



CONNECTICUT  
**VOICES**  
FOR CHILDREN

# Connecticut Early Care & Education Progress Report, 2009

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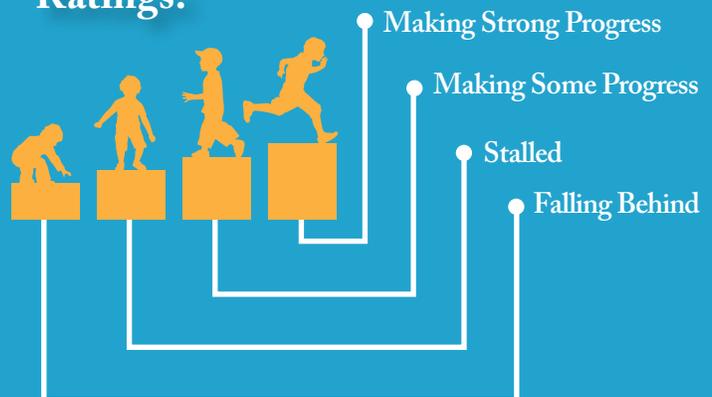
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The environment and caretaking to which children are exposed in their earliest years of life have a tremendous impact upon their brain development and later success in school and in life.

## Ratings:

In evaluating Connecticut's efforts and outcomes for children, we've assigned progress ratings: Making Strong Progress, Making Some Progress, Stalled, and Falling Behind.



# Introduction

**The science is clear:** the environment and caretaking to which children are exposed in their earliest years of life have a tremendous impact upon their brain development and later success in school and in life. Poverty, inadequate health care, limited parental education, abuse or neglect, and living in single-parent or non-English speaking households all place children at risk of lagging behind their peers early on, and never catching up. However, research shows that these risk factors can be counteracted if the children exposed to them also have access to high quality early care and education experiences. For at risk children, effective early childhood programs can yield returns to society of \$17 for each dollar invested, measured by the lessened need for special education services, lower grade retention rates, increased high school graduation rates, lesser involvement in the criminal justice system, and so on.<sup>1</sup>

**The need is great.** The cost of child care is high, frequently the largest single expense in a family's budget. The children who benefit the most from high quality early care and education are generally those who can least afford it. Those parents who most need reliable child care – working mothers and fathers who do not have the resources to stay home with their children – are generally those who have the least access to it. Connecticut's patchwork of early care and education programs provides *some* funding to *some* children, but the state lacks a coordinated infrastructure to assess the effect of its investments and to ensure *all* children arrive at school ready to learn. Importantly, the current economic climate threatens to bring severe budget cuts that would undermine early care programs, undo progress, set back quality enhancements, and essentially erase a decade of improvements.

**Connecticut's goals should be twofold:** to enable the current generation of working parents to maintain steady employment knowing that their children are in safe, nurturing, learning environments, and to ensure that the *next* generation is receiving the resources it needs to be successful in school and beyond.

This report asks if Connecticut is moving toward meeting these goals. Specifically, this report seeks to answer:

*What has Connecticut done thus far to address the need for quality early care and education; and are Connecticut's efforts improving children's readiness for school?*

The report is divided into three sections:

**The Need**, which seeks to explore in more depth the demographic risk factors faced by many of Connecticut's children, and how the high cost of child care impacts families' budgets;

**Connecticut's Efforts Thus Far**, which examines the amount and allocation of financial resources that Connecticut has put towards early care and education, as well as the number of children Connecticut is serving with these resources, and the quality of the programs to which these children have access; and

**Outcomes for Children**, which looks at the last five years of assessments of Connecticut's kindergarteners and fourth-graders to see how and whether our children are succeeding in school, and whether this has changed over time.

# The Need: Affordable, High Quality Early Care and Education is Essential to Connecticut's Working Families

## FAMILIES NEED ACCESS TO HIGH QUALITY EARLY CARE AND EDUCATION PROGRAMS

There is an acute need for quality early care and education in Connecticut, particularly for children in families with demographic risk factors (families in poverty, single parent, non-English speaking parent, parent with less than a high school diploma). Children in these families are at greater risk of being behind when starting school. Available data have not shown significant improvements in these demographic risk factors over the past few years. Some progress appears to have occurred for some risk factors, but not others. For example, there are higher levels of parent educational attainment, but also more single-mother households. In sum, significant portions of the population still fall into high-need categories.

- In 2007, two-thirds (68%) of Connecticut children lived in families where all parents were working, demonstrating the widespread need for affordable child care for working families.<sup>2</sup>
- In 2007, over one quarter (27.6%) of children under age 6 in Connecticut lived in households who struggled to meet basic needs.<sup>3</sup> (These families have income below 200% of the federal poverty threshold.<sup>4</sup> This income level roughly corresponds to Connecticut's Self-Sufficiency Standard, a measure established by Connecticut law of the income necessary for a family to meet basic needs.)
- One-fifth (20.4%) of children under age 6 in Connecticut lived in single-mother households in 2007.<sup>5</sup> The number of children under 6 in single mother households has trended upward since 2001, when the official number was 43,491.<sup>6</sup> In 2007, 54,169 were recorded as being in single-mother households.<sup>7</sup> Single-mother families have an acute need for child care services since mothers must balance work responsibilities and parenting responsibilities.
- In 2007, over one-third (34.4%) of children under age 6 in Connecticut lived in households where no parent held higher than a high school degree or GED.<sup>8</sup>

Data shows that high quality early care and education environments can counteract many of these risk factors; 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>9</sup> Unfortunately, many of these same risk factors are correlated with lesser means to afford and access quality early care and education. Single-mother households and households with lower educational attainment tend to have lower incomes and are less likely to find jobs with the flexibility to easily handle child care responsibilities. Non-English speaking families also tend to have lower incomes and are confronted with a language barrier that can make difficult the administrative hurdles to enrolling in state-funded early education programs or attaining state child care subsidies. In other words, the children who need quality early care and education the most are the least likely to receive it.

## CHILD CARE IN CONNECTICUT IS UNAFFORDABLE

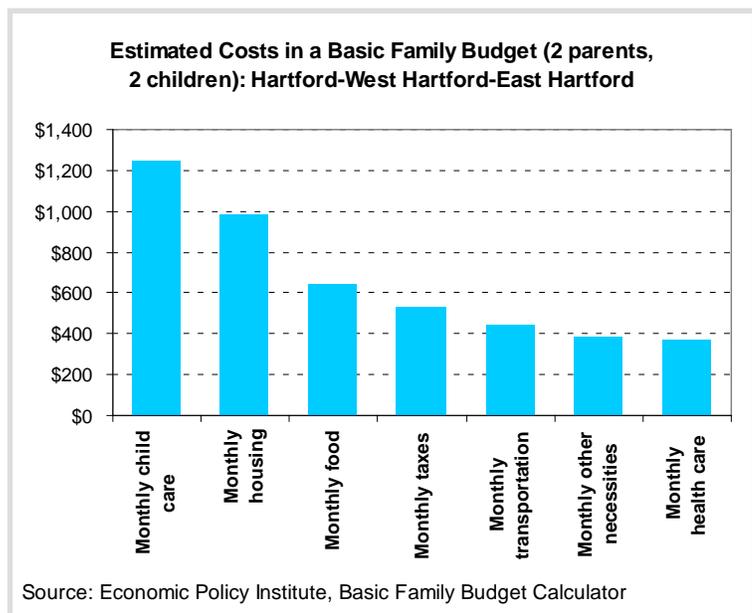
The cost of child care in Connecticut is often one of the most expensive pieces of a family budget. The 2008 estimate for the average yearly price of child care, based on data provided by child care providers, is \$9,100 per child,<sup>10</sup> or 11.2% of Connecticut’s median family income.<sup>11</sup> The cost for only one child is more than the recommended 10% of a family budget that should be spent on child care for all children in the family.<sup>12</sup> Moreover, most families utilize licensed child care centers, which tend to be more expensive than family child care homes, and have an average yearly price (per child) of \$11,150 in Connecticut,<sup>13</sup> or 14% of the median family income (see table below). The latest national data from the U.S. Census shows that over four times as many children under the age of five receive child care from centers than from family day care homes.<sup>14</sup> Child care for many working families is not an option but a necessity, and its high cost creates a large financial strain, leaving less money in the family budget for other necessities like housing, food, and health care. Or worse, families are forced to find cheaper, inadequate answers to their child care needs.

### The Price of Child Care in Connecticut

		Annual Price of Care in CT <sup>15</sup>	% of Median Family Income <sup>16</sup>
<b>Center</b>	Infant/Toddler	<b>\$11,156</b>	<b>13.7%</b>
	Preschooler	<b>\$9,040</b>	<b>11.1%</b>
<b>Family Care</b>	Infant/Toddler	<b>\$8,291</b>	<b>10.2%</b>
	Preschooler	<b>\$7,914</b>	<b>9.7%</b>
Average:		<b>\$9,101</b>	<b>11.2%</b>

For many Connecticut families with young children, child care is more expensive than any other necessity. The Economic Policy Institute developed a family budget calculator<sup>17</sup> that determines the amount a family must spend, depending upon family composition and geographic location, to assure a safe and decent (though basic) standard of living. The figure below shows what a family with two children (one toddler, one preschooler) in the Hartford area must typically spend for basic necessities. Child care, at over \$1,200, costs more than food and health care costs combined.

The cost of child care has not diminished over time. United Way records for Connecticut actually show that the average monthly cost of child care has increased by 3.6% between 2000 and 2008.<sup>18</sup> Family income in Connecticut has grown at roughly the same rate. Median family income was \$81,421 in 2007,<sup>19</sup> 3% higher than in 2000 after adjusting for inflation.



# Connecticut's Efforts Thus Far: Resources, Capacity, and Quality

To assess Connecticut's efforts in improving the early care and education (ECE) system, we need to answer the following questions:

- 1) How many resources is Connecticut investing in early care and education (and where are these resources going)?
- 2) How many children is Connecticut serving?
- 3) What is the *quality* of the state-subsidized early care and education programs and environments to which Connecticut's children have access?

Unfortunately, it is not easy to answer any of these questions.

**Resources:** Knowing how many resources Connecticut is investing in early care and education is the first step in understanding the degree of importance Connecticut attaches to this issue. Understanding how the available resources are distributed – how resources are apportioned amongst programs, as well as (more broadly) between capacity (“slots”), quality improvement, and infrastructure – is the first step in assessing whether this distribution is wise.

