 12 ECE credits	56%	52%	57%	35%	34%	37%	8%	9%	11%	UA	69%	70%	UA	42%	45%	UA	9%	11%
AA plus 12 ECE credits	11%	9%	7%	22%	19%	18%	9%	8%	9%	UA	9%	8%	UA	25%	25%	UA	10%	11%
CDA and/or 12 ECE credits	6%	6%	6%	28%	23%	22%	37%	34%	35%	UA	7%	6%	UA	25%	23%	UA	40%	39%
Less than a CDA or 12 ECE credits	27%	33%	30%	16%	23%	24%	47%	49%	46%	UA	16%	16%	UA	8%	7%	UA	41%	39%

**Table 11. Demographics of Head Start Program<sup>71</sup>**

	American Indian	Asian	Black, Non-Hispanic	White, Non-Hispanic	Hispanic/Latino	Native Hawaiian/Pacific Islander	Two or more races	Male	Female
<b>OCTOBER 2008</b>									
Connecticut Population Aged 3-4 Years Old	0.8%	5.6%	12.3%	60.8%	20.3%	UA	UA	51.0%	49.0%
Head Start Statewide Total	0.2%	2.0%	33.4%	16.4%	48.1%	UA	UA	49.6%	50.4%
Federally Funded Head Start Programs	0.2%	2.1%	33.6%	16.9%	47.2%	UA	UA	50.6%	49.4%
State Funded Head Start Programs	0.3%	1.3%	31.8%	11.8%	54.7%	UA	UA	48.3%	51.7%
<b>OCTOBER 2009</b>									
Connecticut Population Aged 3-4 Years Old	0.8%	5.6%	12.3%	60.8%	20.3%	UA	UA	51.0%	49.0%
Head Start Statewide Total	0.2%	1.9%	31.3%	17.6%	48.9%	UA	UA	50.8%	49.2%
Federally Funded Head Start Programs	0.2%	2.0%	30.8%	18.4%	48.6%	UA	UA	50.8%	49.2%
State Funded Head Start Programs	0.2%	1.7%	35.5%	10.4%	52.2%	UA	UA	50.2%	49.8%
<b>OCTOBER 2010</b>									
Connecticut Population Aged 3-4 Years Old	0.2%	4.9%	10.6%	57.0%	22.3%	UA	4.4%	51.1%	48.9%
Head Start Statewide Total	0.3%	1.6%	31.4%	22.5%	43.4%	UA	0.8%	51.3%	48.7%
Federally Funded Head Start Programs	0.3%	1.6%	31.7%	22.3%	43.3%	UA	0.8%	51.5%	48.5%
State Funded Head Start Programs	0.1%	1.5%	29.7%	24.2%	43.6%	UA	0.8%	49.7%	50.3%
<b>OCTOBER 2011</b>									
Connecticut Population Aged 3-4 Years Old	0.3%	5.2%	11.1%	56.0%	23.2%	0.0%	4.3%	51.0%	49.0%
Head Start Statewide Total	0.4%	1.4%	32.8%	16.1%	48.6%	0.1%	0.6%	51.7%	48.3%
Federally Funded Head Start Programs	0.4%	1.4%	32.9%	16.8%	47.9%	0.1%	0.6%	51.7%	48.3%
State Funded Head Start Programs	0.4%	1.5%	32.4%	11.2%	54.0%	0.0%	0.4%	51.5%	48.5%

**Table 12. Demographics of the School Readiness Program<sup>72</sup>**

	American Indian	Asian	Black, Non-Hispanic	White, Non-Hispanic	Hispanic/Latino	Native Hawaiian/Pacific Islander	Two or more	Male	Female
<b>OCTOBER 2008</b>									
Connecticut Population Aged 3-4 Years Old	0.8%	5.6%	12.3%	60.8%	20.3%	UA	UA	51.0%	49.0%
School Readiness Statewide	0.3%	3.7%	30.0%	21.6%	44.5%	UA	UA	49.2%	50.8%
All Priority Districts	0.3%	3.7%	31.9%	17.2%	46.9%	UA	UA	49.3%	50.7%
All Competitive Districts	0.4%	2.9%	7.9%	73.0%	15.9%	UA	UA	48.1%	51.9%
<b>OCTOBER 2009</b>									
Connecticut Population Aged 3-4 Years Old	0.8%	5.6%	12.3%	60.8%	20.3%	UA	UA	51.0%	49.0%
School Readiness Statewide	0.2%	3.4%	30.6%	21.1%	44.7%	UA	UA	49.9%	50.1%
All Priority Districts	0.2%	3.4%	32.1%	17.3%	46.9%	UA	UA	50.1%	49.9%
All Competitive Districts	0.1%	3.0%	11.2%	68.9%	16.7%	UA	UA	47.0%	53.0%
<b>OCTOBER 2010</b>									
Connecticut Population Aged 3-4 Years Old	0.2%	4.9%	10.6%	57.0%	22.3%	UA	4.4%	51.1%	48.9%
School Readiness Statewide	0.3%	3.5%	30.5%	19.7%	45.4%	UA	0.7%	51.2%	48.8%
All Priority Districts	0.3%	3.4%	32.1%	15.9%	47.8%	UA	0.6%	51.3%	48.8%
All Competitive Districts	0.6%	4.1%	12.3%	64.0%	16.7%	UA	2.3%	50.3%	49.7%
<b>OCTOBER 2011</b>									
Connecticut Population Aged 3-4 Years Old	0.3%	5.2%	11.1%	56.0%	23.2%	0.0%	4.3%	51.0%	49.0%
School Readiness Statewide	0.3%	3.6%	30.0%	20.6%	44.6%	0.0%	1.0%	50.1%	49.9%
All Priority Districts	0.3%	3.5%	31.6%	16.5%	47.1%	0.0%	0.9%	50.3%	49.7%
All Competitive Districts	0.4%	4.1%	10.1%	69.1%	14.1%	0.0%	2.1%	47.6%	52.4%

**Table 13. Income Distribution of School Readiness Recipients Statewide, 2002-2012<sup>73</sup>**

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Below 50% SMI	78.4%	78.1%	73.9%	78.0%	76.9%	77.7%	77.0%	78.2%	79.6%	83.5%	80.8%
With TFA	13.4%	13.3%	12.8%	13.4%	12.0%	11.9%	12.8%	13.7%	UA	UA	UA
Without TFA	64.9%	64.8%	61.1%	64.6%	64.9%	65.8%	64.1%	64.5%	UA	UA	UA
50-75% SMI	15.2%	14.3%	18.2%	13.8%	14.1%	13.1%	13.4%	12.5%	12.9%	9.8%	11.3%
Above 75% SMI	6.4%	7.6%	7.9%	8.2%	9.0%	9.3%	9.6%	9.3%	7.6%	6.7%	7.9%

**Table 14. Percent of Kindergarteners with Preschool Experience by District Reference Group (DRG)**

School Year:	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Statewide <sup>74</sup>	75.10%	75.90%	76.40%	77.00%	79.20%	79.10%	79.20%	79.70%	80.34%	80.20%	80.09%
DRG A <sup>75</sup>	UA	96.70%	97.60%	96.40%	95.30%	95.50%	96.80%	95.79%	95.93%	94.86%	97.36%
DRG B	UA	88.60%	91.20%	90.80%	90.00%	91.10%	91.30%	91.27%	90.76%	91.26%	92.30%
DRG C	UA	83.50%	82.00%	84.20%	85.70%	86.20%	87.90%	86.03%	85.89%	85.41%	86.67%
DRG D	UA	80.80%	83.30%	81.40%	82.00%	83.90%	84.10%	85.83%	85.59%	85.10%	85.00%
DRG E	UA	77.60%	77.60%	78.70%	77.50%	82.60%	82.50%	85.55%	87.18%	86.27%	86.63%
DRG F	UA	77.90%	74.40%	74.30%	76.70%	75.60%	78.30%	79.66%	77.67%	73.29%	76.45%
DRG G	UA	70.60%	71.60%	74.70%	73.60%	75.20%	74.10%	76.99%	75.09%	77.12%	78.04%
DRG H	UA	74.10%	75.60%	73.80%	75.50%	74.00%	76.80%	75.20%	76.50%	75.14%	75.36%
DRG I	UA	57.20%	56.30%	58.90%	67.40%	65.10%	61.50%	62.07%	67.74%	69.49%	65.94%

**Table 15. Percent of Kindergarteners Retained by District Reference Group (DRG)<sup>76</sup>**

School Year:	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Statewide <sup>77</sup>	3.86%	4.20%	4.54%	4.03%	4.05%	3.40%	4.0%	3.31%	3.21%	3.37%
DRG A <sup>78</sup>	1.86%	1.64%	1.62%	1.37%	1.54%	1.21%	1.6%	1.27%	1.87%	1.77%
DRG B	1.92%	2.12%	2.30%	1.56%	1.82%	1.79%	1.9%	1.63%	1.15%	1.50%
DRG C	1.36%	1.21%	1.22%	1.24%	1.73%	1.62%	1.3%	1.12%	1.41%	1.60%
DRG D	2.37%	2.34%	2.60%	2.41%	2.32%	2.47%	1.9%	1.53%	1.65%	1.84%
DRG E	2.90%	3.21%	2.82%	2.81%	2.59%	2.65%	2.9%	2.62%	2.94%	4.04%
DRG F	3.46%	4.02%	3.13%	3.34%	3.02%	4.11%	3.3%	2.82%	3.44%	2.90%
DRG G	3.61%	3.77%	4.17%	4.12%	3.71%	3.39%	4.1%	2.78%	2.26%	3.11%
DRG H	3.07%	3.28%	4.22%	4.04%	3.45%	2.88%	3.1%	2.82%	2.83%	2.93%
DRG I	9.15%	9.91%	10.40%	8.92%	9.73%	5.49%	10.1%	8.12%	7.88%	7.04%



**Table 16. Percent of Fourth Graders Meeting Goal in the Connecticut Mastery Test<sup>79</sup>**

School Year:	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>MATHEMATICS</b>											
Statewide	61.00%	60.00%	58.00%	57.00%	58.80%	62.30%	60.50%	63.80%	67.20%	67.20%	68.20%
DRG A	83.68%	82.31%	81.59%	78.86%	83.54%	86.88%	86.63%	88.54%	91.14%	91.13%	91.52%
DRG B	79.67%	81.43%	76.98%	75.43%	77.11%	81.88%	79.32%	82.73%	85.10%	84.54%	85.12%
DRG C	73.43%	71.22%	68.73%	67.20%	70.74%	77.84%	73.31%	77.00%	79.30%	80.77%	80.92%
DRG D	70.36%	68.12%	65.50%	62.78%	66.58%	69.39%	68.07%	70.19%	76.70%	75.24%	77.28%
DRG E	66.74%	63.96%	60.57%	61.57%	62.83%	67.87%	65.34%	68.57%	70.36%	73.48%	78.45%
DRG F	64.59%	60.02%	57.81%	58.23%	62.31%	69.21%	62.24%	65.66%	70.55%	70.82%	71.77%
DRG G	57.32%	57.49%	52.62%	53.14%	55.20%	56.48%	53.79%	58.97%	61.31%	59.65%	61.40%
DRG H	53.19%	51.03%	48.08%	47.62%	47.40%	52.15%	50.40%	54.84%	56.63%	57.16%	58.18%
DRG I	29.53%	30.74%	29.30%	28.19%	27.92%	29.76%	31.14%	32.24%	36.27%	36.59%	36.79%
<b>READING</b>											
Statewide	58.00%	56.00%	54.00%	53.00%	57.80%	57.00%	56.00%	60.70%	60.00%	62.50%	64.10%
DRG A	84.46%	83.14%	81.83%	80.80%	84.53%	83.49%	82.27%	85.58%	84.16%	85.85%	86.73%
DRG B	77.56%	77.18%	75.45%	72.99%	77.56%	76.88%	76.58%	79.87%	78.32%	80.49%	81.55%
DRG C	74.48%	70.60%	68.21%	65.56%	71.32%	74.55%	70.37%	74.02%	76.39%	77.79%	78.75%
DRG D	67.48%	64.26%	62.48%	59.55%	65.89%	66.24%	64.43%	69.18%	69.93%	70.33%	71.35%
DRG E	67.45%	62.09%	60.17%	59.40%	65.55%	64.84%	59.91%	67.67%	65.99%	69.99%	73.16%
DRG F	62.70%	57.81%	51.59%	51.92%	58.29%	61.45%	56.28%	61.45%	61.23%	62.99%	67.39%
DRG G	54.36%	50.27%	47.22%	47.28%	54.61%	50.87%	50.40%	58.11%	54.17%	56.61%	58.54%
DRG H	46.40%	45.79%	43.58%	41.90%	45.16%	43.83%	43.17%	47.73%	46.68%	50.10%	52.40%
DRG I	22.75%	22.58%	23.69%	20.80%	23.34%	22.65%	24.19%	27.49%	26.85%	30.78%	33.59%
<b>WRITING</b>											
Statewide	61.00%	62.00%	66.00%	63.00%	62.80%	65.10%	62.90%	64.20%	63.60%	65.50%	65.30%
DRG A	82.83%	82.78%	86.70%	85.43%	84.49%	86.74%	86.28%	85.17%	84.76%	85.78%	86.62%
DRG B	77.59%	79.03%	82.63%	79.68%	78.90%	82.45%	80.25%	80.64%	80.78%	82.07%	82.46%
DRG C	72.63%	70.52%	73.65%	71.95%	72.92%	77.25%	74.57%	76.33%	78.35%	80.36%	79.52%
DRG D	69.66%	68.38%	73.80%	70.23%	70.30%	73.69%	71.49%	72.84%	73.07%	73.53%	73.33%
DRG E	65.54%	64.10%	69.30%	67.57%	67.30%	70.37%	66.78%	68.29%	66.60%	72.19%	72.75%
DRG F	64.55%	61.88%	65.09%	64.17%	65.05%	70.42%	65.34%	66.37%	67.08%	66.84%	68.75%
DRG G	57.02%	57.35%	59.85%	58.48%	57.79%	60.02%	57.57%	60.13%	57.79%	60.37%	60.08%
DRG H	51.28%	54.14%	58.16%	54.82%	52.45%	55.50%	52.74%	53.52%	51.00%	55.08%	53.52%
DRG I	34.61%	35.80%	41.40%	36.11%	35.92%	34.60%	33.58%	36.12%	35.60%	36.91%	36.90%

**Table 17. Percent of Fourth Graders Meeting Proficiency in the Connecticut Mastery Test<sup>80</sup>**

School Year:	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>MATHEMATICS</b>												
Statewide	82.00%	81.00%	81.00%	80.00%	79.00%	80.30%	80.90%	81.50%	84.60%	85.20%	85.10%	85.80%
DRG A	95.19%	96.09%	94.50%	95.01%	92.71%	95.36%	95.38%	96.11%	98.28%	98.14%	97.89%	98.00%
DRG B	94.06%	93.71%	93.87%	92.51%	91.24%	91.98%	93.51%	93.25%	95.18%	95.75%	95.61%	95.47%
DRG C	90.54%	91.35%	89.57%	88.23%	87.63%	89.84%	91.94%	91.67%	93.61%	93.92%	94.35%	94.83%
DRG D	88.61%	88.90%	87.82%	87.12%	85.10%	87.52%	87.72%	87.98%	90.39%	92.35%	91.86%	92.30%
DRG E	86.76%	87.35%	84.86%	83.85%	83.70%	86.19%	87.80%	86.77%	90.15%	89.11%	91.65%	93.02%
DRG F	84.31%	87.38%	84.87%	82.41%	81.45%	84.39%	87.59%	85.80%	89.24%	89.74%	89.07%	89.33%
DRG G	80.95%	79.35%	79.86%	77.77%	76.59%	79.76%	78.86%	79.05%	83.28%	82.45%	81.70%	83.43%
DRG H	76.68%	75.60%	74.05%	73.24%	72.43%	71.15%	74.12%	75.37%	78.97%	78.94%	79.01%	79.79%
DRG I	58.28%	57.47%	57.70%	58.88%	56.24%	56.03%	55.14%	58.26%	61.49%	63.42%	62.70%	64.23%
<b>READING</b>												
Statewide	71.00%	71.00%	69.00%	69.00%	67.00%	71.80%	70.60%	69.70%	74.40%	72.90%	74.70%	78.30%
DRG A	91.87%	92.77%	90.96%	90.43%	89.90%	93.14%	92.43%	91.17%	93.94%	91.97%	92.19%	94.83%
DRG B	87.36%	87.79%	87.09%	86.82%	84.64%	87.49%	87.56%	86.74%	89.98%	88.40%	89.57%	91.23%
DRG C	83.17%	85.98%	83.04%	80.70%	77.52%	83.55%	84.87%	82.94%	86.70%	87.39%	87.90%	90.07%
DRG D	79.70%	81.27%	77.59%	77.30%	74.34%	79.61%	79.55%	78.59%	82.81%	82.25%	82.97%	85.41%
DRG E	78.22%	80.89%	75.70%	74.68%	74.46%	80.26%	79.97%	75.56%	81.12%	77.67%	82.94%	87.69%
DRG F	71.26%	78.79%	73.24%	67.89%	66.75%	74.98%	77.21%	72.71%	77.68%	76.83%	76.81%	82.64%
DRG G	68.26%	68.59%	65.31%	63.29%	63.25%	70.24%	67.28%	66.58%	73.00%	69.05%	70.34%	75.63%
DRG H	61.58%	60.38%	59.62%	60.21%	57.49%	61.37%	59.47%	58.47%	63.72%	61.71%	64.06%	68.44%
DRG I	38.58%	37.80%	36.40%	39.95%	36.03%	40.57%	37.65%	39.18%	43.68%	42.19%	46.17%	51.83%
<b>WRITING</b>												
Statewide	80.00%	82.00%	81.00%	83.00%	81.00%	84.20%	84.10%	84.80%	85.00%	86.50%	85.40%	83.70%
DRG A	93.63%	95.63%	94.64%	95.87%	94.31%	96.50%	95.44%	96.42%	96.94%	96.53%	95.38%	96.45%
DRG B	90.98%	92.71%	93.24%	93.50%	91.83%	92.97%	94.91%	94.19%	93.83%	94.78%	94.62%	93.56%
DRG C	85.98%	89.69%	87.36%	87.98%	86.96%	90.29%	91.27%	91.75%	92.34%	93.38%	92.97%	92.73%
DRG D	85.59%	88.78%	87.14%	87.96%	87.22%	89.41%	90.73%	90.52%	91.00%	92.35%	91.52%	89.52%
DRG E	81.81%	88.05%	83.77%	87.07%	85.11%	87.36%	88.16%	87.92%	88.74%	88.56%	89.34%	88.24%
DRG F	79.05%	84.59%	83.68%	82.90%	83.42%	86.71%	88.21%	89.43%	88.23%	90.29%	88.01%	87.49%
DRG G	75.83%	79.12%	78.96%	79.40%	79.34%	81.59%	82.60%	83.15%	84.26%	84.97%	82.70%	81.90%
DRG H	73.71%	75.76%	75.99%	76.97%	74.81%	78.54%	78.47%	79.14%	78.22%	81.55%	80.54%	77.85%
DRG I	61.64%	63.35%	62.43%	64.61%	62.47%	66.91%	62.86%	65.65%	66.45%	69.01%	67.06%	63.80%

## Endnotes for Appendix A

- 1 Amounts for FY 08, 09, 10, 11, and 12 provided by Peter Palermino, Connecticut Department of Social Services (DSS), via email, on September 8, 2009; July 30, 2010; September 20, 2011; and September 11, 2012. "CCDBG" is the federal Child Care Development Block Grant. Break-down between state and federal funds provided by Mr. Palermino, via e-mail, on September 25, 2008; September 8, 2009; April 1, 2011; September 20, 2011; and September 11, 2012. Correction to FY 09 provided by Mr. Palermino on March 22, 2011. Note that this breakdown does not reflect federal reimbursements through the Temporary Assistance for Needy Families (TANF) block grant. Therefore, federal funds are underestimated here. Also, note that adding state and federal funding does not equal the amount listed in the chart. According to Mr. Palermino, there are two possible explanations for this: (1) DSS reduces the final Care4Kids expenditures based on collections received for overpayments, but this is not accounted for in the expenditure number in the state budget book; and (2) the state and federal funds breakdown may include expenditures for "administrative" accounts (as well as "program" accounts) that are not included in the state budget book. See e-mail from Mr. Palermino, October 5, 2008.
- 2 Amounts for FY 08, 09, 10, and 11 provided by Peter Palermino, Connecticut Department of Social Service (DSS), via email, on September 26, 2008; September 8, 2009; July 30, 2010; and September 20, 2011; amount for FY 12 provided by Michelle Levy, State Department of Education, via e-mail, on August 1, 2012. Breakdown between state and federal funds based on numbers from state budget book; breakdown for FY 11 provided by Mr. Palermino via e-mail on September 20, 2011; breakdown for FY 12 provided by Ms. Levy via e-mail on August 1, 2012. Note that while the state budget book does not show how much of the Care4Kids appropriation is from the federal Child Care Development Block Grant, it does separate the state-funded center appropriation into "state funds" and federal funds from the Social Services Block Grant (SSBG). The state funds appear as two separate line items in the DSS agency budget, both titled "child day care centers," while the SSBG funds for these centers appear in a separate table in the budget book which delineates how the SSBG funds are to be disbursed (the amount to state-funded centers is listed as "child day care"). Note further that this breakdown (like the breakdown for Care4Kids, described in endnote 1) does not reflect federal reimbursements through the Temporary Assistance for Needy Families (TANF) block grant, which are significant. For example, in FY 07, actual state expenditures for state-funded centers were only \$700,000, while actual federal expenditures (SSBG and TANF dollars combined) were \$25.1 million. See e-mail from Peter Palermino, DSS, September 25, 2008. Finally, we are aware that (as with the Care4Kids numbers), adding state and federal funding here does not equal the amount listed in the chart. This may be because the "state funds" number represents actual expenditures whereas the SSBG number represents amount appropriated (no actual expenditure under the SSBG grant appears in the budget book).
- 3 Numbers for FY 02 and 03 provided by Annette McCall, Bureau of Grants Management, Connecticut State Department of Education (SDE), via e-mail, on October 3, 2008. Numbers for FY 04 through FY 12 obtained via the SDE Bureau of Grants Management (go to web site <http://www.sde.ct.gov/sde/cwp/view.asp?a=2680&Q=320640>; click on Grant Calculations, Reports, & Analyses; under section E ("Grant Calculations and Payments") select "Current and Previous Year Grant Payments;" under Section A select year, under Section B ("Report Type") select "Summary," and under Section D ("Grant Type") select School Readiness and Child Day Care Grant Program (Code 11000-17043-82056)).
- 4 Numbers for FY 02 and 03 provided by Annette McCall, Bureau of Grants Management, Connecticut State Department of Education (SDE), via e-mail, on October 3, 2008. Numbers for FY 04 through FY 12 obtained via the SDE Bureau of Grants Management (go to web site <http://www.sde.ct.gov/sde/cwp/view.asp?a=2680&Q=320640>; click on Grant Calculations, Reports, & Analyses; under section E ("Grant Calculations and Payments") select "Current and Previous Year Grant Payments;" under Section A select year, under Section B ("Report Type") select "Summary," and under Section D ("Grant Type") select School Readiness (Code 11000-12113-82079)). Note that the actual expenditure for Competitive School Districts is also reproduced in the state budget book, as line item "Early Childhood Program" in the SDE agency budget. Those numbers and the ones reproduced here, from the SDE Bureau of Grants Management, are not identical; the amount in the state budget generally appears to be about \$200K more than the numbers from the Bureau of Grants Management. This may be because the former number includes the amount used by SDE for administrative expenses related to this program, whereas the latter does not. See e-mail from Ms. McCall, October 2, 2008. We chose to include the figures from the Bureau of Grants Management rather than the figures from the budget book for two reasons: (1) expenditures for Priority School Districts are available only from the Bureau of Grants Management and not from the budget book (because School Readiness for Priority School Districts is a sub-line item, rather than a line item of its own) and we wished to maintain an internal consistency; and (2) the amount spent on programming (rather than the amount spent on programming and administration) is much more relevant for our purposes here: determining how much Connecticut is actually spending to promote early care and education for its children.
- 5 Amounts for FY 02 and FY 03 obtained via state budget books. Amounts for FY 04 through FY 12 obtained via the Connecticut State Department of Education (SDE) Bureau of Grants Management (go to web site <http://www.sde.ct.gov/sde/cwp/view.asp?a=2680&Q=320640>; click on Grant Calculations, Reports, & Analyses; under section E ("Grant Calculations and Payments") select "Current and Previous Year Grant Payments;" under Section A select year, under Section B ("Report Type") select "Summary," and under Section D ("Grant Type") select Head Start Services (Code 11000-16101-82079)). Note that this number does not include federal funds for Head Start and Early Head Start, which go directly to programs and are not channeled through state agencies.
- 6 Amounts for FY 02 through FY 11 obtained via the Connecticut State Department of Education (SDE) Bureau of Grants Management (go to web site <http://www.sde.ct.gov/sde/cwp/>