Calculating the total resources Connecticut is investing in early care and education is complicated by the fact that Connecticut does not have a comprehensive and coordinated early childhood system. Instead, it funds a variety of programs, administered by various state agencies, some of which are subsidized or augmented by federal block grants or federal “matching” dollars. The Office of Fiscal Analysis “budget book,” which details state expenditures, is not consistent across programs in the way it accounts for the existence or extent of these federal dollars.<sup>20</sup>

Also, some of Connecticut's early care and education programs serve only preschoolers, others serve children from birth through age 12, and still others serve children from birth through age 7. State agencies do not report on their spending for discrete age groups (infant/toddlers, preschoolers, school-age children), making it impossible to calculate only those dollars directed to children ages 0-5. Our final calculation of Connecticut's total investment in early care and education is to a certain extent overbroad, including federal and state dollars that serve children ages 5 and above. Regardless, it is a reasonable estimate, taking account of the full scope of existing programs and initiatives.

**Children served:** Knowing the total number of children Connecticut is serving would allow us to calculate how many dollars are being spent per child, and whether the current return to our investment is positive or negative. In addition, it would enable us to assess how many children remain *unserved* by Connecticut's early care and education programs.

But because of Connecticut's patchwork ECE system, it is impossible to calculate this number. The patchwork system means that many children are served by multiple funding streams. For example, a three-year-old may receive a child care subsidy via Connecticut's child care subsidy program, Care4Kids, and simultaneously be awarded a preschool slot in a state-funded center or School Readiness program.

Historically, data collection in these programs has not been coordinated, so “double counting” results. While this is beginning to change, we do not have reliable data for preschoolers for any year prior to State Fiscal Year 2009, and we still do not have reliable data for infants and toddlers. We can and do look at the number of children currently being served by individual state programs, and how that number has changed over time, but our inability to estimate the total number of children served, and our inability to look at changes in this number over time, make it difficult to offer an accurate assessment of Connecticut’s progress in serving all children in need.

**Quality:** Finally, knowing the quality of the programs and environments to which Connecticut’s state-subsidized children have access further enables us to assess the wisdom of Connecticut’s past and present investments. Research has shown that children will only be ready for kindergarten (and demonstrate fewer special education needs, lower retention rates, higher graduation rates, and so on) if they participate in *high-quality* – not just any – early care and education programs.

There is general agreement that high-quality early care and education programs intentionally and consistently foster the cognitive, language, physical, social, and emotional development of the children they serve. There is also general agreement that high-quality programs provide comprehensive services, including health and mental health consultation, to children *and* their families. But how to measure this? As a proxy, we use accreditation (by the National Association for the Education of Young Children (NAEYC), the National Association of Family Child Care (NAFCC), Montessori, and/or Head Start). This measure is faulty, however, because accreditation is an expensive and laborious process and there may be providers who are supplying high quality care who are not captured by this measure.





Connecticut's overall investment in early care and education has declined over this decade.

## RESOURCES: HOW MANY RESOURCES IS CONNECTICUT INVESTING IN EARLY CARE AND EDUCATION (AND WHERE ARE THESE RESOURCES GOING)?



*Connecticut's overall investment in early care and education has declined over this decade. In Fiscal Year 08, Connecticut invested \$212.4 million in the area of early care and education, \$27.8 million (12%) less than in FY 02 (adjusted for inflation). This number represents a **decrease** in funding for direct services, with small **increases** in funding for both quality improvement and infrastructure building; two baby steps forward, one bigger step back.*

**What's Included:** Actual state expenditures (including funds from federal block grants and federal “matching” dollars) in three areas:

- *Funding for Services* – funding that goes directly to early care and education providers to subsidize “slots” in their programs, centers, or homes.
- *Funding for Quality Improvement* – funding that goes to early care and education providers for program enhancements, professional training and development, and technical assistance and support.
- *Funding for Infrastructure* – funding that goes to strategic planning, data collection and analysis, and design and management of a coordinated system of early childhood care and education.

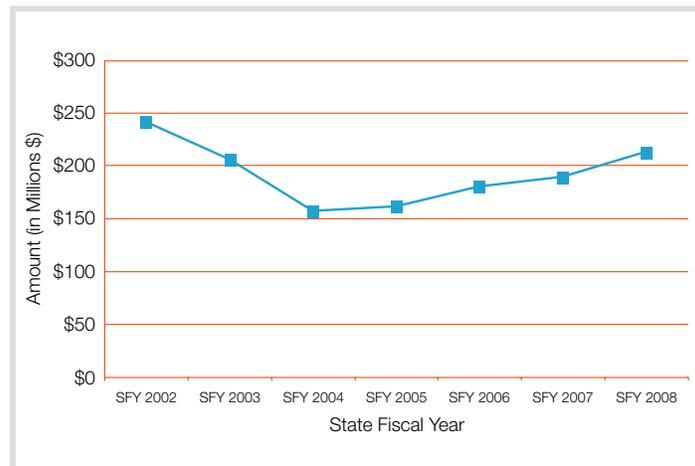
### **The Good News:**

- As shown in the chart on the following page, after a sharp decline in expenditures in early care and education between FY 02 and FY 04, Connecticut’s investment in this area has shown a sustained and significant increase. Though total investment in FY 08 was still less than in FY 02 (adjusted for inflation), it was \$55.5 million (35%) *more* than in FY 04 (adjusted for inflation).<sup>21</sup>
- Small increases in funding for quality improvement, particularly over the last three years, reflect Connecticut’s increasing awareness that *quality of care matters*: that if we want our children to be kindergarten-ready, we must guarantee not just access to care, but access to language-rich, nurturing, responsive environments with staff trained in child development.
- Small increases in funding for infrastructure building similarly reflect Connecticut’s increasing awareness that we cannot achieve our goal of all children “ready by five” without integrated, long-term planning, as well as standardization of regulations, reporting requirements, rates, assessment measures, and data collection, that cut across programs and agencies.

### **The Bad News:**

- As shown in the chart on the following page, Connecticut’s overall investment in early care and education has declined over this decade.
- Increased funding for preschoolers has not been matched by increased funding specifically targeted to infants and toddlers, despite a wealth of data from the field of neuroscience showing the formative importance of the “first thousand days.”
- Increased investment in infrastructure has, as of yet, yielded few concrete outcomes.
- A major state budget deficit poses the threat of severe program cuts that could decimate existing programs and eradicate any system improvements that have succeeded over the past few years’ efforts.
- Proposed budget cuts would eradicate quality enhancement funds and stall further work on essential quality enhancement initiatives, such as the Quality Rating and Improvement Scale.

Overall Funding for Early Childhood Programming (adjusted to 2008 dollars)<sup>22</sup>



FUNDING FOR SERVICES



FALLING BEHIND

*Connecticut’s total investment in early care and education services has been declining over most of this decade. In FY 08, Connecticut invested \$201.6 million in early care and education services, \$32.4 million (14%) less than in FY 02 (adjusted for inflation).*

**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;<sup>23</sup>
- *State-funded child care centers:* nonprofit or municipally-based child care centers that “sell” a certain number of their slots to the Connecticut Department of Social Services and then provide these slots to children ages 0-12 whose parents are earning under 75% of the state median income;<sup>24</sup>
- *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:* the state version of the federal preschool program; it provides comprehensive education, health, nutrition, and parent involvement services to children and their families who qualify under the federal poverty guidelines;<sup>25</sup>
- *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.

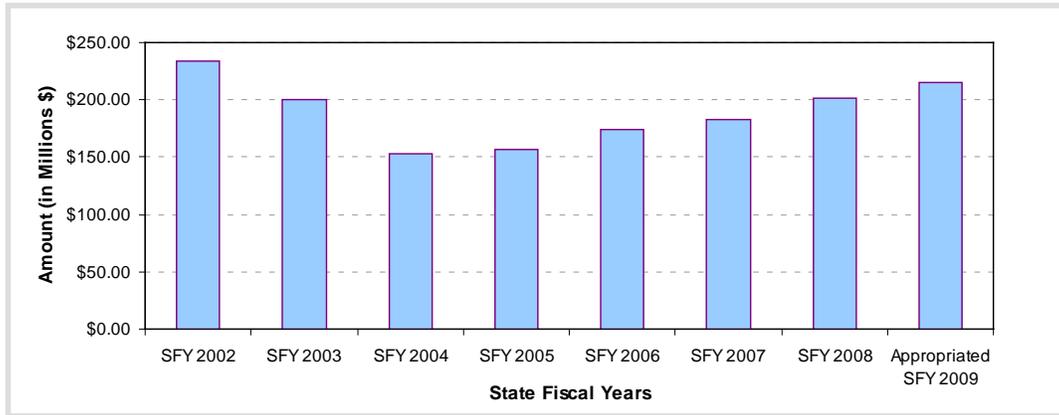
### **The Good News:**

- Funding for School Readiness has shown a sustained and significant increase over time: from \$37.7 million in FY 02 (\$45.1 million, adjusted for inflation) to \$62.8 million in FY 08,<sup>26</sup> an increase of 39% in real dollars.
- Funding for state-funded child care centers has also increased over time: from \$22.8 million in FY 02 (\$27.7 million, adjusted for inflation) to \$30.3 million in FY 08,<sup>27</sup> an increase of 9% in real dollars.

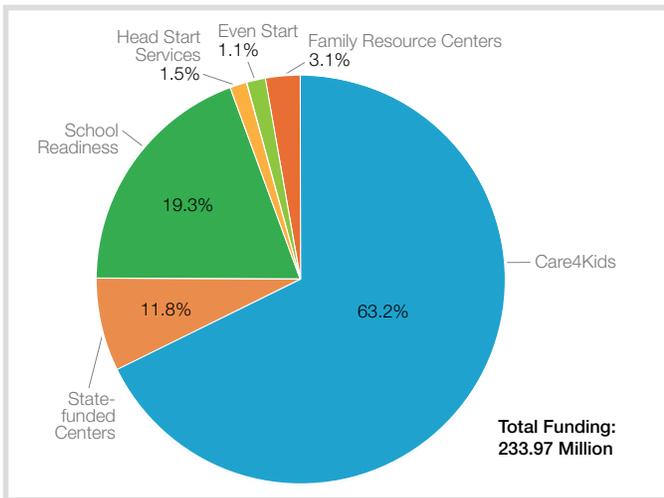
### **The Bad News:**

- Connecticut's total investment in early care and education services has been declining over most of this decade. In FY 08, Connecticut invested \$201.6 million in early care and education services, \$32.4 million (14%) less than in FY 02 (adjusted for inflation).<sup>28</sup>
- Care4Kids funding was cut by more than half between FY 02 and FY 05 (a 55% reduction) and although funding for this program has gradually increased since FY 05, FY 08 expenditures were still 33% less than FY 02 expenditures (adjusted for inflation).<sup>29</sup> Furthermore, Care4Kids reimbursement rates have not increased since 2001, meaning that children receiving this subsidy generally have access only to the lowest-cost programs.
- Funding for State Head Start services has been decreasing (in real dollars) since FY 02; expenditures in FY 08 were 23% less than in FY 02 (adjusted for inflation).<sup>30</sup>
- Funding for Even Start, which is provided entirely by the federal government, has decreased steadily over time: 74% from FY 02 to FY 08 (adjusted for inflation).<sup>31</sup> Connecticut has failed to provide any state funds to compensate for the decrease in federal funding.
- Although Connecticut spent \$300,000 more on Family Resource Centers in FY 08 than in FY 02, when these numbers are adjusted for inflation it becomes apparent that funding for Family Resource Centers actually *declined* by 12% over this six-year period.<sup>32</sup>
- The slight increase in funding for state-funded centers masks the fact that the infant-toddler reimbursement rate is well below the real cost of care (due to the fact that staff-child ratios for infants and toddlers are required, by law, to be 4:1, as compared to 10:1 for preschoolers) and, as a result, state-funded centers are struggling to keep their infant/toddler spaces open.
- The FY 08 expenditure for the School Readiness Initiative is 17% less than the recommendation for FY 08 spending made by the Governor's Early Childhood Research and Policy Council in Connecticut's Early Childhood Investment Plan (Part I), and the FY 09 appropriation is 11% less than that recommended by the Plan for FY 09.<sup>33</sup> And as of March 2009, the State Department of Education was estimating that in FY 09 it was actually going to spend only \$68.1 million of the \$76.3 million appropriated to Priority School Districts,<sup>34</sup> meaning that the FY 09 expenditure on this program will be 19% less than the Plan's recommendation.
- Finally, there is no uniform per child funding rate among these state programs, and none of these programs are funded at "real cost" levels. There has been no movement to standardize funding levels or to increase rates to what it actually costs to deliver high quality early care and education services.

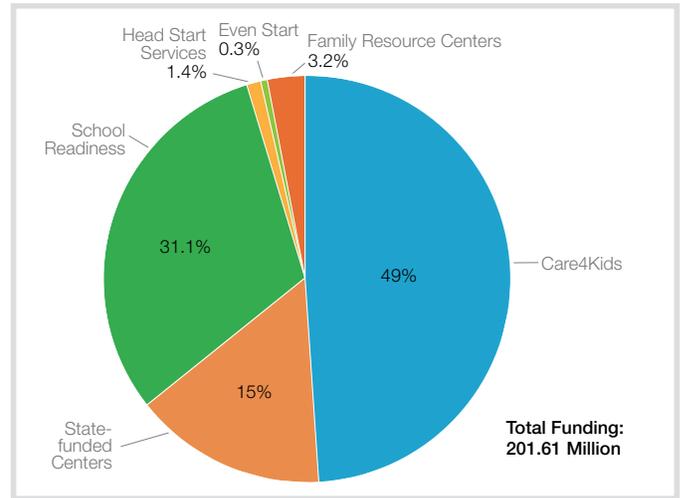
Overall Funding for Early Childhood Direct Services (Adjusted to 2008 Dollars)<sup>35</sup>



SFY 2002 Overall Funding for Early Childhood Direct Services by Category In Millions, Adjusted to 2008 Dollars<sup>36</sup>



SFY 2008 Overall Funding for Early Childhood Direct Services by Category In Millions<sup>37</sup>



## FUNDING FOR QUALITY IMPROVEMENTS



### MAKING SOME PROGRESS

*In Fiscal Year 08, Connecticut invested \$8.8 million in improving the quality of its early care and education services, \$2.6 million (42%) more than in FY 02 (adjusted for inflation). While this is commendable, the proportion of total early care and education funds Connecticut has invested in quality improvement initiatives is still very small, only 4.2% in FY 08 (compared to 2.6% in FY 02).*

**What's Included:** Actual state expenditures for providing professional development and scholarships for child care staff, helping child care 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:* a voluntary professional career development system that delivers training to adults who work with young children;<sup>38</sup>
- *Quality Enhancement Initiative:* an initiative, administered by the Connecticut Department of Social Services, which provides funds 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;<sup>39</sup>
- *Preschool Quality Rating System:* the fraction of this State Department of Education budget line item provided to Charter Oak State College for administration of the ECERS assessment tool and provision of related training and quality improvement opportunities, as well as that fraction given to direct service providers for quality improvement;
- *Project Learn:* a Bridgeport initiative which attempts to avoid the “fade-out effect” of quality early child care programs by continuing to provide family support services for families with children in grades K-3;<sup>40</sup>
- *Head Start Enhancement:* funds given to state Head Start programs specifically for quality improvement.<sup>41</sup>

### The Good News:

- Over the past two to three years, Connecticut has increasingly acknowledged the importance of providing *quality* care to its youngest citizens, and has provided some funding for new initiatives, such as Project Learn and the ECERS assessment. The Early Childhood Education Cabinet has also been designing a Quality Rating and Improvement System (QRIS) that would create a standard scale by which the quality of early care and education providers would be measured, as well as provide technical assistance and financial incentives for quality improvement.
- Although funding for Connecticut Charts-A-Course declined between FY 02 and FY 05, it has increased steadily since FY 05 and in FY 08 was 21% more (in inflation-adjusted dollars) than in FY 02.<sup>42</sup>
- Funding for quality improvements for Head Start programs declined from FY 02 to FY 03, and then remained stagnant between FY 03 and FY 07, but saw an increase of \$1 million in FY 08.<sup>43</sup>

### The Bad News:

- New funding for quality improvement has been minimal, and has not been distributed or monitored in the kind of systematic way that would guarantee that these improvements are benefiting the providers – and the children – who need them most.
- The state programs that serve the largest number of infants, toddlers, and preschoolers – Care4Kids, state-funded centers, and School Readiness – do not uniformly receive specific funds for quality improvement.<sup>44</sup>
- Both elements of a Quality Rating and Improvement System – the rating, and the improvement – are expensive to implement, and such a system will only lead to improved quality across the board if both elements are fully funded. Given the current economic conditions, it appears that instituting this type of system may simply not be feasible in the coming fiscal year.

### FUNDING FOR INFRASTRUCTURE



#### MAKING SOME PROGRESS

*In Fiscal Year 08, Connecticut made the first significant investment in moving towards a unified early childhood care and education “system,” with state expenditures of \$1.98 million directed to planning, data collection and interoperability, and local capacity building. However, due to inadequate funding for implementation, these investments have yielded few concrete improvements.*

**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 Cabinet.

**In Fiscal Year 2008, Connecticut made the first significant investment in moving towards a unified early childhood care and education system.**



### The Good News:

- The Early Childhood Cabinet has been deeply engaged in strategic planning, producing an Infant-Toddler Systems Framework,<sup>45</sup> a K-3 Framework,<sup>46</sup> a Preschool Expansion plan,<sup>47</sup> and a preliminary plan for a Quality Rating and Improvement System.<sup>48</sup>
- Connecticut has invested in improving accountability (\$100,000 for consultation with the Charter Oak Group), data interoperability (\$156,000 for consultation with the Public Consulting Group), and data collection (\$100,000 to begin a workforce registry for early childhood care and education staff).<sup>49</sup>

### The Bad News:

- Funding is still well below levels suggested by the Governor's Early Childhood Research and Policy Council in its 2007 Investment Plan. For example, the Council's Plan recommended that \$3.2 million be invested in data interoperability in FY 08,<sup>50</sup> 20 times more than was actually invested.<sup>51</sup>
- Funding for planning and consulting has not been matched by funding for implementation so actual improvements in infrastructure have been negligible. None of the recommendations in the multiple plans produced by the Cabinet have yet been funded or implemented.
- There have been no efforts to improve, simplify, or standardize the confusions and complexities of receiving funding for state early care and education programs and subsidies, despite the fact that the current "patchwork" of funding mechanisms, and the disparity between funding levels for different programs, means that providers must "piece together portions of their revenues from . . . varied [state] programs, each of which may have different payment schedules and levels as well as different reporting requirements,"<sup>52</sup> and that the Governor's Early Childhood Research and Policy Council has recognized this as a problem that needs to be addressed.<sup>53</sup>



- There is still no “coordinating entity” with the authority to work across state agencies and budgets and manage all the elements of a coordinated Early Childhood System (funding of programs, data collection and analysis, setting and monitoring of quality standards, coordination of facility expansion and professional development opportunities, and so on). While the Early Childhood Cabinet has taken on some of these functions, its authority has not been embedded in law (as recommended by the Early Childhood Research and Policy Council), which compromises its ability to control all of these elements in the most effective manner.

## CAPACITY: HOW MANY CHILDREN IS CONNECTICUT SERVING?



### DATA NOT AVAILABLE FOR PROGRESS RATING

*There is no way to calculate accurately the total number of children being served by Connecticut’s early care and education funding, whether that number has increased or decreased over time, or how many dollars we are spending per child. This is because the current systems of data collection do not take account of the fact that many children are served by multiple funding streams.*

**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*
- *Family Resource Centers*

### The Good News:

- The School Readiness program served approximately 52% more children in FY 08 than in FY 02. There were 9,357 children attending School Readiness programs in FY 08,<sup>54</sup> compared to 5,953 children in FY 02.<sup>55</sup> The State Department of Education estimates that the program will serve approximately 10,584 children in FY 09.<sup>56</sup>
- 9% more children were served in both federal- and state-funded Head Start programs in FY 07 than FY 03 (7,110, compared to 6,528).<sup>57</sup> However, the number of children did not show steady growth but instead fluctuated over these five years.