- view.asp?a=2680&Q=320640; click on Grant Calculations, Reports, & Analyses; under section E (“Grant Calculations/Payments”) select “Historic Grant Payments;” under Section A select years and under Section C select Even Start Family Literacy Program (Code 12060-20682-82079)). Amount for FY 12 obtained from SDE, Bureau of Grants Management (go to web site <http://www.sde.ct.gov/sde/cwp/view.asp?a=2680&Q=320640>; click on Grant Calculations, Reports, & Analyses; under section E (“Grant Calculations and Payments”) select “Current and Previous Year Grant Payments;” under Section A select year, under Section B (“Report Type”) select “Summary,” and under Section D (“Grant Type”) select Even Start Family Literacy Program (Code 11000-16217-82079). Note that through FY 11 these funds were entirely federal, but, unlike the federal funds for Head Start and Early Head Start, were channeled through a state agency (specifically, SDE). Note that alternate numbers are available from the U.S. Department of Education, at <http://www.ed.gov/programs/evennstarformula.awards.html>. The differences between the figures are likely due (1) to the differences in the state and federal fiscal years, and (2) the fact that administrative costs are not included in the Bureau of Grants Management reports but are included in the federal figures. In FY 12, the funds for Even Start were entirely state funds, as this federal funding stream was eliminated from the federal budget. See e-mails from Judy Carson, SDE (February 1, 2012) and Bonne Pathman, Bureau of Grants Management, SDE (July 20, 2012).
- 7 Amounts for FY 02 through 10 obtained from the Connecticut State Department of Education (SDE) Bureau of Grants Management (go to web site <http://www.sde.ct.gov/sde/cwp/view.asp?a=2680&Q=320640>; click on Grant Calculations, Reports, & Analyses; under section E (“Grant Calculations/Payments”) select “Historic Grant Payments;” under Section A select years and under Section C select Family Resource Center Program (Code 11000-16110-82079)). Amount for FY 12 obtained from SDE, Bureau of Grants Management (go to web site <http://www.sde.ct.gov/sde/cwp/view.asp?a=2680&Q=320640>; click on Grant Calculations, Reports, & Analyses; under section E (“Grant Calculations and Payments”) select “Current and Previous Year Grant Payments;” under Section A select year, under Section B (“Report Type”) select “Summary,” and under Section D (“Grant Type”) select Family Resource Center Program (Code 11000-16110-82079)).
- 8 FY 02-08 amounts provided by Peter Palermino, Connecticut Department of Social Services (DSS), via e-mail, on October 5, 2008, combined with amount provided by Jessica Andrews Walsh, Connecticut State Department of Education (SDE), via e-mail, on August 20, 2010. FY 09, FY 10, FY 11, and FY 12 amounts provided by Mr. Palermino, via e-mail, on September 8, 2009; July 30, 2010; September 20, 2011; and September 11, 2012. Note that for all years the allocations for Connecticut Charters-A-Course were a portion of the line item titled “School Readiness” in the DSS agency budget. In FY 08 an additional amount came from the line item “Preschool Quality Rating System” from the SDE agency budget, which expenditure was controlled by the Early Childhood Education Cabinet (see e-mail from Ms. Andrews Walsh, SDE, August 20, 2010). The amount from the Preschool Quality Rating System line item (\$159,000) went specifically to support one component of Connecticut Charters-A-Course: the Accreditation Facilitation Project. Even more specifically: \$45,000 was used for consultants to support programs in achieving accreditation; \$100,000 for financial assistance to program administrators for coursework that would help them meet the NAEYC accreditation standards, and \$14,500 for administrative costs. See e-mail from Ms. Andrews Walsh, SDE, August 20, 2010. Charters-A-Course funds cover scholarships for child care professionals, the Accreditation Facilitation Project, and program improvements like the CT Director’s Credential, Training Approval Board, the Quality Improvement System, career counseling, and training in child development. See e-mail from Mr. Palermino, DSS, September 20, 2011. Note that the amounts listed here for FY 08 through FY 12 have been adjusted to exclude those funds spent on the Workforce Registry, which is administered by Connecticut Charters A Course, but which we count not as quality improvement but as infrastructure building, delineated in Table 3. Adjustments made on the basis of numbers provided by Darlene Ragozzine, Connecticut Charters A Course, and Peter Palermino, via e-mails from Mr. Palermino on October 7, 2011 and October 11, 2011.
- 9 Amounts for FY 08 through FY 12 obtained from the Connecticut State Department of Education (SDE) Bureau of Grants Management (go to web site <http://www.sde.ct.gov/sde/cwp/view.asp?a=2680&Q=320640>; click on Grant Calculations, Reports, & Analyses; under section E (“Grant Calculations and Payments”) select “Current and Previous Year Grant Payments;” under Section A select year, under Section B (“Report Type”) select “Summary,” and under Section D (“Grant Type”) select Head Start Link (Code 11000-16202-82079)). Note that the name of this allocation is somewhat misleading: a portion of this appropriation is earmarked for ABCD’s Total Learning Project, a Bridgeport-based program that seeks to provide comprehensive serves to children in grades K-3 those have received some form of state-subsidized early care and education, while the remaining amount has gone to varying Head Start program enhancements. See SDE Bureau of Grants Management reports, as well as e-mail from Grace-Ann Whitney, Director, Connecticut Head Start State Collaboration Office, October 4, 2008.
- 10 Amounts for FY 02 and 03 from state budget books. Amounts for FY 04 through FY 12 from Connecticut State Department of Education (SDE) Bureau of Grants Management (go to web site <http://www.sde.ct.gov/sde/cwp/view.asp?a=2680&Q=320640>; click on Grant Calculations, Reports, & Analyses; under section E (“Grant Calculations and Payments”) select “Current and Previous Year Grant Payments;” under Section A select year, under Section B (“Report Type”) select “Summary,” and under Section D (“Grant Type”) select Head Start Enhancement (Code 11000-16106-82079)).
- 11 Amount for FY 08 provided by Elaine Pelletier, Office of the State Comptroller, via e-mail, on October 9, 2008. The figure is listed in two places: under the main heading “Preschool Quality Rating System” with sub-heading “Administration” and payee listed as the Board for State Academic Awards (which governs Charter Oak State College, which administers the Early Childhood Education Rating System (ECERS)) and under the main heading Early Childhood Advisory Council with sub-heading “Administration” and payee listed as the Board for State Academic Awards. The same figure appears in the Early Childhood Education Cabinet Budget FY 08 Update, dated June 23, 2008 (no longer available

- online) under the heading "ECERS Assessment, Training, & Quality Improvement Awards," and as a portion of the amount listed under the heading "Quality Efforts Related to NAEYC and ECERS." (See e-mail from Jessica Andrews Walsh, Connecticut State Department of Education (SDE), August 20, 2010. Amount for FY 09 provided by Elaine Pelletier, Office of the State Comptroller, via e-mail, on September 2, 2009, where it is listed under the main heading "Preschool Quality Rating System" with sub-heading "Administration" and payee listed as the Board for State Academic Awards. The same figure appears in the FY 09 FINAL Cabinet Budget Analysis, dated September 17, 2009, and provided via e-mail by Jessica Andrews, Office of the Early Childhood Education Cabinet, Connecticut State Department of Education, on September 24, 2009. We accordingly believe this amount represents that portion of the SDE budget line item titled "Preschool Quality Rating System" (and, in FY 08, a portion of the line item "Early Childhood Advisory Council") that went to the administration of ECERS in various preschool programs (to determine their current level of quality) and required follow-up (to improve quality, as necessary). In FY 10, FY 11, and FY 12 approximately \$15,000, \$14,000, and \$7,000 respectively were spent on a modified ECERS project and were taken from the administrative portion of the Early Childhood Program line item in the SDE agency budget (that is, School Readiness money for Competitive School Districts). See e-mails from Gerri Rowell, SDE, August 19, 2010; November 8, 2011; and July 23, 2012.
- 12 Numbers for FY 02 and 03 provided by Annette McCall, Bureau of Grants Management, Connecticut State Department of Education (SDE), via e-mail, on October 3, 2008. Numbers for FY 04 through FY 12 obtained via the SDE Bureau of Grants Management (go to web site <http://www.sde.ct.gov/sde/cwp/view.asp?a=2680&Q=320640>; click on Grant Calculations, Reports, & Analyses; under section E ("Grant Calculations and Payments") select "Current and Previous Year Grant Payments;" under Section A select year, under Section B ("Report Type") select "Summary," and under Section D ("Grant Type") select Quality Enhancement Grant (Code 12060-90242-82079; for FY 12 Code 11000-17097-82079)).
- 13 FY 06 and FY 07 number from CT 2007-2009 State Budget, [http://www.cga.ct.gov/ofa/Documents/year/BB/2008BB-20071200\\_FY%202008%20-%20FY%202009%20Connecticut%20Budget.pdf](http://www.cga.ct.gov/ofa/Documents/year/BB/2008BB-20071200_FY%202008%20-%20FY%202009%20Connecticut%20Budget.pdf) (p.347). FY 08 number available from Early Childhood Education Cabinet Budget FY 08 Update at p.18 (June 23, 2008) (no longer available on-line), under the heading "Management: Cabinet and Council Staffing and Support." FY 09 number available from Early Childhood Education Cabinet FY 09 Funds Final Reconciliation, dated September 17, 2009 (provided via e-mail by Jessica Andrews, Office of the Early Childhood Education Cabinet, Connecticut State Department of Education (SDE), on September 24, 2009) under the heading "Management: Cabinet and Council Staffing & Support." These funds came from the line item "Early Childhood Advisory Council" in the SDE agency budget. See information provided by Elaine Pelletier, Office of the State Comptroller, via e-mail, on October 9, 2008, and September 2, 2009. FY 11 and FY 12 numbers provided by Andrea Brinnell, SDE, via e-mail, September 19, 2011, and July 26, 2012. According to Ms. Brinnell, in FY 11 approximately \$17,000 of this amount went to the project director's salary and benefits (note that the director was hired in April), with the remainder going to administrative support and professional development; while in FY 12 \$98,158 went to the project director's salary and benefits, with the remainder going to the website, indirect costs, and clerical support. Note that in FY 11 and FY 12 Ms. Brinnell's responsibilities at SDE included providing staffing for the Cabinet, but the amount stated here does not include any portion of her salary (and thus is somewhat understated). See e-mail from Ms. Brinnell, September 19, 2011.
- 14 These funds represent monies paid to towns as a match for funds provided by the William Caspar Graustein Memorial Fund for communities to create their own early childhood and education system blueprints. Amounts for FY 08 and 09 provided by Elaine Pelletier, Office of the State Comptroller, via e-mail, on October 9, 2008 and September 2, 2009. The figure is listed under SID 12454: Preschool Quality Rating System and program description "Basic School Program General." FY 08 figure (rounded to \$425,000) also available from the Early Childhood Education Cabinet Budget FY 08 Update at p.18 (June 23, 2008) (no longer available online), under the heading "26 community planning grants;" FY 09 figure (exact) available from FY 09 FINAL Cabinet Budget Analysis, dated September 17, 2009 (provided via e-mail by Jessica Andrews, Office of the Early Childhood Education Cabinet, Connecticut State Department of Education (SDE), on September 24, 2009), where it is listed as "Community Co-Investment Partnership Match." Although part of the "Preschool Quality Rating System" (in the SDE budget), these expenditures were controlled by the Early Childhood Education Cabinet in FY 08 and FY 09. In FY 10, \$450,000 for this purpose was appropriated by the state legislature, listed as its own line item ("Community Plans for Early Childhood") in the SDE agency budget, but, at the Governor's direction, none of these funds were expended. See [http://www.cga.ct.gov/ofa/Documents/year/BB/2012BB-20110714\\_FY%2012%20and%20FY%2013-Connecticut%20Budget-Part%20I.pdf](http://www.cga.ct.gov/ofa/Documents/year/BB/2012BB-20110714_FY%2012%20and%20FY%2013-Connecticut%20Budget-Part%20I.pdf) at 344. FY 11 and FY 12 figures obtained via the SDE Bureau of Grants Management (go to web site <http://www.sde.ct.gov/sde/cwp/view.asp?a=2680&Q=320640>; click on Grant Calculations, Reports, & Analyses; under section E ("Grant Calculations and Payments") select "Current and Previous Year Grant Payments;" under Section A select year, under Section B ("Report Type") select "Summary," and under Section D ("Grant Type") select Community Plans for Early Childhood (Code 11000-12495-83004).
- 15 FY 08 and FY 09 numbers from the Early Childhood Education Cabinet Budget FY 08 Update at p.18 (June 23, 2008) (no longer available on-line), under the heading "QRIS Plan Development," and the Early Childhood Education Cabinet FY 09 Funds Final Reconciliation (September 23, 2009), provided by Jessica Andrews, Connecticut State Department of Education (SDE), via e-mail, on September 24, 2009, under the heading "QRIS Plan Completion/Cost Modeling." These funds were paid to the Connecticut Economic Resource Center (CERC) to manage a QRIS plan development but the contract with CERC was ultimately terminated and the plan left incomplete. See Early Childhood Education Cabinet FY 09 Funds Final Reconciliation. These funds were paid out of the line item "Early Childhood Advisory Council" in the SDE agency budget. See information provided by Elaine Pelletier, Office of the State Comptroller, via e-mail, on October 9, 2008, and September 2, 2009.

- 16 Amounts for FY 08 and 09 provided by Elaine Pelletier, Office of the State Comptroller, via e-mail, on October 9, 2008 and September 2, 2009. The figures are listed under SID 12454 Preschool Quality Rating System and program description "Administration," with vendor name listed as "CHEFA." FY 08 and FY 09 numbers also available from the Early Childhood Education Cabinet Budget FY 08 Update at p.18 (June 23, 2008) (no longer available on-line), under the heading "PreK Facilities and Plan," and the Early Childhood Education Cabinet FY 09 Funds Final Reconciliation (September 23, 2009), provided by Jessica Andrews, Connecticut State Department of Education (SDE), via e-mail, on September 24, 2009, under the heading "PreK Facilities TA and Plan." Although part of the "Preschool Quality Rating System" (in the SDE budget), these expenditures were controlled by the Early Childhood Education Cabinet in FY 08 and FY 09. These funds were paid to the Connecticut Health and Education Facilities Authority (CHEFA).
- 17 Numbers provided by Darlene Ragozzine, Connecticut Charts A Course, and Peter Palermino, Department of Social Services, via e-mail from Mr. Palermino on October 7, 2011. Funding comes from the DSS budget line item formerly titled School Readiness (now called "Child Care Quality Enhancements"), as well as from the General Fund for the Board of Trustees for Community Colleges. In FY 08 and 09, additional funds were provided by the Early Childhood and Education Cabinet, and came from the line item "Preschool Quality Rating System" in the State Department of Education agency budget. See information provided by Elaine Pelletier, Office of the State Comptroller, via e-mail, on October 9, 2008, and September 2, 2009. Data for FY 12 was requested repeatedly but never made available to us. Thus, we assumed funding was held constant from FY 11.
- 18 FY 08 and FY 09 numbers obtained from the Early Childhood Education Cabinet Budget FY 08 Update at p.18 (June 23, 2008) (no longer available on-line), under the heading "Data Interoperability" and the Early Childhood Education Cabinet FY 09 Funds Final Reconciliation (September 23, 2009), provided by Jessica Andrews, Connecticut State Department of Education (SDE), via e-mail, on September 24, 2009, under the heading "Data Development and Interoperability." FY 12 numbers provided by Andrea Brinnel, SDE, via e-mail, on July 26, 2012. These funds were spent on the following: In FY 08, \$156,316 to the Public Consulting Group for a study of data interoperability between agencies; in FY 09, (1) \$17,700 to Connecticut Voices for Children for HUSKY data analysis; (2) \$18,141 to the Public Consulting Group for program identifier analysis; and (3) \$25,000 to the Connecticut Economic Resource Center (CERC) for the Open Indicators Project; in FY 12, \$14,341 for the Data Round Table hosted by the Cabinet. See Early Childhood Education Cabinet Budget FY 08 Update and Early Childhood Education Cabinet FY 09 Funds Final Reconciliation. Note that in FY 08 these funds were paid from the line item "Preschool Quality Rating Initiative" in the SDE agency budget, over which the Early Childhood Education Cabinet exerted control, while in FY 09 each of the three mentioned expenditures came from the line item "Early Childhood Advisory Council" in the SDE agency budget. See information provided by Elaine Pelletier, Office of the State Comptroller, via e-mail, on October 9, 2008, and September 2, 2009.
- 19 Amounts for FY 08 and 09 provided by Elaine Pelletier, Office of the State Comptroller, via e-mail, on October 9, 2008 and September 2, 2009. The figures are listed under SID 12454 Preschool Quality Rating System and program description "Administration," with vendor name listed as "The Charter Oak Group LLC." FY 08 and FY 09 numbers also available from the Early Childhood Education Cabinet Budget FY 08 Update at p.18 (June 23, 2008) (no longer available on-line) under the heading "RBA/Accountability Plan TA" and the Early Childhood Education Cabinet FY 09 Funds Final Reconciliation (September 23, 2009) and provided by Jessica Andrews, Connecticut State Department of Education (SDE), via e-mail, on September 24, 2009, under the heading "RBA/Accountability Plan TA." These funds were paid to the Charter Oak Group for development of a results-based accountability plan for early childhood programs and technical assistance in implementing this plan.
- 20 211 Child Care is a free child care referral telephone service. Though we did not include it in our previous reports, several of our readers alerted us to its omission and argued convincingly that the data collection and coordination done by 211 Child Care, along with the connections it makes between parents and providers, does enhance a general infrastructure that would support a unified ECE system. Numbers for SFY 02 through SFY 11 are approximate and were provided by Peter Palermino, Department of Social Services, via e-mail, on September 20, 2011; SFY 12 number provided by Mr. Palermino, via e-mail, on September 11, 2012.
- 21 This category includes miscellaneous amounts of money spent by the Early Childhood Education Cabinet in FY 08, FY 09, and FY 12 that do not fit in the other categories listed in Table 3. All amounts paid in FY 08 and 09 can be found in the information provided by Elaine Pelletier, Office of the State Comptroller, via e-mail, on October 9, 2008, and September 2, 2009, or in the Early Childhood Education Cabinet Budget FY 08 Update at p.18 (June 23, 2008) (no longer available on-line) and the Early Childhood Education Cabinet FY 09 Funds Final Reconciliation (September 23, 2009). provided by Jessica Andrews, Office of the Early Childhood Education Cabinet, Connecticut State Department of Education (SDE), via e-mail, on September 24, 2009. Amounts paid in FY 12 provided by Andrea Brinnel, SDE, via e-mail, on July 26, 2012. The \$305,000 spent in FY 08 includes: (1) \$25,000 for a "B-3 Plan" as part of the Birth to 3 Summit, which is listed in the Comptroller Report, under SID 12331, main heading "Early Childhood Advisory Council," subheading "Administration," payee "Work Force Competitiveness;" (2) \$50,000 for "Child Poverty Council Cost Modeling" as part of a Child Poverty Cost Study, which is listed in the Comptroller Report, under SID 12331, main heading "Early Childhood Advisory Council," subheading "Administration," payee "Office of Policy & Management;" (3) \$100,000 for "Family/Community Investment" from "Leadership in Action Bridgeport Funds," which is located in the Comptroller Report under SID 12331, main heading "Early Childhood .Advisory Council," subheading "Basic School Program General," payee "United Way of Eastern Fairfield County;" (4) \$20,000 for "Accountability" as part of the "Research Network and Studies, which is located in the Comptroller Report under SID 12454, main heading "Preschool Quality Rating System," subheading "Administration," payee "Department of Higher Education;" and (5) \$110,000 for "Strategic Communications" for "Strategic Communications (CERC)" which is located in the Comptroller Report under SID 12454, main heading "Preschool Quality Rating System," subheading