### The Bad News:

- It is impossible to know how many children were actually served by this platform of programs, and, accordingly, there is no way to determine how many dollars were spent per child, or to track trends over time.<sup>58</sup> Because of our “patchwork” system of funding, and because no single funding stream is sufficient to cover the real cost of a slot in an early care or education program, providers are encouraged to seek out multiple funding streams for any eligible child. As a result, a child may receive a slot in a state-funded center *and* a subsidy via Care4Kids – and that same, child will be “double counted” for the state-funded centers and Care4Kids. The State Department of Education has begun to maintain a Pre-school Identifier System (the PKIS) and

**There is no way to calculate accurately the total number of children being served by Connecticut's early care and education funding.**

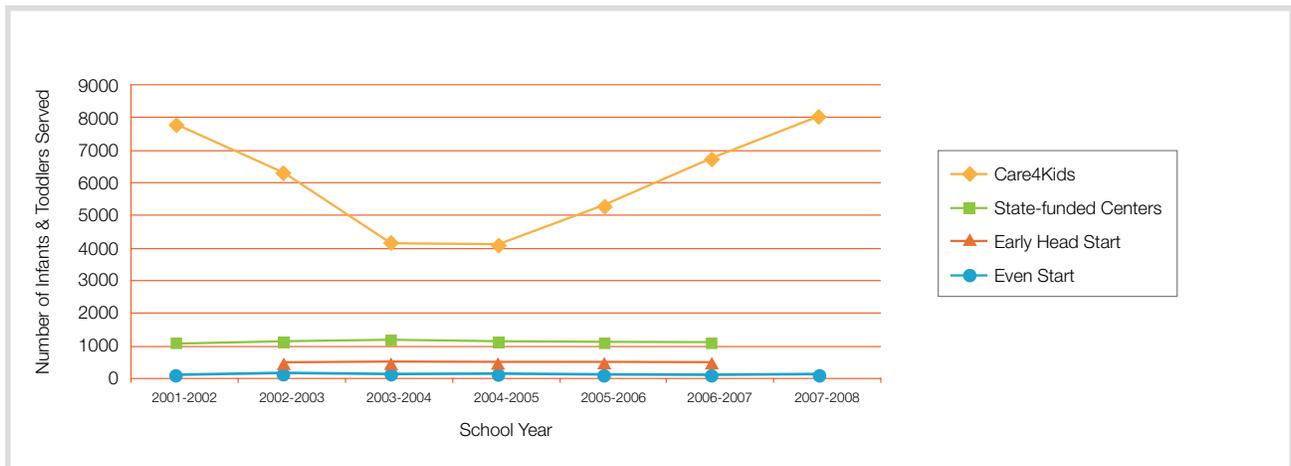


a Public School Identifier System (the PSIS) that assign unique identifiers to children in an attempt to avoid this double-counting problem. This is a good first step, though infants and toddlers have no place in these systems.

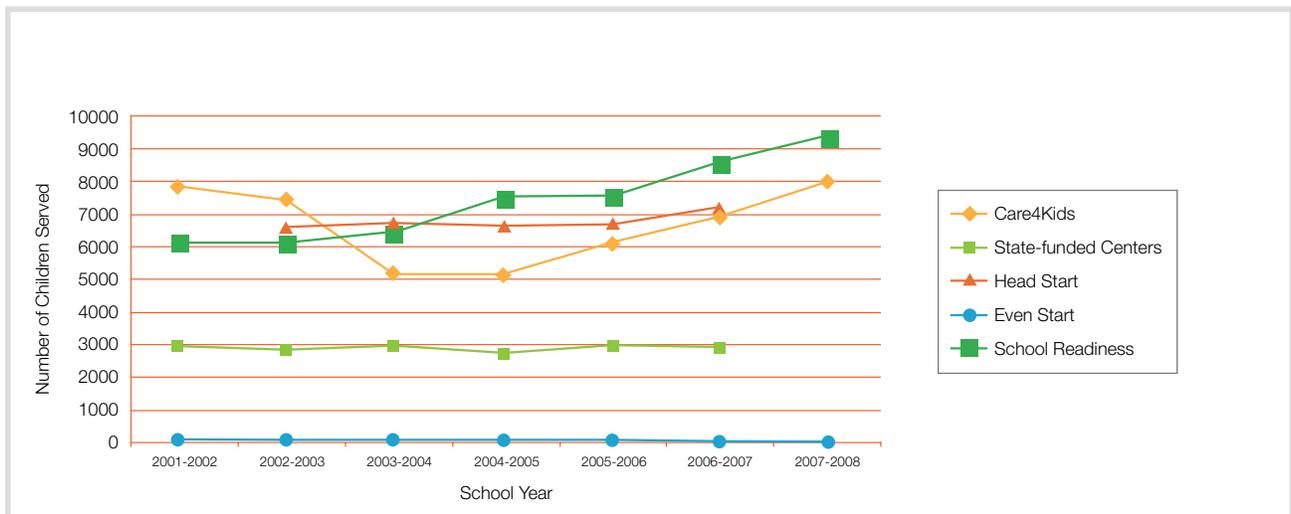
- The number of children served by Care4Kids declined precipitously between FY 02 and FY 05, from 28,175 to 14,655<sup>59</sup> (48%), as a result of a decision to close enrollment following a 2001 increase in rates and an economic downturn. Although those numbers have climbed steadily since FY 06, Care4Kids still served fewer children in FY 08 (approximately 24,000)<sup>60</sup> than it did in FY 02.

- Although the School Readiness program has expanded significantly, almost 11,000 eligible three- and four-year olds remain unserved and in need.<sup>61</sup> The Early Childhood Investment Plan (Part I) recommended creating an additional 4,100 slots in FY 08 and FY 09;<sup>62</sup> instead, it appears we will have created approximately 2,000 slots over that period.<sup>63</sup> Notably, the State Department of Education has chosen to withhold approximately \$8 million of the FY 09 School Readiness allocation rather than use that money to create new slots.<sup>64</sup>
- The number of children served by state-funded centers remained relatively unchanged between FY 02 and FY 07.<sup>65</sup>
- Despite greater recognition of the importance of the “first thousand days” in a child’s development, the number of infants and toddlers served by Early Head Start (which is entirely federally funded) has not increased since FY 03.<sup>66</sup>
- Due to substantial cuts in federal funding, and a continued zero state contribution, the number of children served by Even Start declined by 18% between FY 02 and FY 08, from 203 to 166.<sup>67</sup>

**Number of Infants and Toddlers Served in Early Childhood Programs (2002-2008)<sup>68</sup>**



**Number of Preschoolers Served by Early Childhood Programs (2002-2008)<sup>69</sup>**



## QUALITY: WHAT IS THE QUALITY OF THE PROGRAMS TO WHICH CONNECTICUT'S STATE-SUBSIDIZED CHILDREN HAVE ACCESS?



### MAKING SOME PROGRESS

*An increasing number of early child care and education “slots” are accredited these days, and a significant proportion of children receiving some form of state subsidy are in these “quality” placements; however, infants and toddlers lag far behind preschoolers in access to quality care, and data collection problems make it extremely difficult to accurately assess time trends and current needs.*

**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), and compliance with Head Start standards; access to wraparound services; number of teachers with some form of advanced degree.

### The Good News:

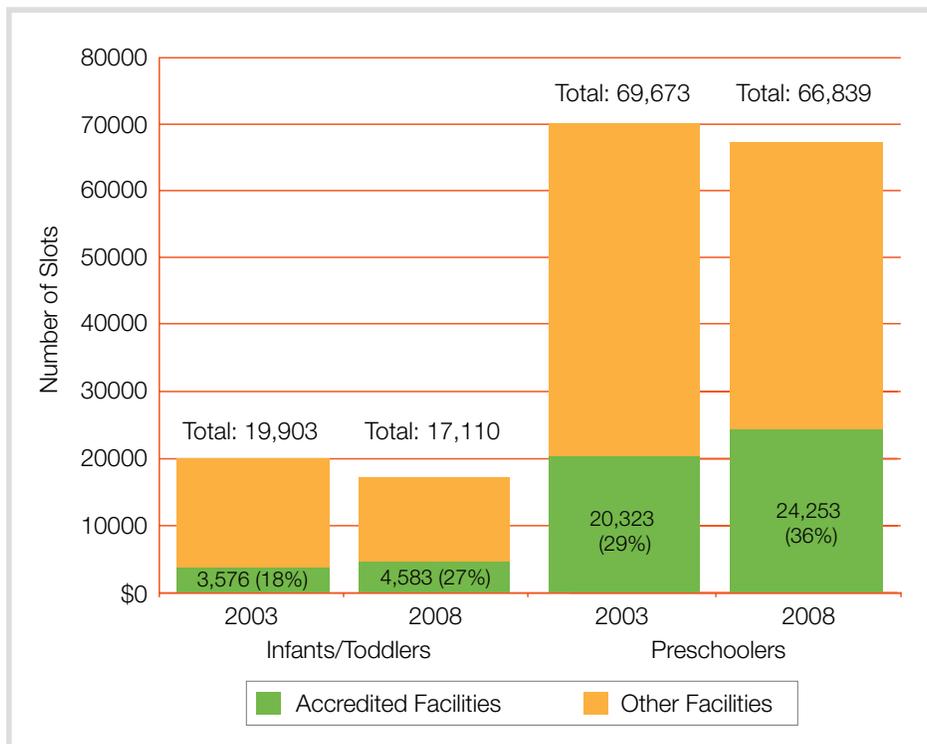
- We estimate that 27% of licensed infant/toddler slots were accredited in 2008,<sup>70</sup> compared to 18% in 2004.<sup>71</sup>
- We estimate that 36% of licensed preschool slots were accredited in 2008,<sup>72</sup> compared to 29% in 2004.<sup>73</sup>
- As shown in the graph below, the overall number as well as percentage of accredited licensed facilities is increasing.
- We estimate that, in 2008, approximately 60% of children ages 0-4 receiving some form of state subsidy (Care4Kids, a spot in a state-funded center, Head Start program, or School Readiness program) were in quality care.<sup>74</sup> Approximately 59% of preschoolers receiving some form of state subsidy were in quality care.<sup>75</sup>

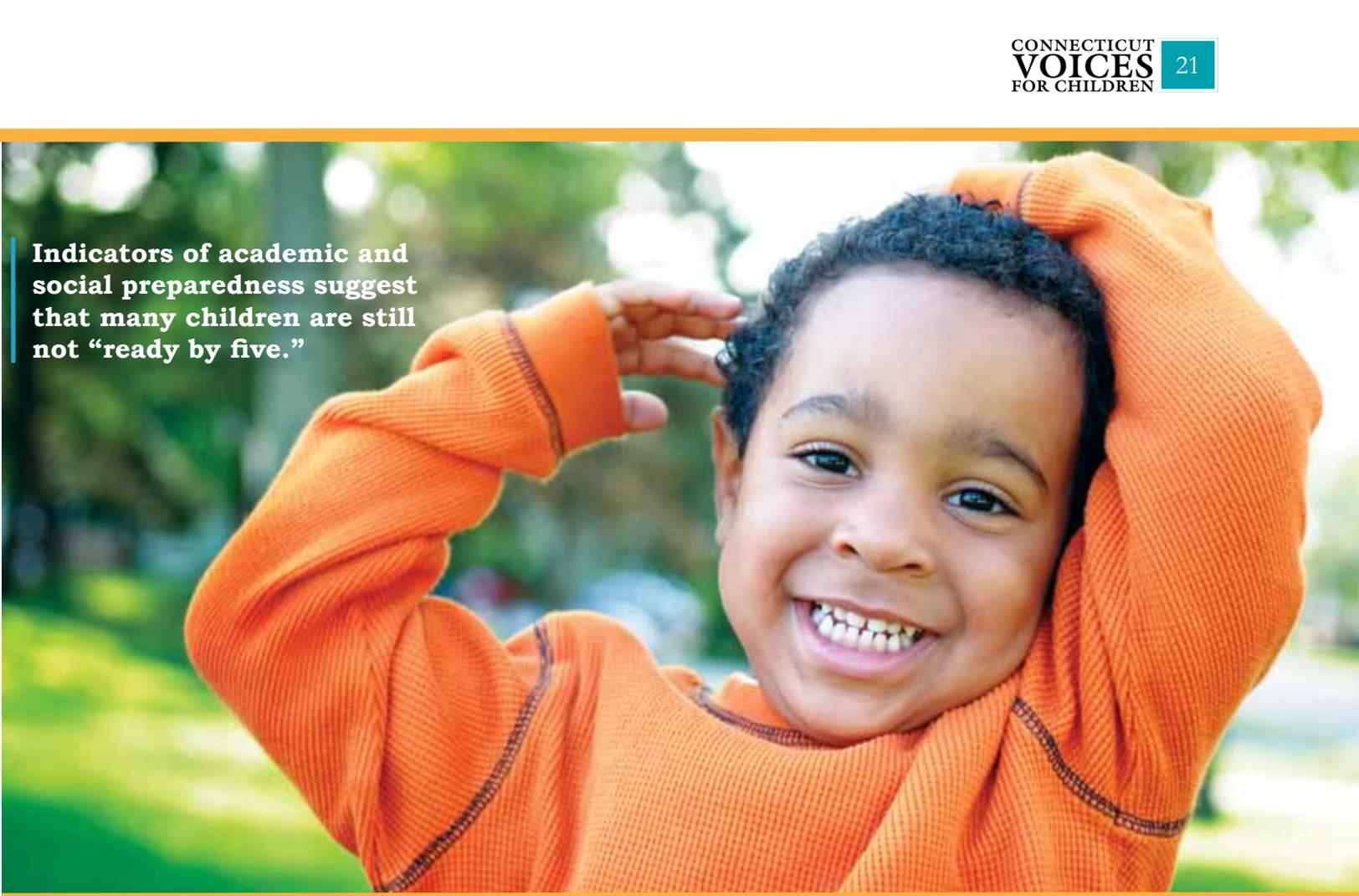
### The Bad News:

- We estimate that, in 2008, only 20% of infants and toddlers receiving some form of state subsidy were in quality care<sup>76</sup> – despite increasing awareness of the importance of the first three years in a child’s development.
- Data collection problems continue to render our estimates somewhat imprecise. Two examples:
  1. Some early care and education facilities have multiple forms of accreditation (for example, we know that at least 43 of the 140 sites that meet Head Start standards also have NAEYC accreditation)<sup>77</sup> but the state’s “slot data” only partially accounts for this overlap, meaning that our estimates may overstate the number (and percentage) of quality slots.

2. The double-counting problem discussed in on page 16 (Capacity: How Many Children is Connecticut Serving?) affects our calculation of the percentage of children receiving some form of state subsidy in quality care, as we cannot be sure of either the total number of children receiving some form of state subsidy, or the number of children receiving some form of state subsidy in quality care.
- Data collection problems also render it impossible to assess whether the percentage of children receiving some form of state subsidy who are in some form of quality care has increased or decreased over time, as the “overlap” data that allows even our rough estimates has not been consistently collected or disseminated over time.
  - There is very little data on *other* measures of quality, such as the number of facilities that have access to some form of wraparound services (physical and mental health consultation, family counseling, and so forth). While we know that Head Start programs require an array of comprehensive services, it is unclear how many other facilities match or exceed Head Start requirements.
  - As of 2008, only 31% of those early care and education staff members enrolled in the workforce registry<sup>78</sup> had a BA degree, and 25% had an Associate’s Degree – meaning 44% had no degree beyond a high school diploma.<sup>79</sup> Numerous constraints – most importantly, low salaries for child care workers and alternative opportunities in the public schools for individuals with college degrees – make it extremely difficult to expand the supply of early care and education staff members with advanced degrees.

**Supply of Accredited Early Care and Education Slots (2003 and 2008)<sup>80</sup>**





Indicators of academic and social preparedness suggest that many children are still not “ready by five.”

## Outcomes for Children: Ready or Not?

Yet another way to assess Connecticut’s efforts in the field of early care and education is to ask ourselves our ultimate goal in investing in this area, and whether we have moved any closer, in the last five years, to achieving it.

Connecticut’s ultimate outcome should be twofold: first, that the current generation of workers will be able to afford quality child care so that they may participate in our economy as productive members of the workforce while fully assured that their children’s emotional and developmental needs are being met; and, second, that every one of this generation of children – *next* generation’s workers – will reach their optimal potential, and be prepared, at the conclusions of their educations, to contribute to society in the workforce and beyond.

With regard to the latter, we believe that the first steps to attaining this end are to ensure that (1) all children are equipped with the academic and social-emotional skills they need to enter kindergarten at age 5; and (2) all children are at or above grade level by the time they reach fourth grade – that is, in the lingo that has been popularized by Connecticut’s Early Childhood Education Cabinet, that all children will be “ready by 5 and fine by 9.” Because of much evidence that a quality early care and education experience can lead to large immediate gains but that these gains can “fade out” over time, it is particularly important that Connecticut’s K-12 system be prepared to continue to nurture children’s optimal development and to monitor children over time, to ensure that their gains are maintained.

## READY BY FIVE



## FALLING BEHIND

*Despite increases in the percentages of children entering kindergarten with preschool experience, indicators of academic and social preparedness suggest that many children – particularly those who live in areas of concentrated poverty – still are not “ready by five.” Lack of data makes it impossible to assess with confidence the degree of impact that a quality early care and education experience has had on kindergarten readiness for Connecticut children.*

**What’s Included:** Our indicators for kindergarten readiness include:

- preschool experience
- the state kindergarten inventory
- involvement in disciplinary incidents
- children held back

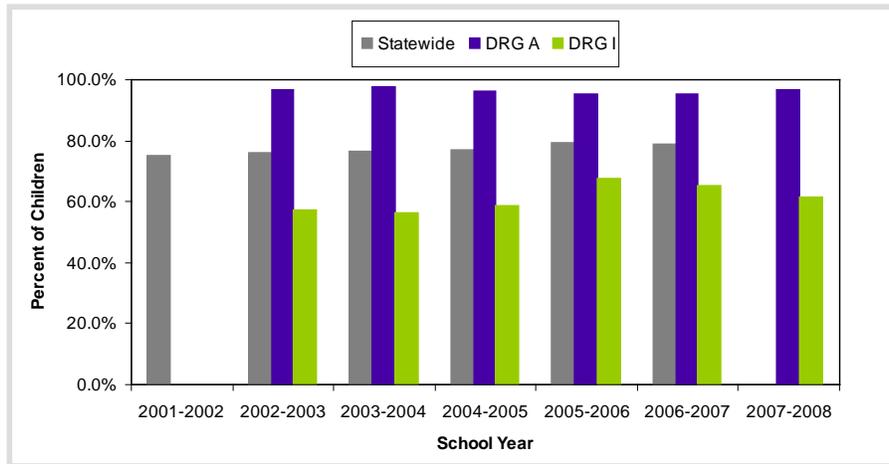
**The Good News:**

- The percentage of children entering kindergarten with preschool experience has been increasing steadily, from approximately 75% in School Year (SY) 2001-2002 to approximately 79% in SY 2006-2007.<sup>81</sup>

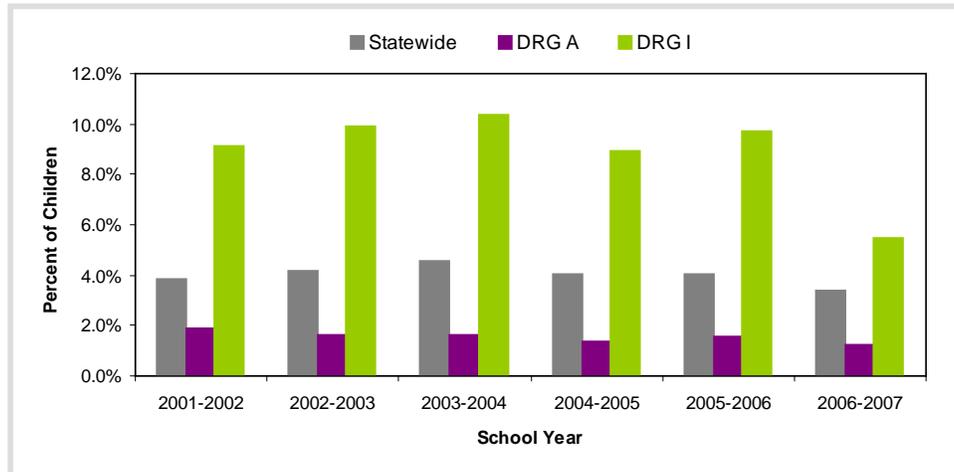
**The Bad News:**

- There are still stark differences between District Reference Groups (DRGs) in the percentages of children entering kindergarten with preschool experience. Specifically, in SY 2007-2008, 96.8% of children in DRG A (Connecticut’s wealthiest school districts) entered kindergarten with preschool experience, compared to 61.5% of children in DRG I (Connecticut’s poorest school districts).<sup>82</sup> There is currently no data collection mechanism by which we can determine what percentage of those kindergarteners who do enter kindergarten with preschool experience benefited from some kind of state subsidy or program such as School Readiness or Head Start.
- Only 16% of kindergarteners “demonstrated the expected skills and knowledge across all subjects” in a standard test given to all kindergarten students,<sup>83</sup> or in other words, tested at Performance Level 3<sup>84</sup> in all six domains<sup>85</sup> of the inventory administered by all kindergarten teachers (at the direction of SDE) in fall 2007. Lack of data makes it impossible to determine whether there is any correlation between student performance and a quality early care and education experience.
- The number of kindergarteners involved in disciplinary incidents more than tripled between SY 2003-2004 and SY 2007-2008.<sup>86</sup> Lack of data makes it impossible to determine whether there is any correlation between disciplinary issues and a quality early care and education experience.
- The percentage of kindergarten children “held back” from moving to the first grade is significantly higher in DRG I than any other DRGs, even those relatively close to it in demographic makeup.<sup>87</sup> In School Year 2005-2006, 9.7% of kindergarteners in DRG I were retained, compared to 3.5% in DRG H and 3.7% in DRG G.<sup>88</sup> Lack of data makes it impossible to determine whether there is any correlation between kindergarten retention and a quality early care and education experience.