- “Administration,” payee “Connecticut Economic Resource Center (CERC). Note that the money paid to CERC in item four is only part of the amount paid to CERC. The \$137,500 spent in FY 09 includes: (1) \$25,000 for a “Health Continuum Cost Study,” which is located in the Comptroller Report under SID 12331 main heading “Early Childhood Advisory Council,” subheading “Administration payee “Connecticut Economic Resource Center (CERC)” (note this is only part of amount paid to CERC); (2) \$12,500 for “Accountability” as part of “Research Network and Studies,” which are located in the Comptroller Report under SID 12331, main heading “Early Childhood Advisory Council,” subheading “Administration,” payee “Connecticut Economic Resource Center (CERC)” (note. this is only part of the amount paid to CERC); and (3) \$100,000 for “Communications” as part of “Strategic Communications per Plan,” located in the Comptroller Report under SID 12331, main heading “Early Childhood Advisory Council,” subheading “Administration,” payee “Connecticut Economic Resource Center (CERC)” (once again, note that this is only part of amount paid to CERC). The \$78,094 spent in FY 12 includes: (1) \$58,318 on an analysis of the gaps in the Early Learning Standards and the Standards Development Institute; (2) \$18,711 on an analysis of workforce competencies and attendance at the NAEYC Professional Development Institute; and (3) \$1,065 on attendance at the 0-3 Home Visitation Policy Institute.
- 22 Numbers from FY 2002 through FY 2009 obtained from the “Status of Child Care in Connecticut” reports, published annually by the Connecticut Department of Social Services (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772>. Number for FY 10 from “Status of Child Care in Connecticut,” available at <http://www.ct.gov/dss/lib/dss/FY0910.pdf>. Numbers for FY 11 and FY 12 calculated from Number of Children Paid by Age Category and Service Setting Monthly Reports posted on [http://www.ctcare4kids.com/ct\\_reports.html](http://www.ctcare4kids.com/ct_reports.html). Note this is a monthly average, NOT an unduplicated count of total children served over the course of the state fiscal year.
- 23 Numbers from FY 2002 through FY 2009 obtained from the “Status of Child Care in Connecticut” reports, published annually by the Connecticut Department of Social Services (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772>. Number for FY 10 from “Status of Child Care in Connecticut,” available at <http://www.ct.gov/dss/lib/dss/FY0910.pdf>. Number for FY 11 received from Peter Palermino, DSS, via e-mail, on October 16, 2011. Number for FY 12 received from Alissa Marotta, State Department of Education, on August 1, 2012. Note this is a monthly average, NOT an unduplicated count of total children served over the course of the state fiscal year, and represents children served full-time as well as children served in wrap-around care.
- 24 Numbers from FY 2002 through FY 2009 obtained from the “Status of Child Care in Connecticut” reports, published annually by the Connecticut Department of Social Services (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772>. Number for FY 10 obtained from “Status of Child Care in Connecticut,” available at <http://www.ct.gov/dss/lib/dss/FY0910.pdf>. Number for FY 11 and FY 12 provided by Grace-Ann Whitney, Director, State Head Start Collaboration Office, DSS, via e-mail, on October 26, 2011, and July 2, 2012. Note that this number represents the annual number of funded slots. See e-mails from Ms. Whitney, March 23, 2010, and August 10, 2010.
- 25 Numbers provided by Kristine Mika (evaluator retained by State Department of Education), via e-mail, on August 18, 2010; August 10, 2011; and July 30, 2012. Numbers represent monthly average.
- 26 Numbers from FY 2002 through FY 2009 obtained from the “Status of Child Care in Connecticut” reports, published annually by the Connecticut Department of Social Services (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772>. Number for FY 10 from “Status of Child Care in Connecticut,” available at <http://www.ct.gov/dss/lib/dss/FY0910.pdf>. Numbers for FY 11 and FY 12 calculated from Number of Children Paid by Age Category and Service Setting Monthly Reports posted on [http://www.ctcare4kids.com/ct\\_reports.html](http://www.ctcare4kids.com/ct_reports.html). Note this is a monthly average, NOT an unduplicated count of total children served over the course of the state fiscal year.
- 27 Numbers from FY 2002 through FY 2009 obtained from the “Status of Child Care in Connecticut” reports, published annually by the Connecticut Department of Social Services (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772>. Number for FY 10 from “Status of Child Care in Connecticut,” available at <http://www.ct.gov/dss/lib/dss/FY0910.pdf>. Number for FY 11 received from Peter Palermino, DSS, via e-mail, on October 16, 2011. Number for FY 12 received from Alissa Marotta, State Department of Education, on August 1, 2012. Note this is a monthly average, NOT an unduplicated count of total children served over the course of the state fiscal year, and represents children served full-time as well as children served in wrap-around care.
- 28 Numbers for FY 2004 through FY 2009 provided by Amparo Garcia, Connecticut Department of Social Services (DSS), via e-mail, on July 28, 2008, on October 27, 2008, and May 21, 2010. Number for FY 10 provided by Deborah Adams, State Department of Education (SDE), via email on July 26, 2010. Numbers for FY 11 and FY 12 provided by Alissa Marotta, SDE, via e-mail, on August 15, 2011, and July 25, 2012. Numbers represent utilization in June of the fiscal year. See e-mail from Amparo Garcia, DSS, February 23, 2010.
- 29 Numbers for FY 2004 through FY 2009 provided by Amparo Garcia, Connecticut Department of Social Services (DSS), via e-mail, on July 28, 2008, October 27, 2008, and May 21, 2010. Number for FY 10 provided by Gerri Rowell, State Department of Education (SDE), via email on July 26, 2010. Numbers for FY 11 and FY 12 provided by Alissa Marotta, SDE, via e-mail, on August 15, 2011, and July 25, 2012. Numbers represent utilization in June of the fiscal year. See e-mail from Amparo Garcia, DSS, February 23, 2010. Special note for FY 09: An accurate number for 2009 is not available as, due to a changeover in the reporting system in FY 09, SDE is lacking utilization numbers from the following nine Competitive School Readiness towns 1. Andover 2. Ashford 3. Eastford 4. Greenwich 5. Lebanon 6. Ledyard 7. Milford 8. Sprague 9. Woodstock. Accordingly, the FY 09 number is lower than it should be. See e-mail from Gerri Rowell, SDE, May 26, 2010.
- 30 Numbers for FY 2002 through FY 2009 obtained from the “Status of Child Care in Connecticut” reports, published annually by the Connecticut Department of Social Services (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772>. Number for FY 10 from “Status of Child Care in Connecticut,” available at <http://www.ct.gov/>

- dss/lib/dss/FY0910.pdf. Number for FY 11 provided by Grace-Ann Whitney, Director, State Head Start Collaboration Office, DSS, via e-mail, on October 26, 2011. Note that these numbers include children who are served solely by federal Head Start funds, as well as those children who are served in extended day slots by a combination of state and federal Head Start funds. See e-mail from Amparo Garcia, DSS, October 7, 2008. Note that this number represents the annual number of funded slots, rather than the monthly average of children served (which is not available). See e-mails from Grace-Ann Whitney, DSS, March 23, 2010; July 26, 2010; and August 10, 2010.
- 31 Numbers for FY 2002 through FY 2009 obtained from the "Status of Child Care in Connecticut" reports, published annually by the Connecticut Department of Social Services (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772>. Number for FY 10 from "Status of Child Care in Connecticut," available at <http://www.ct.gov/dss/lib/dss/FY0910.pdf>. Numbers for FY 11 and FY 12 provided by Grace-Ann Whitney, Director, State Head Start Collaboration Office, DSS, via e-mail, on October 26, 2011, and July 2, 2012. Note that this number represents the annual number of funded slots, rather than the monthly average of children served (which is not available). See e-mails from Grace-Ann Whitney, DSS, March 23, 201; July 26, 2010; and August 10, 2010.
  - 32 Numbers provided by Kristine Mika (evaluator retained by State Department of Education), via e-mail, on August 18, 2010; August 10, 2011; and July 30, 2012. Numbers represent monthly average.
  - 33 Numbers from FY 2002 through FY 2009 obtained from the "Status of Child Care in Connecticut" reports, published annually by the Connecticut Department of Social Services (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772>. Number for FY 10 from "Status of Child Care in Connecticut," available at <http://www.ct.gov/dss/lib/dss/FY0910.pdf>. Number for FY 11 calculated from Number of Children Paid by Age Category and Service Setting Monthly Reports posted on [http://www.ctcare4kids.com/ct\\_reports.html](http://www.ctcare4kids.com/ct_reports.html). Note this is a monthly average, NOT an unduplicated count of total children served over the course of the state fiscal year.
  - 34 Numbers from FY 2002 through FY 2009 obtained from the "Status of Child Care in Connecticut" reports, published annually by the Connecticut Department of Social Services (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772>. Number for FY 10 from "Status of Child Care in Connecticut," available at <http://www.ct.gov/dss/lib/dss/FY0910.pdf>. Number for FY 11 received from Peter Palermino, DSS, via e-mail, on October 16, 2011. Number for FY 12 received from Alissa Marotta, State Department of Education, on August 1, 2012. Note this is a monthly average, NOT an unduplicated count of total children served over the course of the state fiscal year, and represents children served full-time as well as children served in wrap-around care.
  - 35 Numbers provided by Kristine Mika (evaluator retained by State Department of Education), via e-mail, on August 18, 2010; August 10, 2011; and July 30, 2012. Numbers represent monthly average.
  - 36 Numbers are sums of all licensed and exempt programs listed below.
  - 37 Connecticut General Statutes Section 19a-77(b) (full text of which is available at [http://nrckids.org/STATES/CT/ct\\_family.pdf](http://nrckids.org/STATES/CT/ct_family.pdf)) exempts certain programs from licensure. Numbers for SFY 2010, SFY 2011, and SFY 2012 from report commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012. (See also email from Tracy Zolnik, April 27, 2010.) Numbers for SFY 10, SFY 11, and SFY 12 are as of January 2010, January 2011, and January 2012 respectively.
  - 38 Numbers from SFY 2002 through SFY 2009 obtained from the "Status of Child Care in Connecticut" reports, published annually by the Connecticut Department of Social Services (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772> under "Publication Archives." Numbers for SFY 2010, SFY 2011, and SFY 2012 from report commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012. (See also email from Tracy Zolnik, April 27, 2010.) Numbers for SFY 10, SFY 11, and SFY 12 are as of January 2010, January 2011, and January 2012 respectively.
  - 39 Numbers from SFY 2002 through SFY 2009 obtained from the "Status of Child Care in Connecticut" reports, published annually by the Connecticut Department of Social Services (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772> under "Publication Archives." Numbers for SFY 2010 and SFY 11 from report commissioned from 211 Child Care, delivered via e-mail on April 23, 2010 and March 22, 2011. (See also email from Tracy Zolnik, April 27, 2010.) Numbers for SFY 10 and SFY 11 are as of January 2010 and January 2011 respectively.
  - 40 SFY 03 number obtained from "Keeping Children on the Path to School Success: How is Connecticut Doing? A Report on the State of the Young Child." Frances Duran and Susan Wilson, Early Childhood DataCONNECTIONS (September 2004) at 55. SFY 08, SFY 10, and SFY 11 numbers are sum of all accredited programs listed below, though note that SFY 10 and SFY 11 numbers includes programs accredited by NAA and NEASC and SFY 08 number does not. Note also that accredited programs may be licensed or exempt.
  - 41 NAEYC stands for the National Association for the Education of Young Children. Numbers from SFY 2002 through SFY 2006 obtained from the "Status of Child Care in Connecticut" reports, published annually by the Connecticut Department of Social Services and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772>, under "Publication Archives." Number for SFY 2008 obtained via NAEYC-Accredited Program Search, National Association for the Education of Young Children, available at <http://naeyc.org/academy/search>. Numbers for SFY 10, SFY 11, and SFY 12 obtained from report commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010 and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012. Note that numbers include centers with accreditation by NAEYC and AMS (of which there were two in SFY 2008, one in SFY 2010, one in SFY 2011, and one in SFY 2012), NAEYC and NAA (of which there was one in SFY 2010, none in SFY 2011, and none in



- SFY 2012), NAEYC and NEASC (of which there were two in SFY 2010, two in SFY 2011, and three in SFY 2012); as well as centers that are NAEYC-accredited and also meet federal Head Start standards (of which there were 43 in SFY 2008, 42 in SFY 2010, 42 in SFY 2011, and 45 in SFY 2012), and centers that are NAEYC-accredited and meet federal Early Head Start standards (of which there were three in SFY 2008, eight in SFY 2010, 11 in SFY 2011, and seven in SFY 2012).
- 42 AMI stands for Association Montessori Internationale. Number for SFY 2008 obtained via Connecticut search on <http://amiusa.org/ami-schools/montessori-school-locator>. Numbers for SFY 2010, SFY 2011, and SFY 2012 obtained via report commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012. Note that these numbers include centers accredited by AMI that are also accredited by AMS (there was one such center in SFY 2010, one in SFY 2011, and one in SFY 2012).
- 43 AMS stands for American Montessori Society. Number for SFY 2008 obtained via Connecticut search on <http://www.amshq.org/School%20Resources/Find%20a%20School.aspx>. Numbers for SFY 2010, SFY 2011, and SFY 2012 obtained via report commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail on February 24, 2012. Note that these numbers do not include centers accredited by AMS that are also accredited by NAEYC (there were two such centers in SFY 2008, one in SFY 2010, one in SFY 2011, and one in SFY 2012), nor does it include centers accredited by AMS that are also accredited by AMI (there was one such center in SFY 2010, one in SFY 2011, and one in SFY 2012).
- 44 Numbers for SFY 08 , SFY 10, SFY 11, and SFY 12 obtained via Head Start Locator, Administration for Children and Families, U.S. Department for Health and Human Services, available at <http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices>. Note that this number does not include centers that meet Head Start standards and are also NAEYC-accredited (of which there were 43 as of October, 2008; 42 as of April 2010; 42 as of April 2011; and 45 as of April 2012 – numbers obtained by cross-referencing list provided by Head Start locator with list obtained via NAEYC-Accredited Program Search, available at <http://naeyc.org/academy/search>).
- 45 Numbers for SFY 08 , SFY 10, SFY 11, and SFY 12 obtained via Head Start Locator, Administration for Children and Families, U.S. Department for Health and Human Services, available at <http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices>. Note that these numbers do not include centers that meet Early Head Start standards and are also NAEYC-accredited (of which there were 3 as of October, 2008; 8 as of April, 2010; 11 as of April, 2011; and 7 as of April 2012 – numbers obtained by cross-referencing list provided by Head Start locator with list obtained via NAEYC-Accredited Program Search, National Association for the Education of Young Children, available at <http://naeyc.org/academy/search>).
- 46 NAFCC stands for National Association for Family Child Care. Numbers for SFY 2006 and 2007 obtained from the “Status of Child Care in Connecticut” reports, published annually by the Connecticut Department of Social Services (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=438772> under “Publication Archives.” Number for SFY 2008 obtained via Accreditation Search, National Association for Family Child Care, available at <http://nafcc.fmdatabase.com/fmi/iwp/cgi?-db=accreditationsearch&loadframes>. Numbers for SFY 2010, SFY 2011, and SFY 2012 obtained via report commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail on February 24, 2012.
- 47 NAA stands for National Afterschool Association. Numbers for SFY 2010, SFY 2011, and SFY 2012 obtained via report commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012. Note that this number does not include centers accredited by NAA that are also accredited by NAEYC (there was one such center in SFY 2010, none in SFY 2011, and none in SFY 2012).
- 48 NEASC stands for the New England Association of Schools and Colleges. Numbers for SFY 2010, SFY 2011, and SFY 2012 obtained via report commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012. Note that this number does not include centers accredited by NEASC that are also accredited by NAEYC (there were two such centers in SFY 2010, two in SFY 2011, and three in SFY 2012).
- 49 Because State Fiscal Year XX [FY XX] runs from July 1, XY to June 30, XX, any data taken within that 12-month period is considered FY XX data, even if actually taken in fall of XY.
- 50 Number for SFY 2003 from “Keeping Children on the Path to School Success: How is Connecticut Doing? A Report on the State of the Young Child.” Frances Duran and Susan Wilson, Early Childhood DataCONNECTIONS (September 2004) at 55. Numbers for SFY 2005 through SFY 2009 obtained from 211 Child Care, United Way, at <http://www.211childcare.org/professionals/Capacity.asp> and calculated by adding “enrollment” and “vacancies.” (Note that the term “capacity” as used on the 211 Child Care web site refers to licensed capacity, rather than number of children the program is actually willing to serve; we use the sum of “enrollment” and “vacancies” as that represents the actual number of slots offered by programs.) Number for SFY 2010 and SFY 2011 obtained via report commissioned by CT Voices for Children and executed by 211 Child Care, provided by Track Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011, and Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012.
- 51 Connecticut General Statutes Section 19a-77(b) (full text of which is available at [http://nrckids.org/STATES/CT/ct\\_family.pdf](http://nrckids.org/STATES/CT/ct_family.pdf)) exempts certain programs from licensure. Number for SFY 10 and SFY 11 obtained via report commissioned by CT Voices for Children and executed by 211 Child Care, provided by Track Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011.
- 52 Number for SFY 2010, SFY 2011, and SFY 2012 obtained via report commissioned by CT Voices for Children and executed

- by 211 Child Care, provided by Track Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012.
- 53 Number for SFY 2003 from "Keeping Children on the Path to School Success: How is Connecticut Doing? A Report on the State of the Young Child." Frances Duran and Susan Wilson, Early Childhood DataCONNECTIONS (September 2004) at 55. Numbers for SFY 2008, SFY 2010, SFY 2011, and SFY 2012 obtained via reports commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on September 30, 2008; April 23, 2010; and March 22, 2011; and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012, and combined with our estimated number of children served by Early Head Start programs which have no additional accreditation (see endnote 58) as 211 Child Care does not have the ability to collect data on programs accredited by only Head Start. See emails from Tracy Zolnik, 211 Child Care, October 31, 2008 and April 13, 2010.
- 54 NAEYC stands for the National Association for the Education of Young Children. Note that this number includes slots that are accredited by NAEYC alone, as well as slots that are accredited by NAEYC and AMS (the American Montessori Society) (of which there were 20 in SFY 2008, 19 in SFY 2010, 16 in SFY 2011, and 16 in SFY 2012), NAEYC and NAA (National Afterschool Association) (of which there were 49 in SFY 2008, 16 in SFY 2010, 0 in SFY 2011, and 0 in SFY 2012), and NAEYC and NEASC (the New England Association of Schools and Colleges) (for which information is not available for SFY 2008 but of which there were 128 in SFY 2010, 46 in SFY 2011, and 64 in SFY 2012). We also assume that, for SFY 2008, 132 Early Head Start slots which are also accredited by NAEYC are included in this number; for SFY 2010, 465 Early Head Start slots which are also accredited by NAEYC are included in this number; for SFY 2011, 328 Early Starts slots which are also accredited by NAEYC are included in this number; and for SFY 2012, 282 Early Head Start slots which are also accredited by NAEYC are included in this number (see endnote 58 for explanation and estimation).
- 55 NAFCC stands for the National Association of Family Child Care. Numbers for SFY 2008, SFY 2010, SFY 2011, and SFY 2012 obtained via reports commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on September 30, 2008; April 23, 2010; and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012.
- 56 AMI stands for the Association Montessori Internationale. Numbers for SFY 2008, SFY 2010, SFY 2011, and SFY 2012 obtained via reports commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on September 30, 2008; April 23, 2010; and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012.
- 57 NEASC stands for the New England Association of Schools and Colleges. Numbers for SFY 2008, SFY 2010, SFY 2011, and SFY 2012 obtained via reports commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on September 30, 2008; April 23, 2010; and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012. Note that the SFY 2010 number does not include the 128 slots which were also accredited by NAEYC, the SFY 2011 number does not include the 46 slots also accredited by NAEYC, and the SFY 2012 number does not include the 64 slots also accredited by NAEYC.
- 58 The number of slots which meet Early Head Start standards and have no other accreditation was not available from the report CT Voices for Children commissioned from 211 Child Care because 211 Child Care does not have the capacity to account for overlap and thus ensure no duplication of data. See emails from Tracy Zolnik, 211 Child Care, October 31, 2008 and April 13, 2010. This number was similarly unavailable from the CT Head Start State Collaboration Office. See e-mail from Grace Ann Whitney, Director, CT Head Start State Collaboration Office, October 30, 2008. Accordingly, we estimated the numbers for SFY 08, SFY 10, SFY 11, and SFY 12 using the following calculations. In SFY 08, 439 infants and toddlers were served by Early Head Start funds (see Appendix A, Table 5) in 10 programs, 3 of which were NAEYC-accredited and 7 of which were not (see Appendix A, Table 8). Assuming an equal distribution of children across programs, 7/10 of the total number of infants/toddlers (439) were served in programs that met Early Head Start standards and had no additional accreditation.  $(7/10 * 439 = 307)$  Conversely, we estimate that the remainder (132) were served in programs that met Head Start standards and were NAEYC accredited. In SFY 10, 930 infants and toddlers were served by Early Head Start funds (see Appendix A, Table 5) in 16 Early Head Start programs, 8 of which were NAEYC-accredited and 8 of which were not (see Appendix A, Table 8). Assuming an equal distribution of children across programs, 8/16 of the total number of infants/toddlers (930) were served in programs that met Early Head Start standards and had no additional accreditation.  $(8/16 * 930 = 465)$  Conversely, we estimate that the remainder (465) were served in programs that met Early Head Start standards and were NAEYC accredited. In SFY 11, 716 infants and toddlers served by were served by Early Head Start funds (see Appendix A, Table 5) in 24 Early Head Start programs, 11 of which were NAEYC-accredited and 13 of which were not (see Appendix A, Table 8). Assuming an equal distribution of children across programs, 13/24 of the total number of infants/toddlers (716) were served in programs that met Early Head Start standards and had no additional accreditation.  $(13/24 * 716 = 388)$  Conversely, we estimate that the remainder (328) were served in programs that met Early Head Start standards and were NAEYC accredited. In SFY 12, 726 infants and toddlers served by were served by Early Head Start funds (see Appendix A, Table 5) in 18 Early Head Start programs, 7 of which were NAEYC-accredited and 11 of which were not (see Appendix A, Table 8). Assuming an equal distribution of children across programs, 11/18 of the total number of infants/toddlers (726) were served in programs that met Early Head Start standards and had no additional accreditation.  $(11/18 * 726 = 444)$  Conversely, we estimate that the remainder (282) were served in programs that met Early Head Start standards and were NAEYC accredited.
- 59 Number for SFY 2003 from "Keeping Children on the Path to School Success: How is Connecticut Doing? A Report on the State of the Young Child." Frances Duran and Susan Wilson, Early Childhood DataCONNECTIONS (September 2004) at

55. Numbers for SFY 2005 through SFY 2009 obtained from 211 Child Care, United Way, at <http://www.211childcare.org/professionals/Capacity.asp> and calculated by adding “enrollment” and “vacancies.” (Note that the term “capacity” as used on the 211 Child Care web site refers to licensed capacity, rather than number of children the program is actually willing to serve; we use the sum of “enrollment” and “vacancies” as that represents the actual number of slots offered by programs.) Number for SFY 2010, SFY 2011, and SFY 2012 obtained via report commissioned by CT Voices for Children and executed by 211 Child Care, provided by Track Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012. Included here are “nursery school” slots, defined by 211 Child Care as part day enrichment programs offered by both private and public entities traditionally for children 3-5 years of age. See e-mail from Tracy Zolnik, 211 Child Care, October 8, 2008.
- 60 Connecticut General Statutes Section 19a-77(b) (full text of which is available at [http://nrckids.org/STATES/CT/ct\\_family.pdf](http://nrckids.org/STATES/CT/ct_family.pdf)) exempts certain programs from licensure. Number for SFY 2010, SFY 2011, and SFY 2012 obtained via report commissioned by CT Voices for Children and executed by 211 Child Care, provided by Track Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012.
- 61 Number for SFY 2010, SFY 2011, and SFY 2012 obtained via report commissioned by CT Voices for Children and executed by 211 Child Care, provided by Track Zolnik, 211 Child Care, United Way, via e-mail, on April 23, 2010, and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012.
- 62 Number for SFY 03 from “Keeping Children on the Path to School Success: How is Connecticut Doing? A Report on the State of the Young Child.” Frances Duran and Susan Wilson, Early Childhood DataCONNECTIONS (September 2004) at 55. Numbers for SFY 2008, SFY 2010, and SFY 2011 (including total, as well as breakdowns by all categories excluding Head Start) obtained via report commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on September 30, 2008; April 23, 2010; and March 22, 2011.
- 63 NAEYC stands for the National Association for the Education of Young Children. Note that this number includes slots that are accredited by NAEYC alone, as well as slots that are accredited by NAEYC and AMS (of which there were 91 in SFY 2008; 62 in SFY 2010; 71 in SFY 2011, and 74 in SFY 2012), slots that are accredited by NAEYC and NAA (of which there were 106 in SFY 2008, 95 in SFY 2010, 0 in 2011, and 0 in 2012), and slots that are accredited by NAEYC and NEASC (for which data was not available in SFY 2008 but of which there were 143 in SFY 2010, 136 in SFY 2011, and 160 in SFY 2012). We also assume that, for SFY 2008, 2,265 Head Start slots which are also accredited by NAEYC are included in this number; for SFY 2010, 2,999 Head Start slots which are also accredited by NAEYC are included in this number; for SFY 2011, 2,702 Head Start slots which are also accredited by NAEYC are included in this number; and for SFY 2012, 2,970 Head Start slots which are also accredited by NAEYC are included in this number (see endnote 69 for explanation and estimation).
- 64 NAFCC stands for the National Association of Family Child Care. Numbers for SFY 2008, SFY 2010, SFY 2011, and SFY 2012 obtained via reports commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on September 30, 2008; April 23, 2010; and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012.
- 65 AMI stands for the Association Montessori Internationale. Numbers for SFY 2008, SFY 2010, SFY 2011, and SFY 2012 obtained via reports commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on September 30, 2008; April 23, 2010; and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012.
- 66 AMS stands for American Montessori Society. Numbers for SFY 2008, SFY 2010, SFY 2011, and SFY 2012 obtained via reports commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on September 30, 2008; April 23, 2010; and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012. Note that the SFY 2008 number does not include the 91 slots which were also accredited by NAEYC; the SFY 2010 number does not include the 62 slots which were also accredited by NAEYC, the SFY 2011 number does not include the 71 slots also accredited by NAEYC; and the SFY 2012 number does not include the 74 slots also accredited by NAEYC.
- 67 NEASC stands for the New England Association of Schools and Colleges. Numbers for SFY 2008, SFY 2010, SFY 2011, and SFY 2012 obtained via reports commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on September 30, 2008; April 23, 2010; and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, on February 24, 2012. Note that the SFY 2010 number does not include the 143 slots which were also accredited by NAEYC; the SFY 2011 number does not include the 136 slots also accredited by NAEYC; and the SFY 2012 number does not include the 160 slots also accredited by NAEYC.
- 68 NAA stands for the National Afterschool Association. Numbers for SFY 2008, SFY 2010, SFY 2011, and SFY 2012 obtained via reports commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnik, 211 Child Care, United Way, via e-mail, on September 30, 2008; April 23, 2010; and March 22, 2011, and by Valerie Grant, 211 Child Care, United Way, via e-mail, on February 24, 2012. Note that the SFY 2008 number does not include the 106 slots which were also accredited by NAEYC and the SFY 2010 number does not include the 95 slots also accredited by NAEYC.
- 69 The number of slots which meet Head Start standards and have no other accreditation was not available from the report CT Voices for Children commissioned from 211 Child Care because 211 Child Care does not have the capacity to account for overlap and thus ensure no duplication of data. See emails from Tracy Zolnik, 211 Child Care, October 31, 2008 and April 13, 2010. This number was similarly unavailable from the CT Head Start State Collaboration Office. See e-mail from Grace Ann Whitney, Director, CT Head Start State Collaboration Office,

- Connecticut Department of Social Services, October 30, 2008. Accordingly, we estimated the numbers for SFY 08, SFY 10, SFY 11, and SFY 12 using the following calculations. In SFY 2008, a total of 7,374 children were served by federal and state Head Start funds (see Appendix A, Table 6) in 140 programs, 43 of which were NAEYC-accredited and 97 of which were not (see Appendix A, Table 8). Assuming an equal distribution of children across programs, 97/140 of the total number of children (7,374) were served in programs that met Head Start standards but had no additional accreditation. ( $97/140 * 7,374 = 5,109$ .) Conversely, we estimate that the remainder – 2,265 children – were served in programs that met Head Start standards and were NAEYC-accredited.) For SFY 10, a total of 7,497 children were served by federal and state Head Start funds (see Appendix A, Table 6) in 105 Head Start programs, 42 of which were NAEYC-accredited and 63 of which were not (see Appendix A, Table 8). Assuming an equal distribution of children across programs, 63/105 of the total number of preschoolers (7,497) were served in programs that met Head Start standards and had no additional accreditation. ( $63/105 * 7,497 = 4,498$ ) Conversely, we estimate that the remainder (2,999) were served in programs that met Head Start standards and were NAEYC accredited. For SFY 11, a total of 6,561 children were served by federal and state Head Start funds (see Appendix A, Table 6) in 102 Head Start programs, 42 of which were NAEYC-accredited and 60 of which were not (see Appendix A, Table 8). Assuming an equal distribution of children across programs, 60/102 of the total number of preschoolers (6,561) were served in programs that met Head Start standards and had no additional accreditation. ( $60/102 * 6,561 = 3,859$ ) Conversely, we estimate that the remainder (2,702) were served in programs that met Head Start standards and were NAEYC accredited. For SFY 2012, a total of 6,600 children were served by federal and state Head Start funds (see Appendix A, Table 6) in 100 Head Start programs, 45 of which were NAEYC-accredited and 55 of which were not (see Appendix A, Table 8). Assuming an equal distribution of children across programs, 55/100 of the total number of preschoolers (6,600) were served in programs that met Head Start standards and had no additional accreditation. ( $55/100 * 6,600 = 3,630$ ) Conversely, we estimate that the remainder (2,970) were served in programs that met Head Start standards and were NAEYC accredited.
- 70 Note that the number of program administrators with a BA or more may be understated, as this includes only administrators with a BA in a field accepted by Connecticut for the purposes of meeting state quality standards (specifically: early childhood, child development, early childhood special education, child study, and human growth and development). In other words, it does not include administrators with BAs in other, non-accepted fields such as counseling, elementary education, psychology, and so on. See e-mail from Margaret Gustafson, CT Charts-A-Course, August 6, 2012.
- 71 Connecticut population data from U.S. Census Bureau Population Estimates, 2009 and 2011, available at [http://www.census.gov/popest/data/state/asrh/2011/files/SC-EST2011-alldata6-AL\\_ID.csv](http://www.census.gov/popest/data/state/asrh/2011/files/SC-EST2011-alldata6-AL_ID.csv). Head Start percentages received from Karen Addesso, Chuck Martie, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail, on August 26, 2010; October 5, 2011; and November 2, 2012. Data provided are point-in-time data from October 1, 2008; October 1, 2009; October 1, 2010; and October 1, 2011.
- 72 Connecticut population data from U.S. Census Bureau Population Estimates, 2009 and 2011, available at [http://www.census.gov/popest/data/state/asrh/2011/files/SC-EST2011-alldata6-AL\\_ID.csv](http://www.census.gov/popest/data/state/asrh/2011/files/SC-EST2011-alldata6-AL_ID.csv). School Readiness percentages received from Karen Addesso, Chuck Martie, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail, on August 26, 2010; October 5, 2011; and November 2, 2012. Data provided are point-in-time data from October 1, 2008; October 1, 2009; October 1, 2010; and October 1, 2011.
- 73 Database with information for FY 02 through FY 09 provided by Alissa Marrotta and Deb Adams, State Department of Education (SDE), in August 2010. Numbers for FY 10, FY 11, and FY 12 provided by Ms. Adams and Ms. Marrotta, SDE, via email on July 26, 2010; August 15, 2011; and July 25, 2012. For each year listed, data was collected for the reporting period closest to the month of June (e.g. reporting periods do not directly overlap with calendar months). June was chosen as the reporting month as much of the enrollment data provided to us from other sources was from June. Use of a single month's worth of data might not capture all the children in the different income groups who receive School Readiness but it avoids the error of double counting children each month (i.e. since only one month of data is used, a child would not be counted as under 50% SMI in May and counted again in June, which would make it appear that two children were under 50% SMI.) Although the number of municipalities reporting data in June is not exactly the same each year, it does not vary greatly. (Note: information for FY 02 had to be taken from the 9/2/2002-9/27/2002 reporting period since the June reporting period was unavailable and the July and August reports had extremely few municipalities reporting.) Note that in the years in which we have sufficient information to compare the number of utilized spots to the number of individuals reporting income (FY 10, FY 11, and FY 12), the numbers, which should be identical, do not match. (In FY 10 the number of utilized slots is 1,261 more than the total reporting income; in FY 11 it is 149 more; and in FY 12 it is 214 more). This suggests the accuracy of these figures overall is questionable.
- 74 Numbers for years 2001-2002 through 2005-2006 obtained from State Department of Education (SDE) report, "Pre-K Experience by District FY 01-FY 06," available at <http://www.csde.state.ct.us/public/cedar/districts/index.htm>. Number for 2006-2007 obtained from SDE Division of Assessment and Accountability, Bureau of Student Assessment report, "Kindergarten Data Bulletin, 2006-2007" (November 2007), p.9, available at [http://www.csde.state.ct.us/public/cedar/databulletins/db\\_kindergaten\\_11\\_07.pdf](http://www.csde.state.ct.us/public/cedar/databulletins/db_kindergaten_11_07.pdf). Numbers for 2007-2008 and 2008-2009 provided by Karen Addesso, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail on July 16, 2010 and November 16, 2010. Number for 2009-2010, 2010-2011, and 2011-2012 provided by Raymond Martin, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail on October 18, 2011 and September 13, 2012.
- 75 DRG numbers for 2002-2003 through 2007-2008 provided by Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education

- (SDE), in report delivered via e-mail on October 30, 2008; DRG numbers for 2008-2009 provided by Karen Adesso, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mails on July 16, 2010 and November 16, 2010. Numbers for 2009-2010, 2010-2011, and 2011-2012 provided by Raymond Martin, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail, on October 18, 2011 and September 13, 2012. Two notes: (1) Slightly different numbers appear in the SDE report, "Pre-K Experience by District FY 01-FY 05," available at <http://www.csde.state.ct.us/public/cedar/cedar/index.htm>. This discrepancy can be explained by the fact that, in 2005, the "grouping" of school districts was re-organized (and accordingly renamed: ERGs (Education Reference Groups) became DRGs (District Reference Groups)). Membership in the groups changed slightly with the reassignments. The data provided by Ms. Ellsworth uses the current DRGs; the data available on the web site relies on the old groupings. See e-mail from Sarah Ellsworth, November 18, 2008. (2) Slightly different numbers also appear in the SDE Division of Assessment and Accountability, Bureau of Student Assessment report, "Kindergarten Data Bulletin, 2006-2007" (November 2007), p.9, available at [http://www.csde.state.ct.us/public/cedar/databulletins/db\\_kindergaten\\_11\\_07.pdf](http://www.csde.state.ct.us/public/cedar/databulletins/db_kindergaten_11_07.pdf). The data in this bulletin were analyzed by an outside consultant, and the data he used has since been updated by the school districts, which explains the discrepancies. The numbers provided by Ms. Ellsworth are the most up-to-date. See e-mail from Sarah Ellsworth, November 19, 2008.
- 76 Note that this Table corrects an error in the 2011 edition of our report, which mistakenly repeated 2008-2009 data in 2009-2010, and labeled actual 2009-2010 data as 2010-2011. In fact 2010-2011 data was not available at that time. Current numbers listed are correct.
- 77 Numbers for 2001-2002 through 2006-2007 provided by Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), in report delivered via e-mail on October 30, 2008. Numbers for 2007-2008 provided by Karen Adesso, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail on November 16, 2010. Numbers for 2008-2009, 2009-2010, and 2010-2011 provided by Raymond Martin, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail on October 18, 2011 and September 13, 2012.
- 78 Numbers for 2001-2002 through 2006-2007 provided by Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), in report delivered via e-mail on October 30, 2008. Numbers for 2007-2008 provided by Karen Adesso, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail on November 16, 2010. Numbers for 2008-2009, 2009-2010, and 2010-2011 provided by Raymond Martin, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail on October 18, 2011 and September 13, 2012.
- 79 For School Years 2001-2002 through 2004-2005, the state-wide averages and town level breakdowns are available on the State Department of Education (SDE) website at <http://cmt3.cmtreports.com/AcrossYears/byYear/Default.aspx>. (Note that through School Year 2004-2005, the Connecticut Mastery Test (CMT) was given in the fall, so test scores
- listed as "2004" on the SDE web site, for example, actually represent test scores for the 2004-2005 school year.) For School Years 2005-2006 through 2011-2012, state-wide averages are available on the SDE website at <https://solutions1.emetric.net/cmtpublic/CMTCode/Report.aspx>. District Reference Group (DRG) breakdowns for School Years 2000-2001 through 2011-2012 were not available directly from SDE; we calculated these numbers using the town-by-town breakdowns available on the SDE website at <https://solutions1.emetric.net/cmtpublic/CMTCode/Report.aspx> and grouping these based on the DRG list available on the SDE website at <http://www.csde.state.ct.us/public/cedar/edfacts/drgs.htm>. Averages were weighted by the number of students taking each exam in the district. Note that DRGs replaced the previous ERGs, but we use the current DRG delineations applied to the historical data so test scores are comparable over time.
- 80 For School Years 2001-2002 through 2004-2005, the state-wide averages and town level breakdowns are available on the State Department of Education (SDE) website at <http://cmt3.cmtreports.com/AcrossYears/byYear/Default.aspx>. (Note that through School Year 2004-2005, the Connecticut Mastery Test (CMT) was given in the fall, so test scores listed as "2004" on the SDE web site, for example, actually represent test scores for the 2004-2005 school year.) For School Years 2005-2006 through 2011-2012, state-wide averages are available on the SDE website at <https://solutions1.emetric.net/cmtpublic/CMTCode/Report.aspx>. District Reference Group (DRG) breakdowns for School Years 2000-2001 through 2011-2012 were not available directly from SDE; we calculated these numbers using the town-by-town breakdowns available on the SDE website at <https://solutions1.emetric.net/cmtpublic/CMTCode/Report.aspx> and grouping these based on the DRG list available on the SDE website at <http://www.csde.state.ct.us/public/cedar/edfacts/drgs.htm>. Averages were weighted by the number of students taking each exam in the district. Note that DRGs replaced the previous ERGs, but we use the current DRG delineations applied to the historical data so test scores are comparable over time.

# Appendix B: Calculations

## Calculation 1: Unduplicated Number of Infants/Toddlers Receiving Some Form of State-Subsidized Early Care and Education

	October 2008	October 2009	October 2010	October 2011
Number of infants/toddlers receiving Care4Kids <sup>1</sup> :	7,167	5,632	7,616	7,565
+ Number of infants/toddlers served in state-funded centers <sup>2</sup> :	1,159	1,110	1,235	1,350
+ Number of infants/toddlers served by Early Head Start <sup>3</sup> :	719	930	716	726
+ Number of infants/toddlers served by Even Start <sup>4</sup> :	38	29	14	26
Subtotal (prior to correction for duplication):	9,083	7,701	9,581	9,667
- Number of infants/toddlers receiving Care4Kids and in a state-funded center <sup>5</sup> :	306	410	702	393
- Number of infants/toddlers receiving Care4Kids and in Early Head Start <sup>6</sup> :	UA	UA	UA	UA
<b>= Unduplicated number of infants/toddlers receiving some form of state-subsidized early care and education:</b>	<b>8,777</b>	<b>7,291</b>	<b>8,879</b>	<b>9,274</b>
Number of infants/toddlers in families earning under 75% of SMI <sup>7</sup>	58,572	51,766	66,898	56,650
Percent of infants/toddlers in families earning under 75% of SMI receiving state-subsidized care	14.98%	14.08%	13.27%	16.37%

### Calculation 2: Unduplicated Number of Preschoolers Receiving Some Form of State-Subsidized Early Care and Education

	October 2008	October 2009	October 2010	October 2011
Number of preschoolers in Pre-Kindergarten Information System (PKIS) <sup>8</sup>	12,520	11,762	12,373	12,915
+ Number of preschoolers in Public School Information System (PSIS) <sup>9</sup>	15,576	16,283	15,118	15,076
+ Number of preschoolers receiving Care4Kids <sup>10</sup>	7,467	6,055	7,709	7,667
Subtotal (prior to correction for duplication)	35,563	34,100	35,200	35,658
- Number of preschoolers in PKIS not receiving any state subsidy <sup>11</sup>	183	197	319	236
- Number of preschoolers in both PKIS and PSIS <sup>12</sup>	570	488	412	210
- Number of preschoolers receiving Care4Kids and School Readiness <sup>13</sup>	1,244	1,286	1,477	1,444
- Number of preschoolers receiving Care4Kids and in a state-funded center <sup>14</sup>	749	1,110	1,426	573
- Number of preschoolers receiving Care4Kids and in Head Start <sup>15</sup>	174	185	167	119
- Number of preschoolers listed in PKIS receiving Care4Kids and no other subsidy <sup>16</sup>	266	137	152	102
= Unduplicated number of preschoolers receiving some form of state-subsidized early care and education	32,377	30,697	31,247	32,974
Number of 3 and 4-year-olds in families earning under 75% of SMI <sup>17</sup>	36,356	45,830	41,917	47,141
Percent of 3 and 4-year-olds in families earning under 75% of SMI receiving state-subsidized care	89.06%	66.98%	74.54%	69.95%

### Calculation 3: Unduplicated Number of Infants/Toddlers Receiving Some Form of Accredited State-Subsidized Early Care and Education

	October 2008	October 2009	October 2010	October 2011
Number of infants/toddlers receiving Care4Kids in accredited settings <sup>18</sup> :	1,317	917	1,639	1,578
+ Number of infants/toddlers served in accredited state-funded centers <sup>19</sup> :	1,124	1,077	1,198	1,350
+ Number of infants/toddlers served by Early Head Start <sup>20</sup> :	719	930	716	726
Subtotal (prior to correction for duplication):	3,160	2,924	3,553	3,654
- Number of infants/toddlers receiving Care4Kids and in a state-funded center <sup>21</sup> :	297	398	681	393
= Unduplicated number of infants/toddlers receiving some form of accredited state-subsidized early care and education	2,863	2,526	2,872	3,261
Percent of infants/toddlers receiving some form of state-subsidized early care and education who are in accredited care	32.62%	34.65%	32.35%	35.16%

## Calculation 4: Unduplicated Number of Preschoolers Receiving Some Form of Accredited State-Subsidized Early Care and Education

October 2008    October 2009    October 2010    October 2011

	October 2008	October 2009	October 2010	October 2011
<b>A.</b>				
Number of preschoolers in Pre-Kindergarten Information System (PKIS) <sup>22</sup> :	12,520	11,762	12,373	12,915
- Number of preschoolers in PKIS not receiving any state subsidy <sup>23</sup> :	183	197	319	236
- Number of preschoolers in PKIS receiving only Care4Kids <sup>24</sup> :	266	137	152	102
<b>= Number of preschoolers receiving accredited care recorded in PKIS</b>	<b>12,071</b>	<b>11,428</b>	<b>11,902</b>	<b>12,577</b>
<b>B.</b>				
Number of preschoolers in public school School Readiness programs <sup>25</sup> :	3,111	3,101	2,915	2,897
+ Number of preschoolers in public school federal Head Start programs <sup>26</sup> :	1,617	1,639	1,611	1,874
+ Number of preschoolers in public school state Head Start programs <sup>27</sup> :	436	308	227	319
<b>= Number of preschoolers receiving accredited care within the public school system<sup>28</sup>:</b>	<b>5,164</b>	<b>5,048</b>	<b>4,753</b>	<b>5,090</b>
<b>C.</b>				
Number of preschoolers in Care4Kids in accredited settings <sup>29</sup> :	2,436	1,806	2,949	2,856
- Number of preschoolers receiving Care4Kids and School Readiness <sup>30</sup> :	1,244	1,286	1,477	1,444
- Number of preschoolers receiving Care4Kids also in a state-funded center <sup>31</sup> :	749	1,110	1,426	573
<b>= Number of preschoolers in Care4Kids in accredited settings not accounted for by PKIS or PSIS</b>	<b>443</b>	<b>-590</b>	<b>46</b>	<b>839</b>
<b>D.</b>				
Number of preschoolers receiving accredited care recorded in PKIS <sup>32</sup> :	12,071	11,428	11,902	12,577
+ Number of preschoolers receiving accredited care within the public school system <sup>33</sup> :	5,164	5,048	4,753	5,090
+ Number of preschoolers in Care4Kids in accredited settings not accounted for by PKIS or PSIS <sup>34</sup> :	443	-590	46	839
<b>= Unduplicated number of preschoolers receiving some form of accredited state-subsidized early care and education</b>	<b>17,678</b>	<b>15,886</b>	<b>16,701</b>	<b>18,506</b>
<b>= Percent of preschoolers receiving some form of state-subsidized early care and education who are in accredited care</b>	<b>54.60%</b>	<b>51.75%</b>	<b>53.45%</b>	<b>56.12%</b>





## Endnotes for Appendix B

- 1 2008 number provided by Donald Beltrame, Connecticut Department of Social Services, via e-mail on August 2, 2010. 2009 number available at [http://www.ctcare4kids.com/pdf/October\\_2009\\_Report.pdf](http://www.ctcare4kids.com/pdf/October_2009_Report.pdf), p.10. 2010 number available at [http://www.ctcare4kids.com/pdf/Oct\\_2010\\_Report.pdf](http://www.ctcare4kids.com/pdf/Oct_2010_Report.pdf), p.10. 2011 number available at <http://www.ctcare4kids.com/pdf/october2011.pdf>, p.10.
- 2 Exact numbers of infants/toddlers served in state-funded centers in October 2008 and October 2009 were unavailable (e-mail from Peter Palermino, Connecticut Department of Social Services, November 24, 2010), but were estimated in the following way:
 

**October 2008**

  - The total number of children served by state-funded centers in October 2008 was 3,996. (E-mail from Peter Palermino, Connecticut Department of Social Services (DSS), November 24, 2010.)
  - In October 2008, 29% of slots in state-funded centers were filled by infants/toddlers. (E-mail from Mr. Palermino, June 23, 2011)
  - Accordingly, we calculate that 1,159 infants/toddlers were served by state-funded centers in October 2008 (29% of 3,996).