**Percent of Kindergarteners with Preschool Experience, by District Reference Group (DRG)<sup>89</sup>**



**Percent of Kindergarteners Held Back, by District Reference Group (DRG)<sup>90</sup>**



**FINE BY NINE**



*Although the reading, writing and math skills of the majority of Connecticut's fourth graders are at what the state considers to be a "proficient" level, the achievement gap between socioeconomic groups continues to be huge and shows little sign of narrowing.*

**What's Included:** Fourth graders' test scores in math, reading, and writing on the Connecticut Mastery Test and the National Assessment of Educational Progress.

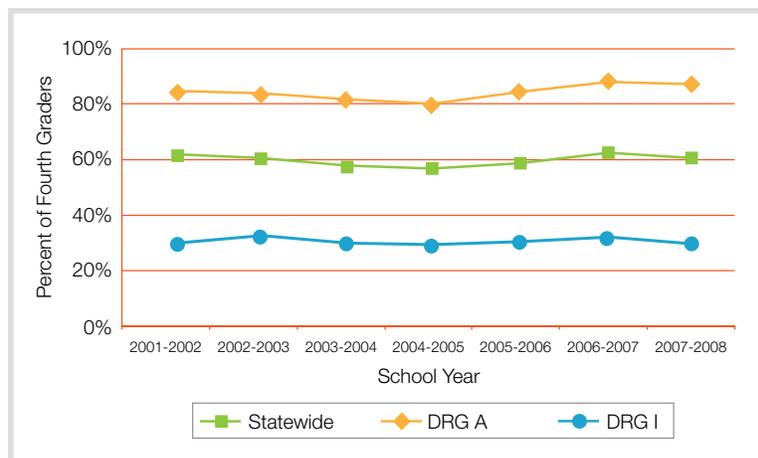
**The Good News:**

- More than 70% of Connecticut's fourth graders are meeting the state standard of "proficient" on the Connecticut Mastery Test (CMT) in math, reading, and writing, and more than half are meeting the higher standard, "goal."<sup>91</sup>

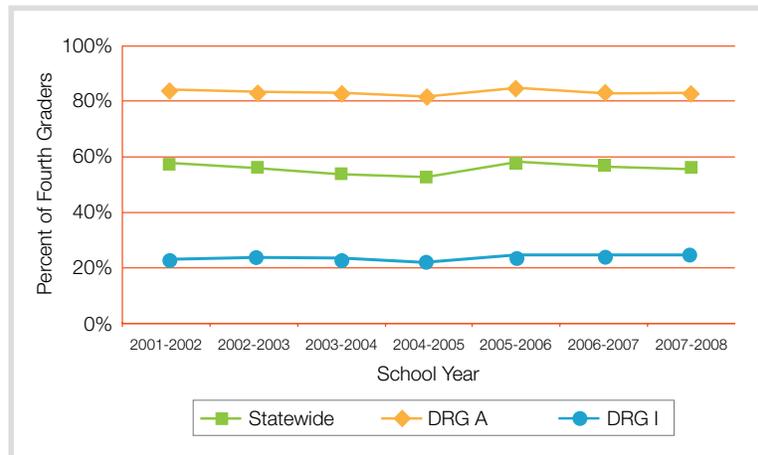
**The Bad News:**

- The percentages of fourth graders at “goal” and “proficient” on the CMT have remained essentially stagnant over the past six years in math, reading, *and* writing.<sup>92</sup>
- There continue to be stark differences in test scores between DRGs in all subject areas: for example, in 2008, only 29.2%, 23.9%, and 33.7% of fourth graders in DRG I met the state goals in math, reading, and writing respectively, compared to 85.4%, 81.8%, and 85.6% of fourth graders in DRG A.<sup>93</sup>
- Connecticut’s ranking amongst the fifty states on the National Assessment of Educational Progress has declined precipitously since 2000: in 2000, Connecticut was first in the nation in fourth grade math scores; in 2007 it was sixteenth.<sup>94</sup>

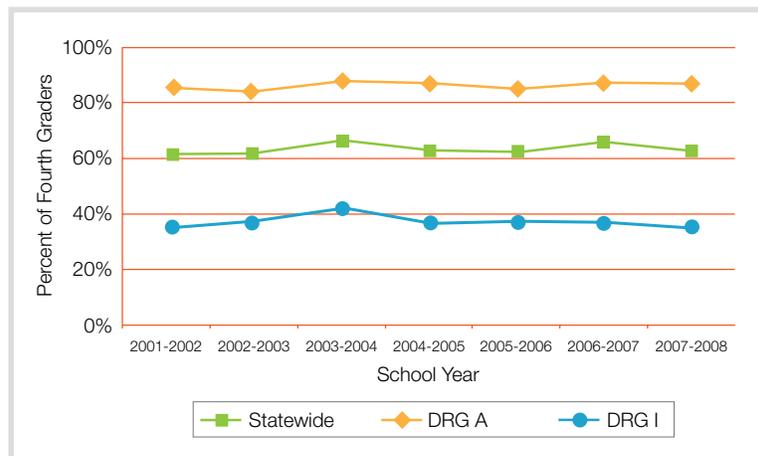
**Percent of Fourth Graders Meeting Goal in Mathematics on the Connecticut Mastery Test<sup>95</sup>**



**Percent of Fourth Graders Meeting Goal on Reading on the Connecticut Mastery Test<sup>96</sup>**



**Percent of Fourth Graders Meeting Goal in Writing on the Connecticut Mastery Test<sup>97</sup>**



**Many children, especially poor children, are not at or above grade level by fourth grade.**

# Conclusions and Recommendations

**We are on the right path.** Over the past five years, Connecticut has publicly acknowledged the importance of quality early care and education (ECE) to working families, and the short- and long-term benefits of quality ECE that accrue to parents, children, and society at large. The formation of the Early Childhood Education Cabinet, the creation of an Early Childhood Investment Framework and Plan, and the increased investment that we have seen in particular areas (notably preschool expansion and, to some extent, infrastructure improvement) are all steps in the right direction – putting us on the path to ensuring that *all* of Connecticut’s children, regardless of the conditions into which they are born, have an equal chance for success.

## **More must be done.**

- Child care in Connecticut is still unaffordable for many residents. The cost of child care in Connecticut is often one of the most expensive pieces of a family budget. Low income families can’t afford to pay for the child care that allows them to work and still make ends meet. This means that high quality child care remains out of reach for families most in need.
- Connecticut has lost ground in overall investment in early care and education in the last several years, and the current deficit threatens to set us back even further. Though the last five years have seen increased dialogue, in Governor Rell’s administration and the legislature, about the importance of the early years, Connecticut spent less in FY 08 on early care and education than it did in FY 02 (adjusted for inflation).
- The state’s investment in early care has been uneven across age groups. Three- and four-year-olds have benefited from an expansion of the pre-kindergarten School Readiness program; however, despite a wealth of scientific evidence regarding the importance of the first thousand days of life, infants and toddlers have not seen a concurrent improvement in the availability, cost, or quality of early care. State funded child care centers and family child care homes serve many infants and toddlers, but remain dangerously underfunded and in need of greater state assistance.
- The state lacks a public structure with the authority or responsibility to coordinate efforts to ensure that children and parents have access to high-quality and affordable child care and early education. This lack of coordinated planning has produced an array of programs and funding sources from multiple agencies that results in confusion for both providers and parents. As a result, parents have to apply to a variety of sources of support, in the hopes that one will come through. Providers use a patchwork of funding sources to piece together an ever-changing budget.
- It is not possible to fully evaluate how Connecticut is meeting its goals of expanding access, improving quality, and creating better educational outcomes, because the state does not collect the data that would allow this kind of evaluation. For instance, it is not possible to tell exactly how many children are participating in the wide array of early care programs because the state does not have a means of tracking children across programs.
- Stark differences in school success among grade school students point to the need to ensure that all children are prepared to succeed in school and reach their potential. Children from affluent communities continue to outperform children from poor communities.

Recognizing that these are hard economic times that call for difficult choices, we offer a series of short- and long-term recommendations that we believe will help us achieve our ultimate goal of supporting working parents and maximizing children’s opportunities for achievement. While some believe an economic crisis mandates cutting back on spending, it is counterproductive to decimate the very programs that help families get back to work, such as the child care subsidy program.

## SHORT-TERM RECOMMENDATIONS

- Maintain funding for slots and for quality enhancement rather than allow budget cuts that will erase a decade of advancement.
- Renovate the existing silo approach to funding child care and build a true early care and education system.
  - Via legislation, create an entity (or imbue an existing entity, such as the Early Childhood Cabinet) with the authority to manage a coordinated Early Childhood System.
  - Move to a *uniform funding stream* for all early care and education programs so that providers do not need to assemble their budgets from a patchwork of inconsistent and unreliable revenue streams, making sound budgeting impossible. Ensure that the uniform funding stream has standard regulation and reporting requirements that will reduce providers' reporting burdens and administrative overhead.
  - Remove impediments to necessary higher education training for early care and education professionals, including, but not limited to: workable articulation agreements within the state's higher education system, more higher education programs, geographically accessible programming, distance learning opportunities, and infant-toddler training.
- Create a system of data collection that can be used for planning and evaluation.
  - Expand kindergarten entry data collection to include the following data: (1) how many hours/months/years of preschool experience the child has accumulated; (2) specific setting in which preschool experience was acquired and whether or not that setting was accredited; (3) whether the child received any kind of state subsidy towards the preschool experience, as well as which kind(s) of subsidy to which he/she was privy, and length of time for which the subsidy was provided.
  - Create a data system to allow for planning and evaluation.
  - Implement a unique identifier system, across all agencies and programs (including the public school system) that serve children ages 0-18.<sup>98</sup> (Note that the Early Childhood Cabinet has stated that it is committed to implementing such a system and is currently working with the State Department of Education and the Department of Public Health to design it.)
  - Ensure that the kindergarten inventory data is fully and publicly available.

## LONG-TERM RECOMMENDATIONS

- Increase the per child space reimbursement rate for all state financed early childhood care and education spaces so that all children receive a high quality and fully funded space regardless of the program they happen to be funded through, be it a School Readiness space, a state funded child care space, or a space funded through Care4Kids.
- Expand access to early care and education by (1) continuing to expand high-quality preschool programs (such as School Readiness, Head Start, and the state funded child care centers) so that *all* eligible children have access to a space, and (2) increasing eligibility levels so that all children living in families with incomes below 75% of the state median income have access to high quality care.
- Fully fund a Quality Rating and Improvement System, so that (1) there is a transparent and standard system for assessing quality that will enable parents to make fully educated choices; (2) there are financial incentives (i.e. higher rates) for providers to move up the quality ratings ladder; and (3) there are financial and technical resources to enable providers to move up that ladder.