**October 2009**

  - The total number of children in state-funded centers in October 2009 was 4,110. (E-mail from Mr. Palermino, November 24, 2010.)
  - In October 2009, 27% of slots in state-funded centers were filled by infants/toddlers. (E-mail from Mr. Palermino, July 8, 2010).
  - Accordingly, we calculate that 1,110 infants/toddlers were served by state-funded centers in October 2009 (27% of 4,110).

October 2010 number received from Mr. Palermino, via e-mail, May 31, 2011.

October 2011 number received from Alissa Marotta, State Department of Education, via e-mail, on April 11, 2012.
- 3 Because monthly data are unavailable (see email from Grace-Ann Whitney, State Head Start Office of Collaboration, Connecticut Department of Social Services, July 26, 2010) we do not have an exact number of children served in October of any given year. Instead, as a proxy, we use data from the relevant fiscal year, which reflects annual enrollment and thus probably overstates number of children served in any given month. Number for October 2008 obtained from Status of Child Care in Connecticut State Fiscal Year 2008-2009 (available at [http://www.ct.gov/dss/lib/dss/childcare\\_annual\\_report.pdf](http://www.ct.gov/dss/lib/dss/childcare_annual_report.pdf)); number for October 2009 obtained from Status of Child Care in Connecticut Fiscal Year 2009-2010 (available at <http://www.ct.gov/dss/lib/dss/sfy0910.pdf> at 3); number for October 2010 and October 2011 received from Ms. Whitney, via email, on October 26, 2011 and July 2, 2012.
- 4 Numbers provided by Kristine Mika (evaluator retained by State Department of Education), via e-mail, on August 18, 2010; August 10, 2011; and July 30, 2012. October enrollment was not available; the numbers here represent a monthly average.
- 5 These numbers were calculated as follows:
 

**October 2008**

  - The total number of children in state-funded centers also receiving Care4Kids in October 2008 was 1,055. (E-mail from Peter Palermino, Connecticut Department of Social Services (DSS), November 24, 2010.)
  - In October 2008, 29% of slots in state-funded centers were filled by infants/toddlers. (E-mail from Mr. Palermino, June 23, 2011)
  - We assume that the breakdown by age of children who are served by both state-funded centers and Care4Kids parallels the breakdown of total slots. Thus, we calculate that 306 infants/toddlers were served by both state-funded centers and Care4Kids in October 2008 (29% of 1,055).

**October 2009**

  - The total number of children in state-funded centers also receiving Care4Kids in October 2009 was 1,520. (E-mail from Mr. Palermino, DSS, July 6, 2010.)
  - In October 2009, 27% of slots in state-funded centers were filled by infants/toddlers. (E-mail from Mr. Palermino, July 8, 2010.)
  - We assume that the breakdown by age of children who are served by both state-funded centers and Care4Kids parallels the breakdown of total slots. Thus, we calculate that 410 infants/toddlers were served by both state-funded centers and Care4Kids in October 2009 (27% of 1,520).

**October 2010**

  - The total number of children in state-funded centers also receiving Care4Kids in October 2010 was 2,128. (E-mail from Mr. Palermino, DSS, May 31, 2011.)
  - In October 2010, 33% of slots in state-funded centers were filled by infants/toddlers. (E-mail from Mr. Palermino, May 31, 2011.)
  - We assume that the breakdown by age of children who are served by both state-funded centers and Care4Kids parallels the breakdown of total slots. Thus, we calculate that 702 infants/toddlers were served by both state-funded centers and Care4Kids in October 2010 (33% of 2,128).

**October 2011**

  - Oct 2011 number received from Alissa Marotta, State Department of Education, via e-mail, on April 11, 2012. We subtract out this number to avoid double-counting.
- 6 According to Peter Palermino, Connecticut Department of Social Services (DSS), DSS does not collect data on the number of children in Early Head Start who also receive Care4Kids. See e-mail from Mr. Palermino, July 6, 2010.
- 7 Connecticut Voices analysis of U.S. Census Bureau, American Community Survey 2010 Public Use Microdata Sample.
- 8 Data provided by Karen Adesso, Sarah Ellsworth, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail, on July 16, 2010; May 11, 2011; and November 2, 2012. The PKIS collects student level data from state and federally funded pre-K facilities that are not under the jurisdiction of a local board of education. In general, the PKIS collects information only for those children who are served by a School Readiness program, a federal or state Head Start program, a state-funded center, or the Even Start program, or who are served by funding under the federal Individuals

- with Disabilities Education Act (IDEA). If a child is served by one of the aforementioned programs and by Care4Kids and/or by a program under the jurisdiction of a local board of education, this information is contained within the PKIS. If a child is only served by Care4Kids, he/she generally will not be included within the PKIS (that is, receive a unique identifier) but may be if his/her parents have signed a waiver. A child not receiving any state or federal subsidy also generally will not be included within the PKIS but may be if his/her parents have signed a waiver. See e-mails from Ms. Ellsworth, SDE, March 30, 2009, and April 16, 2009.
- 9 Data provided by Karen Adesso, Sarah Ellsworth, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail, on July 16, 2010; May 11, 2011; and November 2, 2012." Rest of endnote as before except replace "ECS" with "state Education Cost Sharing (ECS)." The PSIS collects information about all students being educated in a public school district, including students in charter schools, grades pre-K-12. The number here includes children served in facilities under the jurisdiction of a local board of education with funds from a variety of sources, including School Readiness, state and federal Head Start, the Individuals with Disabilities Education Act, Title I (No Child Left Behind), and ECS. See e-mail from Ms. Ellsworth, SDE, March 30, 2009. Information also provided by Ms. Adesso, SDE, via phone conversation on November 12, 2010. Note, however, that the PSIS does not collect sufficient information to allow us to identify how many children are being served by each of these funding streams, as the PSIS does not allow school districts to identify more than one funding stream for each child. Providers must either report a single, specific funding stream for a child, or identify the child as being enrolled in "more than one program type," without specifying which programs are involved. In a scenario in which a child is enrolled in "more than one program type," it is only possible to know if School Readiness is or is not one of the funding streams. See e-mail from Ms. Ellsworth, SDE, March 30, 2009.
- 10 The total number of preschoolers receiving Care4Kids for 2008 was provided by Donald Beltrame, Connecticut Department of Social Services (DSS), via e-mail, on August 2, 2010. The 2009, 2010, and 2011 numbers were obtained from the DSS reports, entitled "Number of Children Paid by Age Category and Service Setting," available at [http://www.ctcare4kids.com/pdf/October\\_2009\\_Report.pdf](http://www.ctcare4kids.com/pdf/October_2009_Report.pdf) (p.15); [http://www.ctcare4kids.com/pdf/Oct\\_2010\\_Report.pdf](http://www.ctcare4kids.com/pdf/Oct_2010_Report.pdf) (p.15); and <http://test.ctcare4kids.com/files/2012/07/october2011.pdf>, respectively.
- 11 Data provided by Karen Adesso, Sarah Ellsworth, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail, on July 16, 2010; May 11, 2011; and November 2, 2012. As noted in endnote 7, a child not receiving any state or federal subsidy also generally will not be included within the PKIS but may be if his/her parents have signed a waiver. We do not want to include these children in our final count as we are attempting to calculate the number of children who are receiving some form of state subsidy. Thus, we subtract out the children who are included in the PKIS but are not in fact receiving any form of subsidy.
- 12 Data provided by Karen Adesso, Sarah Ellsworth, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail, on July 16, 2010; May 11, 2011; and November 2, 2012. Some children are served both in programs that are under the jurisdiction of a local board of education and programs that are not. These children receive unique identifiers in both the PKIS and PSIS. However, the PKIS does identify those children who are also contained in the PSIS, so we may subtract them out to obtain an unduplicated count. See e-mail from Ms. Ellsworth, SDE, May 17, 2009.
- 13 2008 number provided by Deb Adams, Connecticut State Department of Education (SDE), via email, on August 10, 2010; 2009 number provided by Peter Palermino, Connecticut Department of Social Services, via e-mail, on July 6, 2010; 2010 and 2011 numbers provided by Alissa Marotta, SDE, via e-mail, on June 16, 2011, and March 23, 2012. We subtract out this number to avoid double counting.
- 14 These numbers were calculated as follows:
- October 2008**
- The total number of children in state-funded centers also receiving Care4Kids in October 2008 was 1,055. (E-mail from Peter Palermino, Connecticut Department of Social Services (DSS), November 24, 2010.)
  - In October 2008, 71% of slots in state-funded centers were filled by preschoolers. (E-mail from Mr. Palermino, June 23, 2011)
  - We assume that the breakdown by age of children who are served by both state-funded centers and Care4Kids parallels the breakdown of total slots. Thus, we calculate that 749 preschoolers were served by both state-funded centers and Care4Kids in October 2008 (71% of 1,055).
- October 2009**
- The total number of children in state-funded centers also receiving Care4Kids in October 2009 was 1,520. (E-mail from Mr. Palermino, DSS, July 6, 2010.)
  - In October 2009, 73% of slots in state-funded centers were filled by preschoolers. (E-mail from Mr. Palermino, July 8, 2010.)
  - We assume that the breakdown by age of children who are served by both state-funded centers and Care4Kids parallels the breakdown of total slots. Thus, we calculate that 1,110 preschoolers were served by both state-funded centers and Care4Kids in October 2009 (73% of 1,520).
- October 2010**
- The total number of children in state-funded centers also receiving Care4Kids in October 2010 was 2,128. (E-mail from Mr. Palermino, DSS, May 31, 2011.)
  - In October 2010, 67% of slots in state-funded centers were filled by preschoolers (e-mail, May 31, 2011).
  - We assume that the breakdown by age of children who are served by both state-funded centers and Care4Kids parallels the breakdown of total slots. Thus, we calculate that 1,426 preschoolers were served by both state-funded centers and Care4Kids in October 2010 (67% of 2,128).
- October 2011**
- Number for October 2011 provided by Alissa Marotta, State Department of Education, via e-mail, on April 11, 2012.
- We subtract out this number to avoid double counting.
- 15 Data provided by Karen Adesso, Sarah Ellsworth, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, &

Evaluation, State Department of Education (SDE), via e-mail, on July 16, 2010; May 11, 2011; and November 2, 2012. We subtract out this number to avoid double-counting.

- 16 Data provided by Karen Adesso, Sarah Ellsworth, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail, on July 16, 2010; May 11, 2011; and November 2, 2012. We subtract out this number to avoid double-counting.
- 17 Connecticut Voices analysis of U.S. Census Bureau, American Community Survey 2010 Public Use Microdata Sample.
- 18 Oct 08, 09, and 10 numbers received from Peter Palermino, Connecticut Department of Social Services [DSS], via e-mail, on August 4, 2010, and June 8, 2011. Oct 11 number received from Theresa Emery, DSS, via e-mail, on April 3, 2012.
- 19 Exact numbers of infants/toddlers served in accredited state-funded centers in October 2008, October 2009, and October 2010 were unavailable (e-mail from Peter Palermino, Connecticut Department of Social Services, November 24, 2010), but were estimated in the following way:

#### October 2008

- The total number of children served by state-funded centers in October 2008 was 3,996. (E-mail from Peter Palermino, Connecticut Department of Social Services (DSS), November 24, 2010.)
- In October 2008, 29% of slots in state-funded centers were filled by infants/toddlers. (E-mail from Mr. Palermino, June 23, 2011)
- Accordingly, we calculate that 1,159 infants/toddlers were served by state-funded centers in October 2008 (29% of 3,996).
- We know that as of August 2010, 97% of state-funded centers were accredited either by NAEYC or Head Start. (E-mail from Kathy Queen, Executive Director, Wallingford Community Day Care Center, August 19, 2010.)
- We assume the proportion of accredited slots is equivalent to the proportion of accredited centers. Thus we calculate that 1,124 infants/toddlers were served in accredited state-funded centers in October 2008 (97% of 1,159).

#### October 2009

- The total number of children in state-funded centers in October 2009 was 4,110. (E-mail from Mr. Palermino, November 24, 2010.)
- In October 2009 27% of slots in state-funded centers were filled by infants/toddlers. (E-mail from Mr. Palermino, July 8, 2010).
- Accordingly, we calculate that 1,110 infants/toddlers were served by state-funded centers in October 2009 (27% of 4,110).
- We know that as of August 2010, 97% of state-funded centers were accredited either by NAEYC or Head Start. (E-mail from Kathy Queen, Executive Director, Wallingford Community Day Care Center, August 19, 2010.)
- We assume the proportion of accredited slots is equivalent to the proportion of accredited centers. Thus we calculate that 1,077 infants/toddlers were served in accredited state-funded centers in October 2009 (97% of 1,110).

#### October 2010

- 1,235 infants/toddlers were served in state-funded centers in October 2010. (E-mail from Mr. Palermino, May 31, 2011.)
- We know that as of August 2010, 97% of state-funded centers were accredited either by NAEYC or Head Start. (E-mail from Kathy Queen, Executive Director, Wallingford Community Day Care Center, August 19, 2010.)
- We assume the proportion of accredited slots is equivalent to the proportion of accredited centers. Thus we calculate that 1,198 infants/toddlers were served in accredited state-funded centers in October 2009 (97% of 1,235).

October 2011 number received from Alissa Marotta, State Department of Education, via e-mail, on April 11, 2012. Ms. Marotta notes that as of October 2011 all state-funded child care centers were accredited.

- 20 Because monthly data are unavailable (see email from Grace-Ann Whitney, State Head Start Office of Collaboration, Connecticut Department of Social Services, July 26, 2010) we do not have an exact number of children served in October of any given year. Instead, as a proxy, we use data from the relevant fiscal year, which reflects annual enrollment and thus probably overstates number of children served in any given month. Number for October 2008 obtained from Status of Child Care in Connecticut State Fiscal Year 2008-2009 (available at [http://www.ct.gov/dss/lib/dss/childcare\\_annual\\_report.pdf](http://www.ct.gov/dss/lib/dss/childcare_annual_report.pdf)); number for October 2009 obtained from Status of Child Care in Connecticut Fiscal Year 2009-2010 (available at <http://www.ct.gov/dss/lib/dss/sfy0910.pdf> at 3); numbers for October 2010 and October 2011 received from Ms. Whitney, via e-mail, on October 26, 2011 and July 2, 2012.
- 21 All state-funded centers which are accredited receive the Care4Kids accreditation bonus. Children in state-funded centers receiving Care4Kids are thus included in both our number of children receiving the Care4Kids accreditation bonus and in the number of children served in accredited state-funded centers. In order to avoid double-counting, we must subtract these children out. These numbers were calculated as follows:

#### October 2008

- The total number of children in state-funded centers also receiving Care4Kids in October 2008 was 1,055. (E-mail from Peter Palermino, Connecticut Department of Social Services (DSS), November 24, 2010.)
- In October 2008, 29% of slots in state-funded centers were filled by infants/toddlers. (E-mail from Mr. Palermino, June 23, 2011)
- We assume that the breakdown by age of children who are served by both state-funded centers and Care4Kids parallels the breakdown of total slots. Thus, we calculate that 306 infants/toddlers were served by both state-funded centers and Care4Kids in October 2008 (29% of 1,055).
- We know that as of August 2010, 97% of state-funded centers were accredited either by NAEYC or Head Start. (E-mail from Kathy Queen, Executive Director, Wallingford Community Day Care Center, August 19, 2010.)
- We assume the proportion of children being served by Care4Kids in accredited slots is equivalent to the

proportion of accredited centers. Thus we calculate that 297 infants/toddlers were served by accredited state-funded centers and Care4Kids (97% of 306).

#### October 2009

- The total number of children in state-funded centers also receiving Care4Kids in October 2009 was 1,520. (E-mail from Mr. Palermino, DSS, July 6, 2010.)
- In October 2009, 27% of slots in state-funded centers were filled by infants/toddlers. (E-mail from Mr. Palermino, July 8, 2010.)
- We assume that the breakdown by age of children who are served by both state-funded centers and Care4Kids parallels the breakdown of total slots. Thus, we calculate that 410 infants/toddlers were served by both state-funded centers and Care4Kids in October 2009 (27% of 1,520).
- We know that as of August 2010, 97% of state-funded centers were accredited either by NAEYC or Head Start. (E-mail from Kathy Queen, Executive Director, Wallingford Community Day Care Center, August 19, 2010.)
- We assume the proportion of children being served by Care4Kids in accredited slots is equivalent to the proportion of accredited centers. Thus we calculate that 398 infants/toddlers were served by accredited state-funded centers and Care4Kids (97% of 410).

#### October 2010

- The total number of children in state-funded centers also receiving Care4Kids in October 2009 was 2,128. (E-mail from Mr. Palermino, DSS, May 31, 2011.)
- In October 2010, 33% of slots in state-funded centers were filled by infants/toddlers. (E-mail from Mr. Palermino, May 31, 2011.)
- We assume that the breakdown by age of children who are served by both state-funded centers and Care4Kids parallels the breakdown of total slots. Thus, we calculate that 702 preschoolers were served by both state-funded centers and Care4Kids in October 2010 (33% of 2,128).
- We know that as of August 2010, 97% of state-funded centers were accredited either by NAEYC or Head Start. (E-mail from Kathy Queen, Executive Director, Wallingford Community Day Care Center, August 19, 2010.)
- We assume the proportion of children being served by Care4Kids in accredited slots is equivalent to the proportion of accredited centers. Thus we calculate that 681 infants/toddlers were served by accredited state-funded centers and Care4Kids (97% of 702).

(Note that, unlike state-funded centers, Early Head Start programs do not qualify for the Care4Kids accreditation bonus so there is no double-counting to adjust for. E-mail from Mr. Palermino, December 3, 2010.)

October 2011 number received from Alissa Marotta, State Department of Education, via e-mail, on April 11, 2012.

- 22 Data provided by Karen Adesso, Sarah Ellsworth, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail, on July 16, 2010; May 11, 2011; and November 2, 2012. The PKIS collects student level data from state and federally funded pre-K facilities that are not under the jurisdiction of a local board of education. In general, the PKIS collects information only for those children who are served by a

School Readiness program, a federal or state Head Start program, a state-funded center, or the Even Start program, or who are served by funding under the federal Individuals with Disabilities Education Act (IDEA). If a child is served by one of the aforementioned programs and by Care4Kids and/or by a program under the jurisdiction of a local board of education, this information is contained within the PKIS. If a child is only served by Care4Kids, he/she generally will not be included within the PKIS (that is, receive a unique identifier) but may be if his/her parents have signed a waiver. A child not receiving any state or federal subsidy also generally will not be included within the PKIS but may be if his/her parents have signed a waiver. See e-mails from Ms. Ellsworth, SDE, March 30, 2009, and April 16, 2009.

- 23 Data provided by Karen Adesso, Sarah Ellsworth, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail, on July 16, 2010; May 11, 2011; and November 2, 2012. As noted in endnote 20, a child not receiving any state or federal subsidy also generally will not be included within the PKIS but may be if his/her parents have signed a waiver. We do not want to include these children in our final count as we are attempting to calculate the number of children who are receiving some form of state subsidy. Thus, we subtract out the children who are included in the PKIS but are not in fact receiving any form of subsidy.
- 24 Data provided by Karen Adesso, Sarah Ellsworth, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail, on July 16, 2010; May 11, 2011; and November 2, 2012. We subtract this number out because we have no guarantee that a child contained within the PKIS who is receiving no other subsidy is being served by an accredited program. Moreover, we count children receiving Care4Kids in accredited settings in Section C, below, so, to the extent that any of the children listed in the PKIS as receiving only Care4Kids are in accredited care, they will be captured in Section C and must be subtracted out here to avoid double-counting
- 25 Data provided by Karen Adesso, Sarah Ellsworth, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, State Department of Education (SDE), via e-mail, on July 16, 2010; May 11, 2011; and November 2, 2012.
- 26 Ibid.
- 27 Ibid.
- 28 This number does not include children being served in public schools by magnet preschools, with local or ECS funds, or under IDEA. Some of these programs are likely high-quality (we note that many of these programs require teachers to have, at a minimum, a college degree.) However, we look here only at programs that have received national accreditation through a rigorous process.
- 29 Oct 08, 09, and 10 numbers received from Peter Palermino, Connecticut Department of Social Services [DSS], via e-mail, on August 4, 2010, and June 8, 2011. Oct 11 number received from Theresa Emery, DSS, via e-mail, on April 3, 2012.
- 30 2008 number provided by Deb Adams, Connecticut State Department of Education (SDE), via email on August 10, 2010; 2009 number provided by Peter Palermino, Connecticut Department of Social Services, via e-mail, on July 6, 2010; 2010 and 2011 numbers provided by Alissa Marotta, SDE, via e-mail, on June 16, 2011, and March 23,

2012. These children are captured by the PKIS or PSIS and so we subtract them out to avoid double counting.

31 These numbers were calculated as follows:

**October 2008**

- The total number of children in state-funded centers also receiving Care4Kids in October 2008 was 1,055. (E-mail from Peter Palermino, Connecticut Department of Social Services (DSS), November 24, 2010.)
- In October 2008, 71% of slots in state-funded centers were filled by preschoolers. (E-mail from Mr. Palermino, June 23, 2011)
- We assume that the breakdown by age of children who are served by both state-funded centers and Care4Kids parallels the breakdown of total slots. Thus, we calculate that 749 preschoolers were served by both state-funded centers and Care4Kids in October 2008 (71% of 1,055).

**October 2009**

- The total number of children in state-funded centers also receiving Care4Kids in October 2009 was 1,520. (E-mail from Mr. Palermino, DSS, July 6, 2010.)
- In October 2009, 73% of slots in state-funded centers were filled by preschoolers. (E-mail from Mr. Palermino, July 8, 2010.)
- We assume that the breakdown by age of children who are served by both state-funded centers and Care4Kids parallels the breakdown of total slots. Thus, we calculate that 1,110 preschoolers were served by both state-funded centers and Care4Kids in October 2009 (73% of 1,520).

**October 2010**

- The total number of children in state-funded centers also receiving Care4Kids in October 2009 was 2,128. (E-mail from Mr. Palermino, DSS, May 31, 2011.)
- In October 2010, 67% of slots in state-funded centers were filled by preschoolers (e-mail, May 31, 2011).
- We assume that the breakdown by age of children who are served by both state-funded centers and Care4Kids parallels the breakdown of total slots. Thus, we calculate that 1,426 preschoolers were served by both state-funded centers and Care4Kids in October 2010 (67% of 2,128).

October 2011 number received from Alissa Marotta, State Department of Education, via e-mail, on April 11, 2012

We subtract out this number to avoid double counting.

32 See total for Section A, above.

33 See total for Section B, above.

34 See total for Section C, above.

## Appendix C: Town Data

**Table 1. Geographic and Demographic Distribution of Students in the Federally-Funded Head Start Programs<sup>1</sup>**

Resident Town	October 2008							October 2009						
	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male
Ansonia	0	**	20	27	14	62.0%	38.0%	0	0	17	18	15	54.0%	46.0%
Barkhamsted	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Beacon Falls	0	0	0	0	0	0.0%	0.0%	0	0	0	**	**	100.0%	0.0%
Bloomfield	0	0	23	0	**	48.0%	52.0%	0	0	25	**	**	41.0%	59.0%
Bozrah	0	0	0	**	0	100.0%	0.0%	0	0	0	**	0	100.0%	0.0%
Branford	0	0	0	0	0	0.0%	0.0%	0	0	0	0	**	0.0%	100.0%
Bridgeport	0	**	246	25	286	52.0%	48.0%	0	**	253	44	318	47.0%	53.0%
Bridgewater	0	0	**	0	**	33.0%	67.0%	0	0	**	0	**	60.0%	40.0%
Bristol	0	0	**	17	19	44.0%	56.0%	0	0	7	17	15	33.0%	67.0%
Brookfield	0	0	0	0	0	0.0%	0.0%	0	0	**	0	0	0.0%	100.0%
Brooklyn	0	0	0	**	**	67.0%	33.0%	0	0	**	7	**	56.0%	44.0%
Burlington	0	0	0	0	**	50.0%	50.0%	0	0	0	0	**	100.0%	0.0%
Canterbury	0	0	0	0	0	0.0%	0.0%	0	0	0	0	**	0.0%	100.0%
Clinton	0	**	0	6	10	61.0%	39.0%	0	**	0	9	9	63.0%	37.0%
Colchester	0	0	0	0	0	0.0%	0.0%	0	0	0	**	0	67.0%	33.0%
Colebrook	0	0	0	**	0	0.0%	100.0%	0	0	0	**	0	0.0%	100.0%
Cromwell	0	0	0	0	0	0.0%	0.0%	0	0	0	**	0	0.0%	100.0%
Danbury	0	12	23	22	225	51.0%	49.0%	**	14	21	24	175	50.0%	50.0%
Derby	0	**	**	12	**	76.0%	24.0%	0	0	**	**	**	58.0%	42.0%
Durham	0	0	0	0	0	0.0%	0.0%	0	0	0	**	0	100.0%	0.0%
East Haddam	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
East Hartford	0	0	7	0	7	36.0%	64.0%	0	0	**	0	12	47.0%	53.0%
East Haven	0	0	0	0	0	0.0%	0.0%	0	0	0	0	**	0.0%	100.0%
East Lyme	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
East Windsor	0	0	0	**	0	100.0%	0.0%	0	0	0	0	0	0.0%	0.0%

October 2010								
Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male
Ansonia	0	**	9	8	9	0	55.6%	44.4%
Barkhamsted	0	0	0	0	**	0	100.0%	0.0%
Beacon Falls	0	0	0	0	0	0	0.0%	0.0%
Bloomfield	0	0	16	**	**	0	50.0%	50.0%
Bozrah	0	0	0	**	0	0	100.0%	0.0%
Branford	0	0	0	0	0	0	0.0%	0.0%
Bridgeport	**	**	238	41	326	0	41.3%	58.7%
Bridgewater	0	0	0	0	**	0	100.0%	0.0%
Bristol	0	**	11	15	13	0	47.5%	52.5%
Brookfield	0	0	0	0	0	0	0.0%	0.0%
Brooklyn	0	0	0	**	0	0	100.0%	0.0%
Burlington	0	0	0	0	0	0	0.0%	0.0%
Canterbury	0	0	0	0	0	0	0.0%	0.0%
Clinton	0	0	0	7	8	0	53.3%	46.7%
Colchester	0	0	**	11	**	0	61.5%	38.5%
Colebrook	0	0	0	0	0	0	0.0%	0.0%
Cromwell	0	0	**	**	0	0	0.0%	100.0%
Danbury	0	7	14	48	154	0	49.8%	50.2%
Derby	0	0	**	**	**	0	61.5%	38.5%
Durham	0	0	0	**	0	0	100.0%	0.0%
East Haddam	0	0	0	**	0	0	0.0%	100.0%
East Hartford	0	0	**	0	6	0	60.0%	40.0%
East Haven	0	0	0	9	0	0	33.3%	66.7%
East Lyme	0	0	0	0	**	0	66.7%	33.3%
East Windsor	0	0	0	0	0	0	0.0%	0.0%

October 2011								
American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	% Female	% Male
0	**	9	8	7	0	0	52.0%	48.0%
0	0	0	*	*	0	0	100.0%	0.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	12	0	0	0	0	66.7%	33.3%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	*	0	0	0.0%	100.0%
0	*	270	31	370	0	*	47.3%	52.7%
0	0	0	0	*	0	0	100.0%	0.0%
0	*	*	13	14	0	0	50.0%	50.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	*	0	0	0	25.0%	75.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	*	0	0	0	0.0%	100.0%
0	*	*	9	12	0	0	56.5%	43.5%
0	*	*	11	*	0	0	60.0%	40.0%
0	0	0	*	0	0	0	0.0%	100.0%
0	0	*	*	*	0	0	0.0%	100.0%
0	7	15	39	171	*	0	48.9%	51.1%
0	0	*	*	*	0	0	60.0%	40.0%
0	0	0	*	0	0	0	100.0%	0.0%
0	0	0	*	0	0	0	0.0%	100.0%
0	0	*	0	*	0	0	60.0%	40.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	*	*	0	0	33.3%	66.7%
0	0	0	0	0	0	0	0.0%	0.0%



## October 2008

## October 2009

Resident Town	October 2008							October 2009						
	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male
Ellington	0	0	0	**	0	0.0%	100.0%	0	0	0	0	0	0.0%	0.0%
Enfield	**	**	13	67	21	45.0%	55.0%	0	**	16	66	18	49.0%	51.0%
Fairfield	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Farmington	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Glastonbury	0	0	0	0	**	100	0.0%	0	0	0	**	**	50.0%	50.0%
Goshen	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Greenwich	0	0	6	**	27	50	50	0	0	**	**	26	41.0%	59.0%
Griswold	**	0	**	12	**	53	47	0	0	**	15	**	82.0%	18.0%
Groton	0	**	**	28	**	59	41	0	**	11	35	10	56.0%	44.0%
Guilford	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Hamden	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Hartford	0	8	452	17	345	49.0%	51.0%	0	7	361	21	334	49.0%	51.0%
Hartland	0	0	0	0	**	0.0%	100.0%	0	0	0	0	0	0.0%	0.0%
Killingly	0	**	**	33	**	57.0%	43.0%	**	0	**	23	**	63.0%	37.0%
Lebanon	0	0	0	0	0	0.0%	0.0%	0	0	0	**	0	0.0%	100.0%
Ledyard	0	0	0	**	0	100.0%	0.0%	0	**	**	0	**	67.0%	33.0%
Lisbon	0	0	0	**	0	0.0%	100.0%	0	0	0	**	0	50.0%	50.0%
Litchfield	0	0	0	**	**	17.0%	83.0%	**	0	0	9	**	36.0%	64.0%
Madison	0	0	0	**	0	100.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Manchester	**	10	29	26	46	52.0%	48.0%	0	15	41	26	43	53.0%	47.0%
Mansfield	0	0	0	**	**	50.0%	50.0%	0	0	0	**	0	100.0%	0.0%
Marlborough	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Meriden	0	**	23	12	102	52.0%	48.0%	0	**	10	16	102	56.0%	44.0%
Middletown	0	**	66	17	19	51.0%	49.0%	0	**	52	18	20	44.0%	56.0%
Milford	0	**	0	18	**	35.0%	65.0%	0	**	0	16	0	47.0%	53.0%
Monroe	0	0	0	**	**	60.0%	40.0%	0	0	0	**	**	67.0%	33.0%
Montville	0	0	0	7	0	43.0%	57.0%	0	0	**	15	**	68.0%	32.0%
Morris	0	0	0	0	0	0.0%	0.0%	0	0	0	**	0	0.0%	100.0%
Naugatuck	**	8	13	37	27	45.0%	55.0%	0	**	12	50	23	46.0%	54.0%

October 2010								
Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male
Ellington	0	0	0	0	0	0	0.0%	0.0%
Enfield	0	**	10	53	27	13	47.1%	52.9%
Fairfield	0	0	0	**	0	0	0.0%	100.0%
Farmington	0	0	0	0	0	0	0.0%	0.0%
Glastonbury	0	0	0	0	**	0	0.0%	100.0%
Goshen	0	0	0	**	0	0	100.0%	0.0%
Greenwich	0	0	**	**	28	0	41.7%	58.3%
Griswold	0	0	0	13	**	0	71.4%	28.6%
Groton	0	**	14	14	18	0	56.3%	43.8%
Guilford	0	0	0	**	0	0	0.0%	100.0%
Hamden	0	0	0	**	0	0	0.0%	100.0%
Hartford	0	**	282	20	313	0	48.7%	51.3%
Hartland	0	0	0	0	0	0	0.0%	0.0%
Killingly	0	**	**	23	12	0	56.8%	43.2%
Lebanon	0	0	0	0	0	0	0.0%	0.0%
Ledyard	0	0	**	**	**	0	66.7%	33.3%
Lisbon	0	0	0	**	**	0	50.0%	50.0%
Litchfield	**	0	0	**	**	0	40.0%	60.0%
Madison	0	0	0	0	0	0	0.0%	0.0%
Manchester	0	11	47	22	58	13	47.0%	53.0%
Mansfield	0	0	0	0	0	0	0.0%	0.0%
Marlborough	0	0	0	**	0	0	100.0%	0.0%
Meriden	0	**	16	18	100	0	55.1%	44.9%
Middletown	0	0	57	22	29	0	38.9%	61.1%
Milford	0	**	**	16	0	0	50.0%	50.0%
Monroe	0	0	0	0	**	0	100.0%	0.0%
Montville	0	0	**	7	0	0	62.5%	37.5%
Morris	0	0	0	**	0	0	0.0%	100.0%
Naugatuck	0	**	9	46	26	**	55.8%	44.2%

October 2011								
American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	% Female	% Male
0	0	0	0	0	0	0	0.0%	0.0%
0	**	12	48	31	0	11	51.0%	49.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	*	0	0	0	100.0%	0.0%
0	0	0	0	*	0	0	0.0%	100.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	*	*	*	25	0	0	51.4%	48.6%
0	0	0	16	0	0	0	37.5%	62.5%
0	*	15	11	19	0	0	45.7%	54.3%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	*	393	18	322	0	0	46.9%	53.1%
0	0	*	0	*	0	0	0.0%	100.0%
0	*	*	32	*	0	0	47.5%	52.5%
*	0	0	1	0	0	0	50.0%	50.0%
0	0	*	*	*	0	0	16.7%	83.3%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	*	0	0	0	20.0%	80.0%
0	0	0	0	0	0	0	0.0%	0.0%
*	13	47	30	47	0	8	53.4%	46.6%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	1	0	0	0	100.0%	0.0%
0	*	27	11	107	0	0	52.4%	47.6%
0	*	74	24	36	0	0	42.6%	57.4%
0	0	*	15	0	0	0	50.0%	50.0%
0	0	*	*	*	0	0	80.0%	20.0%
*	*	*	13	*	0	0	57.1%	42.9%
0	0	0	0	0	0	0	0.0%	0.0%
0	6	*	51	27	0	*	51.6%	48.4%

October 2008								October 2009						
Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male
New Britain	0	10	36	27	165	48.0%	52.0%	0	0	42	22	166	53.0%	47.0%
New Canaan	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
New Haven	**	**	310	12	203	50.0%	50.0%	**	**	258	16	275	51.0%	49.0%
New London	0	**	10	13	27	50.0%	50.0%	0	**	18	9	29	48.0%	52.0%
New Milford	0	**	**	19	**	37.0%	63.0%	0	0	**	25	**	48.0%	52.0%
Newington	0	0	**	0	**	100.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Newtown	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
North Branford	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
North Canaan	0	0	0	0	0	0.0%	0.0%	0	0	0	**	0	0.0%	100.0%
North Haven	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
North Stonington	0	0	0	0	0	0.0%	0.0%	0	0	0	0	**	100.0%	0.0%
Norwalk	**	0	57	8	147	44.0%	56.0%	**	**	59	7	203	48.0%	52.0%
Norwich	0	**	9	25	**	44.0%	56.0%	0	0	6	15	18	56.0%	44.0%
Orange	0	0	0	**	**	0.0%	100.0%	0	**	0	**	0	0.0%	100.0%
Oxford	0	0	0	**	**	80.0%	20.0%	0	0	**	**	**	50.0%	50.0%
Plainfield	0	**	6	23	**	50.0%	50.0%	0	0	**	30	0	52.0%	48.0%
Plainville	0	0	**	0	0	100.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Plymouth	0	0	0	11	**	42.0%	58.0%	0	0	0	7	**	38.0%	62.0%
Pomfret	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Portland	0	**	8	8	**	50.0%	50.0%	0	0	**	8	**	53.0%	47.0%
Preston	0	0	0	**	0	0.0%	100.0%	0	0	0	0	0	0.0%	0.0%
Putnam	0	0	**	21	**	52.0%	48.0%	0	0	0	25	**	56.0%	44.0%
Rocky Hill	0	0	**	0	0	0.0%	100.0%	0	0	**	0	0	0.0%	100.0%
Salem	0	0	0	0	**	100.0%	0.0%	0	0	**	**	0	0.0%	100.0%
Seymour	0	0	**	22	**	63.0%	37.0%	0	0	**	19	**	48.0%	52.0%
Shelton	0	0	**	6	**	56.0%	44.0%	0	0	**	0	**	58.0%	42.0%
South Windsor	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Southington	0	0	0	0	**	100.0%	0.0%	0	0	0	0	**	50.0%	50.0%
Sprague	0	0	0	0	0	0.0%	0.0%	0	0	0	**	0	100.0%	0.0%

October 2010								
Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male
New Britain	0	**	27	31	181	0	47.5%	52.5%
New Canaan	0	0	0	0	0	0	0.0%	0.0%
New Haven	**	7	334	36	171	0	52.7%	47.3%
New London	**	**	19	10	34	0	55.1%	44.9%
New Milford	**	**	0	20	11	0	45.7%	54.3%
Newington	0	0	0	0	0	0	0.0%	0.0%
Newtown	0	0	0	**	0	0	0.0%	100.0%
North Branford	0	0	0	**	0	0	50.0%	50.0%
North Canaan	0	0	0	0	0	0	0.0%	0.0%
North Haven	0	0	0	**	0	0	100.0%	0.0%
North Stonington	0	0	0	0	**	0	100.0%	0.0%
Norwalk	**	**	57	9	173	**	44.7%	55.3%
Norwich	0	0	9	9	17	0	45.7%	54.3%
Orange	0	0	0	0	0	0	0.0%	0.0%
Oxford	0	0	0	0	**	0	100.0%	0.0%
Plainfield	0	**	7	27	**	0	40.5%	59.5%
Plainville	0	0	0	0	0	0	0.0%	0.0%
Plymouth	0	0	0	0	0	0	0.0%	0.0%
Pomfret	0	0	0	**	0	0	0.0%	100.0%
Portland	0	0	**	8	**	0	73.3%	26.7%
Preston	0	0	0	0	0	0	0.0%	0.0%
Putnam	0	**	0	15	**	**	39.1%	60.9%
Rocky Hill	0	0	**	0	0	0	0.0%	100.0%
Salem	0	0	**	**	0	0	33.3%	66.7%
Seymour	0	0	**	16	**	0	47.4%	52.6%
Shelton	0	**	**	**	**	0	33.3%	66.7%
South Windsor	0	0	0	0	0	0	0.0%	0.0%
Southington	0	0	0	0	**	0	0.0%	100.0%
Sprague	0	0	0	0	0	0	0.0%	0.0%

October 2011								
American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	% Female	% Male
**	*	29	33	184	0	0	53.6%	46.4%
0	0	0	0	*	0	0	0.0%	100.0%
*	*	351	32	339	0	0	48.4%	51.6%
*	*	18	11	45	0	*	49.4%	50.6%
*	0	*	21	9	0	0	58.8%	41.2%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0	0.0%	0.0%
*	*	60	*	164	0	0	44.0%	56.0%
*	0	14	12	19	0	0	43.5%	56.5%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	*	24	6	0	0	61.8%	38.2%
0	0	0	*	0	0	0	0.0%	100.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	*	12	7	0	0	54.2%	45.8%
0	0	*	0	0	0	0	100.0%	0.0%
0	*	*	10	*	*	*	57.9%	42.1%
0	0	*	0	0	0	0	0.0%	100.0%
0	0	*	*	0	0	0	33.3%	66.7%
0	0	*	15	*	0	0	50.0%	50.0%
0	*	*	*	*	0	0	33.3%	66.7%
0	0	*	*	0	0	0	50.0%	50.0%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0	0.0%	0.0%

October 2008								October 2009						
Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male
Stafford	0	0	0	17	0	35.0%	65.0%	0	0	0	17	0	59.0%	41.0%
Stamford	0	0	50	7	170	43.0%	57.0%	0	0	47	**	168	46.0%	54.0%
Sterling	0	0	0	**	0	0.0%	100.0%	0	0	**	0	0	100.0%	0.0%
Stonington	0	0	0	**	0	67.0%	33.0%	0	**	**	15	**	44.0%	56.0%
Stratford	0	**	40	16	29	59.0%	41.0%	0	**	46	14	19	49.0%	51.0%
Suffield	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Thomaston	0	0	0	**	0	100.0%	0.0%	0	0	0	**	0	0.0%	100.0%
Thompson	0	0	0	0	0	0.0%	0.0%	0	0	0	**	0	0.0%	100.0%
Torrington	0	**	8	57	46	42.0%	58.0%	**	**	**	56	46	49.0%	51.0%
Trumbull	0	12	**	13	12	60.0%	40.0%	0	12	**	15	11	50.0%	50.0%
Vernon	**	**	21	29	13	47.0%	53.0%	**	**	**	19	**	49.0%	51.0%
Voluntown	0	0	0	**	0	0.0%	100.0%	0	0	0	0	0	0.0%	0.0%
Wallingford	0	0	**	0	**	67.0%	33.0%	0	0	**	**	**	38.0%	62.0%
Waterbury	0	0	71	16	116	53.0%	47.0%	0	**	57	20	77	42.0%	58.0%
Waterford	0	**	0	**	**	50.0%	50.0%	0	0	**	**	**	50.0%	50.0%
Watertown	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
West Hartford	0	0	**	**	**	50.0%	50.0%	0	0	0	0	**	0.0%	100.0%
West Haven	0	**	40	36	70	49.0%	51.0%	0	**	44	28	76	50.0%	50.0%
Westbrook	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Wethersfield	0	0	0	0	**	50.0%	50.0%	0	0	0	0	0	0.0%	0.0%
Willington	0	0	**	0	0	0.0%	100.0%	0	0	0	0	0	0.0%	0.0%
Winchester	0	0	**	10	**	62.0%	38.0%	**	**	0	20	**	56.0%	44.0%
Windham	**	0	9	16	129	42.0%	58.0%	0	**	9	21	96	46.0%	54.0%
Windsor	0	**	32	8	6	45.0%	55.0%	0	**	25	**	**	30.0%	70.0%
Windsor Locks	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Woodstock	0	0	0	**	0	100.0%	0.0%	0	0	0	0	0	0.0%	0.0%

October 2010								
Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male
Stafford	0	0	0	8	0	**	58.3%	41.7%
Stamford	0	0	36	**	104	0	47.6%	52.4%
Sterling	0	0	0	**	**	0	100.0%	0.0%
Stonington	0	0	**	14	**	0	75.0%	25.0%
Stratford	0	0	59	15	31	0	51.4%	48.6%
Suffield	0	0	0	**	0	0	100.0%	0.0%
Thomaston	0	0	0	0	**	0	0.0%	100.0%
Thompson	0	0	0	0	0	0	0.0%	0.0%
Torrington	0	0	0	59	53	0	52.7%	47.3%
Trumbull	0	0	**	21	11	0	58.8%	41.2%
Vernon	0	**	19	28	18	0	44.9%	55.1%
Voluntown	0	0	0	0	0	0	0.0%	0.0%
Wallingford	0	0	**	**	**	0	60.0%	40.0%
Waterbury	0	**	120	33	159	0	47.3%	52.7%
Waterford	0	0	**	**	**	**	22.2%	77.8%
Watertown	0	0	0	**	0	0	0.0%	100.0%
West Hartford	0	0	**	0	**	0	16.7%	83.3%
West Haven	0	**	49	25	69	0	49.7%	50.3%
Westbrook	0	0	0	0	**	0	66.7%	33.3%
Wethersfield	0	0	0	0	0	0	0.0%	0.0%
Willington	0	0	0	0	0	0	0.0%	0.0%
Winchester	**	**	0	25	**	0	41.9%	58.1%
Windham	0	0	**	6	39	**	50.0%	50.0%
Windsor	0	0	11	9	6	0	50.0%	50.0%
Windsor Locks	0	0	0	0	0	0	0.0%	0.0%
Woodstock	0	0	0	**	0	0	100.0%	0.0%