- Expand consultation/wraparound services in the areas of health, mental health, and social and emotional development.
- Improve access to higher education training for early childhood providers. Increase funding for scholarship assistance and professional development for child care professionals.

**APPENDIX A: DATA TABLES**

**Table 1. Amount Spent on Early Childhood Programming (in Millions, adjusted to 2008 dollars)<sup>99</sup>**

	SFY 2002	SFY 2003	SFY 2004	SFY 2005	SFY 2006	SFY 2007	SFY 2008	Appropriated SFY 2009
Care4Kids <sup>100</sup>	147.87	117.98	70.58	66.85	79.55	87.42	98.80	93.12
State funds	95.15	74.07	40.23	29.88	46.14	59.81	UA <sup>101</sup>	UA
CCDBG federal funds	48.71	48.21	35.79	39.91	37.59	37.69	UA	UA
State-funded centers <sup>102</sup>	27.72	26.20	26.28	24.69	27.94	27.33	30.30	30.83
State funds	8.70	8.00	7.80	7.50	11.40	11.20	12.80	15.10
SSBG federal funds	19.10	18.60	19.00	17.60	17.00	16.60	15.70	15.70
School Readiness—Priority School Districts <sup>103</sup>	42.26	41.54	42.33	48.97	50.82	53.91	58.06	68.01
School Readiness—Competitive School Districts <sup>104</sup>	2.87	2.70	2.63	4.45	4.48	4.67	4.69	4.81
Head Start Services (state) <sup>105</sup>	3.55	3.21	3.13	3.03	2.94	2.86	2.75	2.75
Even Start <sup>106</sup>	2.46	2.63	2.24	1.92	1.76	0.65	0.65	0.47
Family Resource Centers	7.24	6.15	5.42	7.01	6.79	6.60	6.36	6.36
<b>TOTAL</b>	<b>233.97</b>	<b>200.41</b>	<b>152.61</b>	<b>156.92</b>	<b>174.28</b>	<b>183.44</b>	<b>201.61</b>	<b>206.35</b>

**Table 2. Amount Spent on Improving Early Childhood Programming Quality (in Millions, adjusted to 2008 dollars)**

	SFY 2002	SFY 2003	SFY 2004	SFY 2005	SFY 2006	SFY 2007	SFY 2008	Appropriated SFY 2009
CT Charts A Course <sup>107</sup>	1.97	1.45	1.04	1.08	1.70	1.86	2.38	2.65
Head Start—Early Childhood Link <sup>108</sup>	0.00	0.00	0.00	0.00	0.00	0.00	2.20	2.20
Head Start Enhancement <sup>109</sup>	2.24	2.07	2.02	1.95	1.89	1.84	1.77	1.77
Preschool Quality Rating System: Basic School Program General <sup>110</sup>	0.00	0.00	0.00	0.00	0.00	0.00	0.42	UA <sup>111</sup>
Preschool Quality Rating System: ECERS Assessment, Training, and Quality Improvement Awards <sup>112</sup>	0.00	0.00	0.00	0.00	0.00	0.00	0.90	UA <sup>113</sup>
Quality Enhancement for School Readiness <sup>114</sup>	2.02	1.34	1.30	1.26	1.22	1.26	1.16	UA <sup>115</sup>
<b>TOTAL</b>	<b>6.23</b>	<b>4.86</b>	<b>4.36</b>	<b>4.29</b>	<b>4.81</b>	<b>4.96</b>	<b>8.83</b>	<b>UA</b>

**Table 3. Amount Spent on Early Childhood Infrastructure (in Millions, adjusted to 2008 dollars)**

	SFY 2002	SFY 2003	SFY 2004	SFY 2005	SFY 2006	SFY 2007	SFY 2008	Appropriated SFY 2009
Early Childhood Education Cabinet	0.00	0.00	0.00	0.00	0.06 <sup>116</sup>	0.25 <sup>117</sup>	1.98 <sup>118</sup>	3.60 <sup>119</sup>
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.06</b>	<b>0.25</b>	<b>1.98</b>	<b>3.60</b>

**Table 4. Amount Spent on Early Childhood (Total) (in Millions, adjusted to 2008 dollars)**

	SFY 2002	SFY 2003	SFY 2004	SFY 2005	SFY 2006	SFY 2007	SFY 2008	Appropriated SFY 2009
Early Childhood Programming <sup>120</sup>	233.97	200.41	152.61	156.92	174.28	183.44	201.61	214.77
Improving ECE Quality <sup>121</sup>	6.23	4.86	4.36	4.29	4.81	4.96	8.83	UA <sup>122</sup>
Improving ECE Infrastructure <sup>123</sup>	0.00	0.00	0.00	0.00	0.06	0.25	1.98	3.60
<b>TOTAL</b>	<b>240.20</b>	<b>205.27</b>	<b>156.97</b>	<b>161.21</b>	<b>179.15</b>	<b>188.65</b>	<b>212.42</b>	<b>UA</b>

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

	SFY 2002	SFY 2003	SFY 2004	SFY 2005	SFY 2006	SFY 2007	SFY 2008
Care4Kids <sup>124</sup>	7,765	6,298	4,135	4,087	5,271	6,703	~8,000
State-funded centers <sup>125</sup>	1,088	1,097	1,146	1,126	1,070	1,057	UA <sup>126</sup>
Early Head Start <sup>127</sup>	UA	439	439	439	439	439	UA
Even Start <sup>128</sup>	203	245	260	266	226	180	166

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

	SFY 2002	SFY 2003	SFY 2004	SFY 2005	SFY 2006	SFY 2007	SFY 2008	SFY 2009
Care4Kids <sup>129</sup>	7,849	7,464	5,173	5,120	6,108	6,892	~8,000	UA
State-funded centers <sup>130</sup>	2,962	2,851	2,967	2,777	2,952	2,919	UA <sup>131</sup>	2,561
School Readiness—Priority School Districts <sup>132</sup>	UA	UA	6,065	6,978	6,924	7,871	8,545	9,720
School Readiness—Competitive School Districts <sup>133</sup>	UA	UA	373	516	648	700	812	864
Head Start (federal) <sup>134</sup>	UA	6,108	6,236	6,185	6,219	6,765	UA	UA
Head Start (state only) <sup>135</sup>	UA	420	385	385	409	345	UA	UA
Even Start <sup>136</sup>	19	20	23	27	36	41	40	UA

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

	SFY 2002	SFY 2003	SFY 2004	SFY 2005	SFY 2006	SFY 2007	SFY 2008
Care4Kids <sup>137</sup>	12,561	8,871	5,963	5,448	5,679	6,066	~8,000
State-funded centers <sup>138</sup>	396	393	415	362	360	359	UA <sup>139</sup>
Even Start <sup>140</sup>	19	20	23	27	36	41	40

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

	SFY 2002	SFY 2003	SFY 2004	SFY 2005	SFY 2006	SFY 2007	SFY 2008
<b>Number of Licensed</b>							
Centers <sup>141</sup>	1,681	1,639	1,633	1,598	1,600	1,602	1,598
Family day care homes <sup>142</sup>	3,431	3,321	3,177	2,963	2,773	2,720	2,720
<b>Number of Accredited</b>							
Centers/Homes (total) <sup>143</sup>	UA <sup>144</sup>	465	UA	UA	UA	UA	560
NAEYC <sup>145</sup>	UA	UA	346	530	548	UA	442
AMI	UA	UA	UA	UA	UA	UA	6
AMS <sup>146</sup>	UA	UA	UA	UA	UA	UA	2
Head Start <sup>147</sup>	UA	UA	UA	UA	UA	UA	97
Early Head Start <sup>148</sup>	UA	UA	UA	UA	UA	UA	7
NAFCC <sup>149</sup>	UA	UA	UA	UA	5	4	6

**Table 9. Quality of Early Childhood Services: Licensed and Accredited Slots<sup>150</sup>**

	SFY 2003	SFY 2007	SFY 2008
<b>Infant and Toddlers</b>			
Total licensed slots <sup>151</sup>	19,903	17,110	UA <sup>152</sup>
Total accredited slots <sup>153</sup>	3,579	UA	4,583
NAEYC	UA	UA	4,271
Early Head Start	UA	UA	307
NAFCC	UA	UA	5
<b>Preschoolers</b>			
Total licensed slots <sup>154</sup>	69,673	66,839	UA
Total accredited slots <sup>155</sup>	20,323	UA	24,253
NAEYC <sup>156</sup>	UA	UA	19,048
AMI	UA	UA	191
AMS <sup>157</sup>	UA	UA	67
Head Start <sup>158</sup>	UA	UA	4,926
NAFCC	UA	UA	21

**Table 10. Percent of Kindergarteners with Preschool Experience by District Reference Group (DRG)<sup>159</sup>**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Statewide <sup>160</sup>	75.1%	75.9%	76.4%	77.0%	79.2%	79.1%	UA
DRG A	UA	96.7%	97.6%	96.4%	95.3%	95.5%	96.8%
DRG B	UA	88.6%	91.2%	90.8%	90.0%	91.1%	91.3%
DRG C	UA	83.5%	82.0%	84.2%	85.7%	86.2%	87.9%
DRG D	UA	80.8%	83.3%	81.4%	82.0%	83.9%	84.1%
DRG E	UA	77.6%	77.6%	78.7%	77.5%	82.6%	82.5%
DRG F	UA	77.9%	74.4%	74.3%	76.7%	75.6%	78.3%
DRG G	UA	70.6%	71.6%	74.7%	73.6%	75.2%	74.1%
DRG H	UA	74.1%	75.6%	73.8%	75.5%	74.0%	76.8%
DRG I	UA	57.2%	56.3%	58.9%	67.4%	65.1%	61.5%

**Table 11. Percent of Kindergarteners Retained by District Reference Group (DRG)<sup>161</sup>**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Statewide	3.9%	4.2%	4.5%	4.0%	4.1%	3.4%
DRG A	1.9%	1.6%	1.6%	1.4%	1.5%	1.2%
DRG B	1.9%	2.1%	2.3%	1.6%	1.8%	1.8%
DRG C	1.4%	1.2%	1.2%	1.2%	1.7%	1.6%
DRG D	2.4%	2.3%	2.6%	2.4%	2.3%	2.5%
DRG E	2.9%	3.2%	2.8%	2.8%	2.6%	2.7%
DRG F	3.5%	4.0%	3.1%	3.3%	3.0%	4.1%
DRG G	3.6%	3.8%	4.2%	4.1%	3.7%	3.4%
DRG H	3.1%	3.3%	4.2%	4.0%	3.5%	2.9%
DRG I	9.2%	9.9%	10.4%	8.9%	9.7%	5.5%