October 2011								
American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	% Female	% Male
0	0	0	8	*	0	*	53.8%	46.2%
0	**	15	*	69	0	0	48.9%	51.1%
0	0	0	*	0	0	0	100.0%	0.0%
*	*	*	11	*	0	0	47.1%	52.9%
0	0	54	20	34	0	0	54.6%	45.4%
0	0	0	*	0	0	0	100.0%	0.0%
0	0	0	0	*	0	0	0.0%	100.0%
0	0	0	0	0	0	0	0.0%	0.0%
*	*	*	78	33	0	*	47.9%	52.1%
0	0	*	*	6	0	0	30.0%	70.0%
0	*	17	34	20	0	*	48.1%	51.9%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	*	0	0	100.0%	0.0%
0	0	132	30	166	0	0	44.2%	55.8%
0	0	*	7	*	0	0	63.6%	36.4%
0	0	0	*	0	0	0	50.0%	50.0%
0	*	0	0	*	0	0	50.0%	50.0%
*	*	45	30	76	0	0	48.4%	51.6%
0	0	0	0	*	0	0	66.7%	33.3%
0	0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0	0.0%	0.0%
*	0	0	29	*	*	0	37.8%	62.2%
0	0	*	7	44	0	*	41.4%	58.6%
0	0	*	*	0	0	0	50.0%	50.0%
0	0	*	0	0	0	0	100.0%	0.0%
0	0	0	0	0	0	0	0.0%	0.0%

**Table 2. Geographic and Demographic Distribution of Students in the State-Funded Head Start Programs<sup>2</sup>**

Resident Town	October 2008							October 2009						
	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male
Ansonia	0	0	7	8	**	63.0%	37.0%	0	0	**	**	**	50.0%	50.0%
Bloomfield	0	0	**	14	17	50.0%	50.0%	0	**	**	8	18	56.0%	44.0%
Bozrah	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Bridgeport	0	**	80	8	60	44.0%	56.0%	0	0	56	6	35	47.0%	53.0%
Bridgewater	0	0	0	0	**	100.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Bristol	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Brooklyn	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Burlington	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Clinton	0	0	0	0	0	0.0%	0.0%	0	0	0	0	**	0.0%	100.0%
Danbury	0	0	0	0	0	0.0%	0.0%	0	0	0	0	**	0.0%	100.0%
Derby	0	0	**	**	0	50.0%	50.0%	0	0	0	**	0	100.0%	0.0%
East Hartford	**	**	57	25	100	51.0%	49.0%	**	8	76	22	105	52.0%	48.0%
Fairfield	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Farmington	0	0	0	0	0	0.0%	0.0%	0	0	0	0	**	0.0%	100.0%
Greenwich	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Griswold	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Groton	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Hartford	0	0	12	**	29	67.0%	33.0%	0	0	**	**	0	67.0%	33.0%
Killingly	0	0	0	0	0	0.0%	0.0%	0	0	0	0	**	0.0%	100.0%
Ledyard	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Lisbon	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Manchester	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Meriden	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Milford	0	0	0	**	0	100.0%	0.0%	0	0	0	0	0	0.0%	0.0%
New Britain	0	0	7	**	7	47.0%	53.0%	0	0	**	**	9	50.0%	50.0%
New Hartford	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%

October 2010

Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male
Ansonia	0	0	7	**	8	0	57.9%	42.1%
Bloomfield	0	0	**	0	0	0	0.0%	100.0%
Bozrah	0	0	0	**	0	0	100.0%	0.0%
Bridgeport	0	**	65	7	87	0	46.0%	54.0%
Bridgewater	0	0	**	0	0	0	100.0%	0.0%
Bristol	0	**	**	13	12	0	41.4%	58.6%
Brooklyn	0	0	0	**	0	0	100.0%	0.0%
Burlington	0	0	0	**	0	0	50.0%	50.0%
Clinton	0	0	0	0	0	0	0.0%	0.0%
Danbury	0	0	0	0	0	0	0.0%	0.0%
Derby	0	0	0	**	**	0	40.0%	60.0%
East Hartford	0	7	73	49	83	**	53.0%	47.0%
Fairfield	0	0	0	0	0	0	0.0%	0.0%
Farmington	0	0	0	**	0	0	100.0%	0.0%
Greenwich	0	0	**	**	27	0	42.9%	57.1%
Griswold	0	0	0	12	*	0	69.2%	30.8%
Groton	0	**	**	**	**	0	33.3%	66.7%
Hartford	0	0	**	**	**	0	60.0%	40.0%
Killingly	0	0	**	**	6	0	72.7%	27.3%
Ledyard	0	0	**	**	0	0	50.0%	50.0%
Lisbon	0	0	0	**	**	0	50.0%	50.0%
Manchester	0	0	0	0	0	0	0.0%	0.0%
Meriden	0	0	**	**	9	0	41.7%	58.3%
Milford	0	0	0	**	0	0	0.0%	100.0%
New Britain	0	0	**	**	13	0	52.6%	47.4%
New Hartford	0	0	0	0	0	0	0.0%	0.0%

October 2011

American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male
*	0	7	*	10	0	50.0%	50.0%
0	0	*	0	0	0	0.0%	100.0%
0	0	0	0	0	0	0.0%	0.0%
0	*	87	7	111	0	49.0%	51.0%
0	0	*	0	0	0	100.0%	0.0%
0	*	*	11	20	0	40.0%	60.0%
0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0.0%	0.0%
0	*	*	*	35	0	50.0%	50.0%
0	0	0	*	*	0	40.0%	60.0%
0	6	72	25	114	0	46.0%	54.0%
0	0	*	0	0	0	0.0%	100.0%
0	0	0	0	*	0	0.0%	100.0%
0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0	0.0%	0.0%
0	0	*	6	*	*	39.0%	61.0%
0	0	*	*	14	0	65.0%	35.0%
0	0	0	0	0	0	0.0%	0.0%
0	0	*	*	11	0	56.0%	44.0%
0	0	0	*	0	0	0.0%	100.0%



October 2008							
Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male
New Haven	0	0	0	0	0	0.0%	0.0%
New London	0	0	0	0	0	0.0%	0.0%
Norwalk	0	**	6	**	69	57.0%	43.0%
Norwich	0	0	0	0	0	0.0%	0.0%
Oxford	0	0	0	0	0	0.0%	0.0%
Plainfield	0	0	0	0	0	0.0%	0.0%
Plainville	0	0	0	0	0	0.0%	0.0%
Salem	0	0	0	0	0	0.0%	0.0%
Seymour	0	0	0	0	0	0.0%	0.0%
Shelton	0	0	0	**	0	0.0%	100.0%
Stamford	0	0	14	**	33	52.0%	48.0%
Stratford	0	0	**	0	**	50.0%	50.0%
Vernon	0	0	0	0	0	0.0%	0.0%
Waterbury	0	0	0	**	**	50.0%	50.0%
West Haven	0	0	7	0	7	57.0%	43.0%
Willington	0	0	**	0	0	0.0%	100.0%
Windham	0	0	0	0	0	0.0%	0.0%
Woodstock	0	0	0	0	0	0.0%	0.0%

October 2009						
American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male
0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0.0%	0.0%
0	0	**	0	22	58.0%	42.0%
0	0	0	0	0	0.0%	0.0%
0	0	0	0	0	0.0%	0.0%
0	0	0	0	**	0.0%	100.0%
0	0	0	0	0	0.0%	0.0%
0	0	0	**	0	0.0%	100.0%
0	0	22	**	48	47.0%	53.0%
0	0	0	0	**	100.0%	0.0%
0	0	**	0	0	0.0%	100.0%
0	0	**	**	9	50.0%	50.0%
0	0	6	**	7	47.0%	53.0%
0	0	0	0	0	0.0%	0.0%
0	0	**	**	12	56.0%	44.0%
0	0	0	0	0	0.0%	0.0%

October 2010								
Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male
New Haven	0	0	0	0	0	0	0.0%	0.0%
New London	0	0	0	**	0	0	100.0%	0.0%
Norwalk	0	0	12	**	31	0	47.7%	52.3%
Norwich	0	0	**	**	9	0	35.3%	64.7%
Oxford	0	0	0	0	**	0	100.0%	0.0%
Plainfield	0	0	0	**	0	0	100.0%	0.0%
Plainville	0	0	0	0	**	0	0.0%	100.0%
Salem	0	0	0	**	0	0	0.0%	100.0%
Seymour	0	0	0	**	0	0	0.0%	100.0%
Shelton	**	0	**	**	**	0	37.5%	62.5%
Stamford	0	0	15	**	27	0	48.9%	51.1%
Stratford	0	0	**	**	**	0	33.3%	66.7%
Vernon	0	0	0	0	0	0	0.0%	0.0%
Waterbury	0	0	6	**	9	0	56.3%	43.8%
West Haven	0	0	7	**	12	0	77.3%	22.7%
Willington	0	0	0	0	0	0	0.0%	0.0%
Windham	0	0	**	**	7	**	50.0%	50.0%
	0	0	0	**	0	0	100.0%	0.0%

October 2011							
American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male
0	0	17	0	**	0	58%	42%
0	0	0	0	0	0	0%	0%
**	0	8	*	30	0	52%	48%
0	0	0	*	0	0	100%	0%
0	0	0	0	0	0	0%	0%
0	0	0	0	0	0	0%	0%
0	0	0	0	0	0	0%	0%
0	0	0	*	0	0	0%	100%
*	0	*	*	*	0	33%	67%
0	0	*	*	8	0	50%	50%
0	0	*	*	*	0	25%	75%
0	0	0	0	0	0	0%	0%
0	0	9	*	8	0	78%	22%
0	0	6	*	*	0	70%	30%
0	0	0	0	0	0	0%	0%
0	*	0	*	7	0	20%	80%
0	0	0	0	0	0	0%	0%

**Table 3. Geographic and Demographic Distribution of Students in the School Readiness Priority School Districts Program<sup>3</sup>**

Resident Town	October 2008							October 2009						
	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male
Ansonia	0	**	27	61	32	59.0%	41.0%	0	**	30	63	22	51.0%	49.0%
Bloomfield	0	**	44	8	8	47.0%	53.0%	0	**	47	**	0	44.0%	56.0%
Bridgeport	**	23	593	88	632	49.0%	51.0%	**	27	575	87	635	50.0%	50.0%
Bristol	0	11	21	105	51	45.0%	55.0%	0	**	30	125	86	48.0%	52.0%
Danbury	0	36	27	108	133	50.0%	50.0%	0	26	26	114	174	47.0%	53.0%
East Hartford	0	30	134	35	81	50.0%	50.0%	**	26	169	37	86	48.0%	52.0%
Hartford	**	16	461	48	854	52.0%	48.0%	**	12	522	33	824	50.0%	50.0%
Meriden	0	**	51	104	196	49.0%	51.0%	0	7	64	102	220	56.0%	44.0%
Middletown	0	14	70	92	35	52.0%	48.0%	**	18	67	99	37	48.0%	52.0%
New Britain	**	28	139	80	301	50.0%	50.0%	**	20	90	102	336	52.0%	48.0%
New Haven	**	42	439	122	446	52.0%	48.0%	**	41	499	114	440	50.0%	50.0%
New London	**	**	39	20	59	49.0%	51.0%	**	0	41	21	56	44.0%	56.0%
Norwalk	0	**	108	65	218	50.0%	50.0%	0	10	124	73	230	52.0%	48.0%
Norwich	**	26	61	100	31	52.0%	48.0%	**	28	53	98	48	51.0%	49.0%
Putnam	0	0	**	44	**	43.0%	57.0%	0	0	**	44	**	57.0%	43.0%
Stamford	0	52	109	78	328	52.0%	48.0%	0	46	79	65	304	52.0%	48.0%
Waterbury	9	15	329	228	442	53.0%	47.0%	**	15	324	251	445	48.0%	52.0%
West Haven	0	7	85	55	88	42.0%	58.0%	0	13	70	62	83	43.0%	57.0%
Windham	**	**	12	44	109	52.0%	48.0%	**	**	12	30	98	49.0%	51.0%

October 2010								
Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male
Ansonia	**	**	39	62	46	0	50.0%	50.0%
Bloomfield	0	**	52	8	**	0	52.0%	48.0%
Bridgeport	**	27	633	73	713	0	47.0%	53.0%
Bristol	0	**	29	108	85	0	45.0%	55.0%
Danbury	0	27	32	122	160	0	46.0%	54.0%
East Hartford	0	18	191	41	80	**	50.0%	50.0%
Hartford	**	24	501	46	859	25	49.0%	51.0%
Meriden	0	7	65	96	212	0	57.0%	43.0%
Middletown	**	18	69	103	47	0	55.0%	45.0%
New Britain	0	10	91	73	307	**	50.0%	50.0%
New Haven	**	50	460	121	504	0	50.0%	50.0%
New London	0	**	39	18	56	0	57.0%	43.0%
Norwalk	0	16	119	89	245	0	52.0%	48.0%
Norwich	**	20	60	73	63	16	45.0%	55.0%
Putnam	0	0	0	44	**	**	51.0%	49.0%
Stamford	0	55	111	50	330	0	48.0%	52.0%
Waterbury	8	11	331	216	433	**	49.0%	51.0%
West Haven	0	15	60	69	59	0	30.0%	70.0%
Windham	0	0	6	35	113	0	45.0%	55.0%

October 2011								
American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	% Female	% Male
8	0	31	48	46	0	0	42.9%	57.1%
0	*	32	9	0	0	0	54.8%	45.2%
**	27	537	57	705	*	0	48.1%	51.9%
0	9	37	115	92	0	*	52.4%	47.6%
0	23	29	117	166	0	0	46.0%	54.0%
0	21	241	36	90	*	0	53.0%	47.0%
*	17	511	56	835	*	34	48.9%	51.1%
*	10	60	92	153	0	0	51.3%	48.7%
0	19	67	97	50	0	*	48.7%	51.3%
*	6	75	96	240	0	*	52.5%	47.5%
*	48	414	110	409	0	*	50.5%	49.5%
*	*	41	18	65	0	0	53.9%	46.1%
*	15	106	77	240	0	0	50.3%	49.7%
0	26	45	78	71	0	16	55.5%	44.5%
0	*	*	42	*	0	*	53.2%	46.8%
*	27	45	28	122	0	0	50.7%	49.3%
*	22	326	221	530	0	11	50.2%	49.8%
0	20	53	59	34	0	0	39.2%	60.8%
0	*	7	34	108	0	*	50.0%	50.0%

**Table 4. Geographic and Demographic Distribution of Students in the School Readiness Competitive School Districts Program<sup>4</sup>**

Resident Town	October 2008							October 2009						
	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male
Andover	0	**	0	17	**	42.0%	58.0%	0	0	0	19	0	32.0%	68.0%
Ashford	0	0	**	21	**	52.0%	48.0%	0	0	**	22	**	40.0%	60.0%
Beacon Falls	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Branford	0	**	**	**	**	57.0%	43.0%	0	0	0	**	**	50.0%	50.0%
Brooklyn	0	0	0	35	**	49.0%	51.0%	0	0	**	35	**	59.0%	41.0%
Canterbury	0	0	0	22	0	50.0%	50.0%	0	0	**	22	**	58.0%	42.0%
Chaplin	0	0	0	18	**	60.0%	40.0%	0	0	0	19	**	50.0%	50.0%
Colchester	0	**	**	12	**	47.0%	53.0%	0	**	**	11	0	87.0%	13.0%
Coventry	0	0	0	13	**	60.0%	40.0%	0	0	**	15	**	44.0%	56.0%
Derby	0	0	**	8	14	67.0%	33.0%	0	0	**	12	12	70.0%	30.0%
East Haven	0	**	0	11	**	40.0%	60.0%	0	0	**	9	**	60.0%	40.0%
Eastford	0	0	0	20	**	62.0%	38.0%	0	0	0	17	0	53.0%	47.0%
Ellington	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%
Enfield	0	0	**	9	**	56.0%	44.0%	0	0	**	8	**	67.0%	33.0%
Greenwich	0	0	0	0	**	20.0%	80.0%	0	0	0	**	11	46.0%	54.0%
Griswold	0	0	**	15	0	56.0%	44.0%	0	**	**	11	**	44.0%	56.0%
Groton	0	0	**	**	13	50.0%	50.0%	0	0	**	**	6	40.0%	60.0%
Hamden	0	0	6	**	6	43.0%	57.0%	0	0	7	**	**	54.0%	46.0%
Hampton	0	0	0	13	0	23.0%	77.0%	0	**	0	12	**	29.0%	71.0%
Killingly	0	**	**	9	0	55.0%	45.0%	0	0	**	12	0	38.0%	62.0%
Lebanon	UA	UA	UA	UA	UA	UA	UA	0	0	**	17	**	43.0%	57.0%
Ledyard	**	0	**	10	**	44.0%	56.0%	**	**	**	6	6	65.0%	35.0%
Lisbon	0	0	0	23	0	48.0%	52.0%	0	0	0	23	**	52.0%	48.0%
Manchester	0	**	12	**	**	62.0%	38.0%	0	**	11	**	9	35.0%	65.0%
Mansfield	0	**	**	9	**	50.0%	50.0%	0	**	**	**	**	58.0%	42.0%
Milford	0	**	**	15	**	52.0%	48.0%	0	**	0	12	**	71.0%	29.0%
Naugatuck	0	**	**	10	**	59.0%	41.0%	0	**	**	9	**	44.0%	56.0%
North Canaan	0	0	0	0	0	0.0%	0.0%	0	0	0	0	0	0.0%	0.0%

October 2010								
Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male
Andover	0	0	0	19	0	**	52.4%	47.6%
Ashford	0	**	0	18	**	**	54.2%	45.8%
Beacon Falls	0	0	0	13	**	0	52.9%	47.1%
Branford	0	0	0	0	0	0	0.0%	0.0%
Brooklyn	0	0	**	31	**	0	44.1%	55.9%
Canterbury	0	0	**	21	**	**	66.7%	33.3%
Chaplin	0	**	0	19	0	0	45.0%	55.0%
Colchester	0	0	**	12	0	0	92.3%	7.7%
Coventry	0	0	0	18	**	0	28.6%	71.4%
Derby	0	0	**	**	**	0	70.0%	30.0%
East Haven	0	**	0	**	**	0	54.5%	45.5%
Eastford	0	0	0	12	0	**	61.5%	38.5%
Ellington	0	0	0	0	0	0	0.0%	0.0%
Enfield	0	**	**	11	**	0	62.5%	37.5%
Greenwich	0	0	**	0	12	0	53.8%	46.2%
Griswold	0	**	**	10	0	**	26.7%	73.3%
Groton	**	0	9	**	9	0	37.5%	62.5%
Hamden	0	0	16	**	7	0	48.0%	52.0%
Hampton	0	0	0	13	**	**	50.0%	50.0%
Killingly	0	**	0	7	0	0	25.0%	75.0%
Lebanon	**	0	0	29	**	0	50.0%	50.0%
Ledyard	**	0	**	**	3	0	58.3%	41.7%
Lisbon	0	**	0	11	0	0	50.0%	50.0%
Manchester	0	**	11	0	6	0	55.6%	44.4%
Mansfield	0	**	**	7	**	0	57.1%	42.9%
Milford	0	**	**	18	**	0	46.4%	53.6%
Naugatuck	0	**	**	10	**	**	50.0%	50.0%
North Canaan	0	0	0	8	**	0	46.2%	53.8%

October 2011								
American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male	
0	0	0	20	*	*	34.78%	65.22%	
0	0	*	17	*	0	63.64%	36.36%	
0	0	0	13	*	0	52.94%	47.06%	
0	0	0	0	0	0	0.00%	0.00%	
*	0	*	27	*	*	47.37%	52.63%	
0	0	0	23	0	*	58.33%	41.67%	
0	*	0	16	*	0	65.00%	35.00%	
0	0	*	13	*	*	75.00%	25.00%	
0	*	0	19	0	0	35.00%	65.00%	
0	0	*	6	7	0	46.67%	53.33%	
0	*	*	*	6	0	41.67%	58.33%	
*	0	0	12	*	0	64.29%	35.71%	
0	0	0	*	0	0	0.00%	100.00%	
0	*	*	10	0	0	46.67%	53.33%	
0	0	*	0	9	0	58.33%	41.67%	
0	0	0	16	0	0	43.75%	56.25%	
0	*	*	*	*	0	37.50%	62.50%	
0	*	*	*	7	0	35.71%	64.29%	
0	*	0	14	*	*	64.71%	35.29%	
0	0	0	10	0	*	27.27%	72.73%	
*	*	*	24	*	0	55.88%	44.12%	
0	0	0	13	0	*	42.86%	57.14%	
0	0	0	15	0	*	50.00%	50.00%	
0	*	16	0	*	0	57.14%	42.86%	
0	*	*	*	0	0	50.00%	50.00%	
0	*	*	14	0	0	62.50%	37.50%	
0	0	0	13	*	0	50.00%	50.00%	
0	0	0	*	0	0	100.00%	0.00%	

October 2008							
Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male
Plainfield	0	0	**	11	**	56.0%	44.0%
Plainville	0	0	0	0	0	0.0%	0.0%
Plymouth	0	**	0	15	0	63.0%	37.0%
Preston	0	0	0	20	0	45.0%	55.0%
Scotland	0	0	0	20	0	70.0%	30.0%
Seymour	0	0	0	10	**	46.0%	54.0%
Shelton	0	0	**	8	10	45.0%	55.0%
Sprague	0	0	**	25	**	39.0%	61.0%
Stafford	0	**	0	15	0	35.0%	65.0%
Stratford	0	0	**	**	**	63.0%	37.0%
Thomaston	0	**	0	20	**	50.0%	50.0%
Thompson	0	0	0	15	**	71.0%	29.0%
Torrington	0	0	0	11	**	63.0%	37.0%
Vernon	0	0	0	0	**	0.0%	100.0%
Voluntown	**	0	0	11	0	58.0%	42.0%
West Hartford	0	**	**	**	7	67.0%	33.0%
Winchester	0	0	0	10	**	77.0%	33.0%
Windsor	0	**	6	**	**	42.0%	58.0%
Wolcott	**	**	**	23	0	52.0%	48.0%
Woodstock	0	0	0	14	0	21.0%	79.0%

October 2009						
American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	% Female	% Male
0	0	0	8	**	40.0%	60.0%
0	0	0	0	0	0.0%	0.0%
0	0	**	12	**	73.0%	27.0%
0	0	0	20	**	38.0%	62.0%
0	0	**	17	**	55.0%	45.0%
0	0	0	**	**	33.0%	67.0%
0	0	0	10	**	57.0%	43.0%
0	**	**	23	**	53.0%	47.0%
0	**	0	13	**	53.0%	47.0%
0	0	6	**	**	50.0%	50.0%
0	0	**	18	**	50.0%	50.0%
0	0	**	15	**	59.0%	41.0%
0	0	**	12	7	40.0%	60.0%
0	0	**	0	**	33.0%	67.0%
0	0	0	13	**	50.0%	50.0%
0	**	**	**	**	53.0%	47.0%
0	0	0	6	**	89.0%	11.0%
0	**	10	**	**	43.0%	57.0%
UA	UA	UA	UA	UA	UA	UA
0	0	0	**	0	100.0%	0.0%

October 2010								
Resident Town	American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male
Plainfield	0	**	**	12	**	0	68.8%	31.3%
Plainville	0	**	0	10	**	0	57.1%	42.9%
Plymouth	0	**	0	12	**	0	28.6%	71.4%
Preston	0	0	0	0	0	0	0.0%	0.0%
Scotland	0	0	0	14	0	0	64.3%	35.7%
Seymour	0	**	**	10	**	0	31.3%	68.8%
Shelton	0	0	0	9	0	0	66.7%	33.3%
Sprague	0	0	0	27	**	**	33.3%	66.7%
Stafford	0	0	0	6	0	**	37.5%	62.5%
Stratford	0	**	21	6	19	**	52.1%	47.9%
Thomaston	0	0	0	15	0	0	33.3%	66.7%
Thompson	**	0	0	17	**	0	36.8%	63.2%
Torrington	0	0	**	9	0	0	70.0%	30.0%
Vernon	0	0	**	7	**	0	11.1%	88.9%
Voluntown	0	0	0	0	0	0	0.0%	0.0%
West Hartford	0	7	**	**	10	0	65.2%	34.8%
Winchester	0	0	0	**	**	0	33.3%	66.7%
Windsor	0	**	18	**	**	**	54.5%	45.5%
Wolcott	0	0	**	11	0	0	66.7%	33.3%
Woodstock	0	0	0	0	0	0	0.0%	0.0%

October 2011							
American Indian	Asian	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	Hispanic/Latino	Two or More Races	% Female	% Male
0	*	0	14	*	0	68.75%	31.25%
0	*	0	13	*	0	58.82%	41.18%
0	0	*	15	0	0	56.25%	43.75%
0	0	0	0	0	0	0.00%	0.00%
0	0	0	10	*	0	72.73%	27.27%
0	*	*	9	*	0	58.33%	41.67%
0	0	0	11	*	0	69.23%	30.77%
0	0	0	25	*	*	46.67%	53.33%
0	0	0	*	*	0	50.00%	50.00%
0	0	8	*	7	*	31.58%	68.42%
0	0	0	17	0	0	52.94%	47.06%
0	0	0	18	*	*	65.00%	35.00%
0	0	*	12	*	0	70.59%	29.41%
0	*	*	6	*	0	9.09%	90.91%
0	0	0	0	0	0	0.00%	0.00%
0	*	*	*	7	0	71.43%	28.57%
0	0	0	6	0	0	50.00%	50.00%
0	*	11	*	*	0	47.06%	52.94%
0	*	*	*	*	0	50.00%	50.00%
0	0	0	0	0	0	0.00%	0.00%



Table 5. Number of Children in Care4Kids by Town and Age Group<sup>5</sup>

Resident Town	June 2009			June 2010			June 2011			June 2012		
	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age
Andover	1	1	0	2	1	0	0	3	0	4	5	3
Ansonia	73	69	70	75	80	87	82	90	87	84	82	103
Ashford	7	10	2	6	6	4	5	4	2	5	7	4
Avon	3	5	5	3	7	5	2	4	6	2	3	2
Barkhamsted	2	3	3	1	2	2	3	6	4	2	3	7
Beacon Falls	4	4	4	2	6	7	7	3	3	4	3	2
Berlin	8	9	5	14	10	11	6	14	10	15	25	20
Bethany	4	2	1	1	3	1	3	3	2	6	3	1
Bethel	12	20	16	20	13	11	18	16	19	19	24	20
Bethlehem	0	1	2	3	1	0	2	3	0	1	3	2
Bloomfield	60	52	63	72	73	55	86	54	64	76	55	51
Bolton	1	3	2	2	2	4	3	2	3	1	1	0
Bozrah	5	1	1	2	3	1	6	5	5	2	2	5
Branford	28	27	25	34	33	24	25	22	26	26	36	26
Bridgeport	768	869	407	810	872	387	804	835	417	878	866	407
Bridgewater	2	0	0	1	1	0	1	1	0	0	0	0
Bristol	160	202	156	143	201	183	121	175	165	109	157	155
Brookfield	9	11	4	10	12	4	12	16	8	10	14	5
Brooklyn	11	13	9	18	15	17	14	16	12	21	23	13
Burlington	2	0	2	1	2	3	3	4	0	1	8	2
Canaan	0	3	1	2	2	0	7	6	2	7	5	3
Canterbury	7	5	9	3	11	2	7	8	3	6	4	1
Canton	4	6	0	5	9	3	0	12	8	4	8	4
Chaplin	2	2	2	1	1	1	4	2	1	1	2	1
Cheshire	8	13	4	14	16	7	16	15	13	10	15	14
Chester	0	1	0	1	3	0	1	2	0	3	5	0
Clinton	10	14	15	10	7	12	14	14	6	13	11	8
Colchester	21	24	20	26	34	16	25	35	20	17	30	27
Colebrook	1	0	0	0	0	0	0	0	0	0	0	0
Columbia	0	8	7	2	4	1	1	0	5	3	3	4
Cornwall	1	1	1	2	2	2	1	0	1	0	1	1
Coventry	10	11	16	9	13	13	14	8	6	9	7	4
Cromwell	15	16	15	15	11	21	10	15	12	16	23	19

Resident Town	June 2009			June 2010			June 2011			June 2012		
	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age
Danbury	118	168	110	122	197	115	126	181	106	162	275	120
Darien	0	0	0	2	0	0	3	0	0	3	0	2
Deep River	2	2	0	2	4	0	3	7	0	2	5	1
Derby	42	35	29	42	44	29	37	50	36	52	48	48
Durham	0	2	3	1	0	1	1	1	1	5	1	1
East Granby	7	7	6	4	4	7	5	2	6	5	3	4
East Haddam	4	10	1	3	7	1	3	2	3	4	2	4
East Hampton	14	10	5	8	12	11	11	16	8	9	16	8
East Hartford	385	360	378	387	360	358	252	277	246	242	285	250
East Haven	7	18	36	2	10	16	64	68	71	49	66	55
East Lyme	16	17	7	14	12	11	15	14	6	10	17	14
East Windsor	30	25	28	24	38	20	29	41	22	37	40	29
Eastford	0	2	1	0	2	1	0	1	1	1	0	0
Easton	0	1	0	0	0	0	1	1	0	1	1	2
Ellington	12	17	8	10	20	15	12	22	16	13	18	11
Enfield	101	117	175	96	145	156	90	130	145	84	126	154
Essex	6	6	4	3	3	3	3	3	1	5	6	0
Fairfield	13	13	12	22	27	17	31	20	16	19	26	21
Farmington	8	19	9	8	26	11	18	13	12	13	13	18
Franklin	1	0	0	1	0	0	4	1	0	2	0	1
Glastonbury	15	23	14	13	21	19	14	18	25	21	15	29
Goshen	2	0	0	0	2	3	0	2	4	0	2	4
Granby	1	2	7	9	2	9	5	7	1	3	6	1
Greenwich	11	25	3	22	28	6	35	37	9	40	36	10
Griswold	14	27	16	22	21	18	19	26	18	25	23	27
Groton	86	79	64	75	89	54	80	76	70	81	71	51
Guilford	5	7	16	10	21	7	10	23	13	9	11	14
Haddam	0	8	2	5	9	3	7	4	3	5	6	4
Hamden	51	52	66	50	49	54	138	127	114	125	126	108
Hampton	1	0	0	2	2	1	0	2	2	1	2	2
Hartford	374	382	388	396	458	355	836	1011	808	799	942	772
Hartland	0	1	1	2	2	1	2	1	3	3	0	0
Harwinton	2	3	1	4	4	7	6	4	4	1	2	7
Hebron	2	5	1	3	7	6	6	4	5	8	8	5

Resident Town	June 2009			June 2010			June 2011			June 2012		
	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age
Kent	2	4	1	2	3	5	1	4	1	4	2	0
Killingly	44	56	36	38	47	39	46	43	30	54	59	46
Killingworth	4	4	0	1	4	1	4	5	1	4	2	1
Lebanon	0	1	0	0	0	0	10	4	7	4	9	5
Ledyard	16	26	11	13	18	20	22	21	20	17	24	21
Lisbon	0	0	0	0	0	0	3	3	3	0	3	2
Litchfield	3	8	2	6	1	4	6	1	3	3	3	1
Lyme	2	6	5	2	3	5	0	1	0	0	0	3
Madison	10	10	1	8	7	3	2	12	5	0	8	3
Manchester	156	181	200	144	176	203	184	176	181	173	211	170
Mansfield	8	10	6	4	11	9	11	16	9	13	14	10
Marlborough	6	6	6	2	6	7	1	6	6	1	6	6
Meriden	215	257	238	233	324	242	222	312	259	253	282	250
Middlebury	3	4	10	4	4	8	3	4	2	1	2	5
Middlefield	5	1	1	1	4	2	5	5	2	2	2	0
Middletown	96	141	92	115	153	111	98	161	100	113	162	108
Milford	43	39	49	37	44	36	36	53	30	43	57	30
Monroe	8	10	4	8	6	6	8	7	4	11	12	8
Montville	22	32	13	27	37	17	29	25	27	23	22	22
Morris	1	3	2	1	5	2	3	2	0	1	0	0
Naugatuck	58	77	74	60	68	66	48	79	74	70	79	78
New Britain	340	363	347	322	342	334	326	381	334	341	331	313
New Canaan	1	4	3	3	3	6	2	6	6	3	6	1
New Fairfield	0	0	0	0	1	0	6	12	6	13	11	9
New Hartford	0	2	5	5	5	4	1	3	0	1	5	2
New Haven	1145	1007	889	1099	1098	887	692	777	610	721	789	634
New London	77	107	118	89	110	126	125	106	124	132	136	164
New Milford	18	24	15	32	25	22	27	32	24	35	38	16
Newington	28	28	30	38	44	39	43	43	31	41	53	34
Newtown	6	6	7	10	8	7	3	13	7	8	8	9
Norfolk	9	13	10	9	11	9	14	13	5	14	12	4
North Branford	9	13	10	9	11	9	14	13	5	14	12	4
North Canaan	4	4	2	5	5	1	9	6	2	6	5	3
North Haven	12	18	12	21	19	15	24	22	17	16	20	19

Resident Town	June 2009			June 2010			June 2011			June 2012		
	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age
North Stonington	4	2	4	3	2	0	4	4	3	4	3	4
Norwalk	161	169	108	156	195	106	142	207	125	154	209	152
Norwich	120	144	113	132	150	141	130	165	142	151	171	174
Old Lyme	0	0	0	0	0	0	4	5	1	5	2	3
Old Saybrook	8	7	4	4	4	5	10	7	4	7	6	6
Orange	2	2	0	5	2	3	3	3	2	2	5	2
Oxford	6	7	2	4	8	4	6	7	3	7	6	2
Plainfield	29	39	27	40	39	32	22	43	27	22	50	27
Plainville	25	45	27	24	29	34	14	30	29	23	28	30
Pomfret Center	4	6	2	4	2	0	2	5	2	2	5	2
Portland	6	7	3	7	12	5	13	12	8	12	9	9
Preston	1	1	3	1	1	3	4	2	6	7	4	2
Prospect	2	11	6	5	8	5	2	7	6	3	6	6
Putnam	36	35	40	40	21	11	36	29	26	27	38	30
Redding	0	0	3	2	0	3	1	0	3	1	2	0
Ridgefield	2	1	1	1	8	5	5	5	4	4	6	5
Rocky Hill	18	16	9	21	22	11	22	33	18	17	28	18
Roxbury	1	0	1	1	3	3	0	1	1	0	0	0
Salem	3	2	4	1	2	1	2	4	0	3	5	4
Salisbury	1	0	1	0	1	3	0	0	4	0	0	2
Scotland	0	1	1	0	0	0	0	0	0	1	1	0
Seymour	15	17	13	19	19	18	16	21	22	20	14	29
Sharon	1	4	0	0	4	2	0	2	0	1	1	2
Shelton	27	29	19	29	39	36	37	42	46	35	43	51
Sherman	0	1	1	1	2	1	0	2	2	1	2	1
Simsbury	15	9	5	11	7	9	12	9	10	10	10	9
Somers	10	11	12	5	7	11	11	8	11	6	7	14
South Windsor	18	22	14	12	19	17	13	23	15	13	23	11
Southbury	4	10	7	5	6	3	8	10	1	5	6	4
Southington	31	50	52	36	48	46	27	59	53	38	69	51
Sprague	11	11	3	7	15	8	6	10	8	8	6	4
Stafford	1	3	2	0	1	0	19	21	16	28	26	17
Stamford	112	200	91	109	233	128	156	244	114	176	215	126
Sterling	8	11	17	6	6	15	3	5	12	3	4	4

Resident Town	June 2009			June 2010			June 2011			June 2012		
	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age	Infant/Toddler	Preschool	School Age
Stonington	20	25	19	23	30	12	25	36	18	24	31	24
Stratford	96	115	81	112	135	92	112	139	92	126	118	95
Suffield	7	10	19	6	6	17	10	5	11	7	9	8
Terryville	2	5	3	4	4	5	13	16	21	8	22	16
Thomaston	7	9	16	7	12	15	11	15	14	7	13	17
Thompson	13	17	11	19	12	14	5	5	8	9	6	2
Tolland	13	13	8	10	13	9	11	14	12	10	14	6
Torrington	95	84	114	80	101	122	73	109	94	68	109	100
Trumbull	10	16	7	9	14	0	13	15	5	11	21	6
Union	11	18	10	12	21	9	0	0	0	0	0	0
Vernon	76	90	63	67	95	66	76	100	70	90	117	77
Voluntown	1	4	3	1	3	3	1	6	5	2	1	2
Wallingford	63	80	73	71	81	67	64	87	73	68	94	89
Warren	0	0	0	0	0	0	0	0	0	0	0	0
Washington	0	4	1	0	2	2	1	1	2	0	1	0
Waterbury	602	649	597	615	683	618	567	633	525	585	638	579
Waterford	18	14	14	12	20	14	19	21	12	22	19	17
Watertown	24	25	12	24	25	22	17	27	35	19	26	31
West Hartford	390	457	399	427	483	413	79	68	55	69	81	52
West Haven	9	12	21	6	4	4	187	241	183	195	250	174
Westbrook	6	1	2	6	2	1	5	7	3	6	7	1
Weston	0	2	0	0	1	0	1	0	0	0	0	0
Westport	0	0	0	0	0	0	4	7	1	3	4	0
Wethersfield	28	38	20	24	36	28	22	42	26	28	30	28
Willington	4	4	8	5	2	4	5	4	6	8	8	5
Wilton	0	2	1	0	1	0	0	2	0	2	1	0
Winchester	19	26	30	18	25	41	18	30	26	21	30	31
Windham/Willimantic	113	115	96	112	124	87	91	124	80	85	141	68
Windsor	81	81	81	73	84	81	79	94	62	62	74	57
Windsor Locks	22	24	13	22	34	19	25	41	25	28	37	25
Wolcott	0	0	0	0	0	0	20	27	15	19	16	14
Woodbridge	0	0	0	0	0	0	3	3	3	3	4	2
Woodbury	3	3	0	2	4	2	8	4	3	4	6	3
Woodstock	6	1	3	2	6	2	2	4	2	5	4	3
<b>TOTAL</b>	<b>7334</b>	<b>8119</b>	<b>6768</b>	<b>7477</b>	<b>8653</b>	<b>6873</b>	<b>7485</b>	<b>8895</b>	<b>6828</b>	<b>7711</b>	<b>8950</b>	<b>7002</b>

**Table 6. Number of Children 0-4 in Poverty**

Resident Town	2011	Resident Town	2011	Resident Town	2011	Resident Town	2011	
Andover	20	East Hartford	985	New Britain	2028	Southbury	0	
Ansonia	446	East Haven	177	New Canaan	0	Southington	95	
Ashford	13	East Lyme	8	New Fairfield	21	Sprague	0	
Avon	72	East Windsor	41	New Hartford	15	Stafford	54	
Barkhamsted	0	Eastford	12	New Haven	2766	Stamford	1245	
Beacon Falls	0	Easton	0	New London	355	Sterling	23	
Berlin	0	Ellington	0	New Milford	142	Stonington	118	
Bethany	0	Enfield	235	Newington	166	Stratford	148	
Bethel	63	Essex	0	Newtown	46	Suffield	0	
Bethlehem	0	Fairfield	117	Norfolk	0	Plymouth	99	
Bloomfield	9	Farmington	24	North Branford	17	Thomaston	8	
Bolton	0	Franklin	0	North Canaan	83	Thompson	0	
Bozrah	8	Glastonbury	86	North Haven	64	Tolland	55	
Branford	64	Goshen	0	North Stonington	28	Torrington	301	
Bridgeport	2922	Granby	0	Norwalk	502	Trumbull	50	
Bridgewater	0	Greenwich	74	Norwich	772	Union	0	
Bristol	361	Griswold	61	Old Lyme	0	Vernon	367	
Brookfield	36	Groton	412	Old Saybrook	42	Voluntown	0	
Brooklyn	37	Guilford	0	Orange	13	Wallingford	185	
Burlington	46	Haddam	45	Oxford	29	Warren	6	
Canaan	9	Hamden	361	Plainfield	286	Washington	0	
Canterbury	0	Hampton	9	Plainville	159	Waterbury	2623	
Canton	53	Hartford	4690	Pomfret	29	Waterford	0	
Chaplin	0	Hartland	0	Portland	38	Watertown	62	
Cheshire	0	Harwinton	8	Preston	74	West Hartford	170	
Chester	0	Hebron	38	Prospect	13	West Haven	652	
Clinton	33	Kent	30	Putnam	126	Westbrook	44	
Colchester	42	Killingly	108	Redding	56	Weston	0	
Colebrook	5	Killingworth	0	Ridgefield	0	Westport	24	
Columbia	0	Lebanon	0	Rocky Hill	88	Wethersfield	63	
Cornwall	13	Ledyard	33	Roxbury	0	Willington	23	
Coventry	30	Lisbon	0	Salem	0	Wilton	0	
Cromwell	9	Litchfield	4	Salisbury	0	Winchester	70	
Danbury	740	Lyme	17	Scotland	0	Windham	586	
Darien	45	Madison	0	Seymour	0	Windsor	68	
Deep River	0	Midletown	533	Sharon	0	Windsor Locks	149	
Derby	192	Milford	66	Shelton	54	Wolcott	36	
Durham	0	Monroe	34	Sherman	0	Woodbridge	0	
East Granby	22	Montville	0	Simsbury	0	Woodbury	38	
East Haddam	125	Morris	0	Somers	0	Woodstock	0	
East Hampton	24	Naugatuck	280	South Windsor	48			
							<b>TOTAL</b>	<b>30864</b>

## Endnotes for Appendix C

- 1 Data provided by Karen Adesso, Charles Martie, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, Connecticut State Department of Education (SDE), via e-mail, on August 26, 2010; October 5, 2011, and November 2, 2012. Data provided are point-in-time data from October 1, 2008; October 1, 2009; October 1, 2010; and October 1, 2011. Note that children are identified by their town of residence, not the town where their Head Start program is located. Note also that demographic categories list absolute numbers of children, while the male/female categories list percentages of children. When \*\* appears in a category, it means that between one and four children were identified as being in that category, but the exact number of children was not provided due to privacy concerns.
- 2 Data provided by Karen Adesso, Charles Martie, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, Connecticut State Department of Education (SDE), via e-mail, on August 26, 2010; October 5, 2011, and November 2, 2012. Data provided are point-in-time data from October 1, 2008; October 1, 2009; October 1, 2010; and October 1, 2011. Note that children are identified by their town of residence, not the town where their Head Start program is located. Note also that demographic categories list absolute numbers of children, while the male/female categories list percentages of children. When \*\* appears in a category, it means that between one and four children were identified as being in that category, but the exact number of children was not provided due to privacy concerns.
- 3 Data provided by Karen Adesso, Charles Martie, and Ajit Gopalakrishnan, Bureau of Data Collection, Research, & Evaluation, Connecticut State Department of Education (SDE), via e-mail, on August 26, 2010; October 5, 2011, and November 2, 2012. Data provided are point-in-time data from October 1, 2008; October 1, 2009; October 1, 2010; and October 1, 2011. Note that for 2008 and 2009, children are identified by their town of residence, not the town where their School Readiness program is located, but for 2010 and 2011 the reverse is true. Note also that demographic categories list absolute numbers of children, while the male/female categories list percentages of children. When \*\* appears in a category, it means that between one and four children were identified as being in that category, but the exact number of children was not provided due to privacy concerns.
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- 5 Data available listed under "Number of Children Paid by Age Category and Service Setting" (June 2009, June 2010, June 2011, and June 2012) (available at [http://www.ctcare4kids.com/ct\\_reports.html](http://www.ctcare4kids.com/ct_reports.html)).





*We gratefully acknowledge the generous financial support of the William Caspar Graustein Memorial Fund, which has made publication of this report possible.*

*We would also like to thank: Connecticut Charts-A-Course, including Darlene Ragozzine and Margaret Gustafson; the Connecticut Department of Social Services, including Theresa Emery and Peter Palermino; the Connecticut State Department of Education, including Deborah Adams, Andrea Brinnel, Judy Carson, Amparo Garcia, Ajit Gopalakrishnan, Michelle Levy, Raymond Martin, Alissa Marotta, Kristine Mika, Gerri Rowell, and Grace-Ann Whitney; Connecticut Voices for Children staff, including Mary Jennings, Claire Morduch, Matthew Santacroce, and Michael Sullivan; Graustein Memorial Fund staff, including Malwin Davila, Nancy Leonard, David Martin, David Nee, and Carmen Siberon; United Way staff, including Valerie Grant and Tracy Zolnik; and everyone else who made this report possible.*

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