**Table 12. Percent of Fourth Graders Meeting Goal in the Connecticut Mastery Test<sup>162</sup>**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>Mathematics</b>		96.7%	97.6%	96.4%	95.3%	95.5%	96.8%
Statewide	61.0%	60.0%	58.0%	57.0%	58.8%	62.3%	60.5%
DRG A	84.0%	83.0%	81.0%	79.0%	83.3%	86.3%	85.4%
DRG B	79.0%	81.0%	77.0%	75.0%	77.1%	81.6%	79.6%
DRG C	73.0%	71.0%	67.0%	66.0%	69.9%	76.3%	72.6%
DRG D	67.0%	66.0%	62.0%	61.0%	63.7%	68.3%	66.1%
DRG E	68.0%	65.0%	65.0%	64.0%	62.5%	69.9%	64.3%
DRG F	65.0%	61.0%	58.0%	58.0%	62.3%	65.4%	60.4%
DRG G	58.0%	55.0%	52.0%	51.0%	52.5%	59.6%	56.5%
DRG H	54.0%	54.0%	50.0%	50.0%	50.7%	52.0%	51.7%
DRG I	29.0%	31.0%	29.0%	28.0%	29.5%	30.9%	29.2%
<b>Reading</b>							
Statewide	58.0%	56.0%	54.0%	53.0%	57.8%	57.0%	56.0%
DRG A	84.0%	83.0%	82.0%	81.0%	83.5%	82.8%	81.8%
DRG B	76.0%	76.0%	74.0%	71.0%	76.0%	76.2%	74.9%
DRG C	74.0%	70.0%	68.0%	65.0%	71.4%	72.7%	69.5%
DRG D	66.0%	63.0%	61.0%	58.0%	64.8%	66.2%	64.2%
DRG E	68.0%	64.0%	61.0%	60.0%	64.5%	65.0%	58.3%
DRG F	62.0%	57.0%	54.0%	54.0%	59.0%	59.7%	56.0%
DRG G	57.0%	51.0%	46.0%	44.0%	53.7%	54.5%	51.4%
DRG H	47.0%	47.0%	44.0%	44.0%	47.6%	45.1%	46.0%
DRG I	23.0%	23.0%	23.0%	21.0%	23.8%	24.3%	23.9%
<b>Writing</b>							
Statewide	61.0%	62.0%	66.0%	63.0%	62.8%	65.1%	62.9%
DRG A	84.0%	83.0%	87.0%	86.0%	84.0%	85.7%	85.6%
DRG B	76.0%	78.0%	82.0%	78.0%	77.9%	82.0%	79.8%
DRG C	73.0%	70.0%	74.0%	72.0%	72.7%	75.3%	74.5%
DRG D	67.0%	66.0%	71.0%	69.0%	67.2%	72.6%	70.2%
DRG E	65.0%	67.0%	70.0%	68.0%	67.6%	71.5%	65.4%
DRG F	64.0%	61.0%	66.0%	64.0%	64.6%	68.6%	64.6%
DRG G	60.0%	60.0%	60.0%	58.0%	57.8%	63.7%	63.5%
DRG H	53.0%	55.0%	58.0%	56.0%	54.6%	54.8%	53.2%
DRG I	35.0%	36.0%	41.0%	36.0%	36.4%	36.1%	33.7%

**Table 13. Percent of Fourth Graders Meeting Proficiency in the Connecticut Mastery Test<sup>163</sup>**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>Mathematics</b>		96.7%	97.6%	96.4%	95.3%	95.5%	96.8%
Statewide	81.0%	81.0%	80.0%	79.0%	80.3%	80.9%	81.5%
DRG A	96.0%	95.0%	95.0%	93.0%	94.7%	95.5%	95.2%
DRG B	93.0%	94.0%	92.0%	91.0%	92.0%	93.3%	93.5%
DRG C	91.0%	89.0%	88.0%	87.0%	89.0%	91.6%	91.0%
DRG D	86.0%	86.0%	85.0%	84.0%	85.8%	86.5%	86.7%
DRG E	88.0%	88.0%	86.0%	85.0%	86.4%	88.5%	87.3%
DRG F	86.0%	84.0%	82.0%	81.0%	84.6%	84.7%	84.1%
DRG G	83.0%	81.0%	78.0%	77.0%	78.6%	82.0%	82.7%
DRG H	76.0%	76.0%	75.0%	74.0%	75.4%	75.1%	76.3%
DRG I	57.0%	58.0%	59.0%	56.0%	56.6%	56.8%	56.6%
<b>Reading</b>							
Statewide	71.0%	69.0%	69.0%	67.0%	71.8%	70.6%	69.7%
DRG A	93.0%	91.0%	90.0%	90.0%	91.9%	91.3%	90.1%
DRG B	87.0%	86.0%	86.0%	84.0%	86.5%	87.1%	86.2%
DRG C	86.0%	82.0%	80.0%	78.0%	83.5%	84.1%	82.2%
DRG D	79.0%	76.0%	76.0%	73.0%	78.7%	78.8%	78.3%
DRG E	80.0%	78.0%	76.0%	74.0%	80.6%	80.3%	74.9%
DRG F	77.0%	72.0%	69.0%	68.0%	75.4%	74.9%	72.1%
DRG G	73.0%	67.0%	63.0%	62.0%	69.8%	71.7%	68.8%
DRG H	62.0%	60.0%	60.0%	59.0%	63.9%	61.3%	61.8%
DRG I	38.0%	36.0%	40.0%	36.0%	41.0%	39.4%	38.8%
<b>Writing</b>							
Statewide	82.0%	81.0%	83.0%	81.0%	84.2%	84.1%	84.8%
DRG A	96.0%	95.0%	96.0%	94.0%	96.0%	95.4%	96.0%
DRG B	92.0%	93.0%	93.0%	91.0%	92.4%	94.8%	93.9%
DRG C	90.0%	87.0%	89.0%	87.0%	89.4%	90.1%	91.4%
DRG D	86.0%	86.0%	87.0%	86.0%	88.2%	89.4%	90.0%
DRG E	87.0%	85.0%	88.0%	85.0%	88.6%	88.6%	88.2%
DRG F	85.0%	83.0%	84.0%	83.0%	86.8%	87.1%	87.5%
DRG G	82.0%	80.0%	79.0%	81.0%	82.0%	85.7%	87.2%
DRG H	77.0%	77.0%	77.0%	76.0%	78.7%	77.9%	79.7%
DRG I	63.0%	63.0%	65.0%	63.0%	67.0%	64.1%	65.4%

APPENDIX B: CALCULATIONS

**Calculation 1: Total Number of Infants/Toddlers Receiving Some Form of State Subsidy in FY 08**

Number of infants/toddlers receiving Care4Kids:	8,000 <sup>164</sup>
+ Number of infants/toddlers served in state-funded centers:	1,057 <sup>165</sup>
+ Number of infants/toddlers served by Early Head Start:	439 <sup>166</sup>
+ Number of infants/toddlers served by Even Start:	67 <sup>167</sup>
<hr/>	
Total number of infants/toddlers served by state programs:	9,563
- Number of infants/toddlers served in state-funded centers <i>also</i> receiving Care4Kids:	540 <sup>168</sup>
<hr/>	
Total number of infants/toddlers served by state programs (unduplicated):	<b>9,023<sup>169</sup></b>

**Calculation 2: Total Number of Preschoolers Receiving Some Form of State Subsidy<sup>170</sup> in FY 09<sup>171</sup>**

Number of preschoolers in Preschool Information System [PKIS] <sup>172</sup>	12,867 <sup>173</sup>
+ Number of preschoolers in Public School Information System [PSIS] <sup>174</sup>	14,949 <sup>175</sup>
+ Number of preschoolers served by Care4Kids	8,000 <sup>176</sup>
<hr/>	
Subtotal:	35,816
- Number of preschoolers in PKIS not receiving any state funding <sup>177</sup>	269 <sup>178</sup>
- Number of preschoolers in both PKIS and PSIS <sup>179</sup>	475 <sup>180</sup>
- Number of preschoolers in PKIS receiving Care4Kids and one or more additional subsidies <sup>181</sup>	1,376 <sup>182</sup>
<hr/>	
Total number of preschoolers receiving some form of state subsidy:	<b>33,696</b>

**Calculation 3: Total Number of Infants/Toddlers Receiving Some State Subsidy Who Were in Quality Care in SFY 08**

Number of infants/toddlers receiving Care4Kids in accredited settings:	857 <sup>183</sup>
+ Number of infants/toddlers served in accredited state-funded centers:	1,019 <sup>184</sup>
+ Number of infants/toddlers served by Early Head Start:	439 <sup>185</sup>
<hr/>	
Total number of infants/toddlers served by state programs in quality care:	2,315
- Number of infants/toddlers served in accredited state-funded centers <i>also</i> receiving Care4Kids:	520 <sup>186</sup>
<hr/>	
Total number of infants/toddlers served by state programs in quality care (unduplicated):	<b>1,795<sup>187</sup></b>

**Calculation 4: Total Number of Preschoolers Receiving Some State Subsidy Who Were in Quality Care in SFY 09**

A.		
	Number of preschoolers in Preschool Information System [PKIS] <sup>188</sup>	12,867 <sup>189</sup>
	- Number of preschoolers in PKIS not receiving any state funding <sup>190</sup>	269 <sup>191</sup>
	- Number of preschoolers in PKIS receiving only Care4Kids <sup>192</sup>	264 <sup>193</sup>
	<hr/>	
	Number of preschoolers receiving quality care outside of public school system	<b>12,334<sup>194</sup></b>
B.		
	Number of preschoolers in public school School Readiness programs	4,092 <sup>195</sup>
	+ Number of preschoolers in public school Head Start programs	3,485 <sup>196</sup>
	<hr/>	
	Number of preschoolers receiving quality care within public school system	<b>7,577<sup>197</sup></b>
C.		
	Number of preschoolers receiving quality care outside of public school system	12,334
	+ Number of preschoolers receiving quality care within public school system	7,577
	<hr/>	
	Total number of preschoolers served by state programs in quality care	<b>19,911<sup>198</sup></b>

ENDNOTES

- 1 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).
- 2 U.S. Department of Commerce, Bureau of the Census. 2007 American Community Survey 1-Year Estimates. Table B23007 Presence of Own Children Under 18 Years by Family Type by Employment Status - Universe: Families.
- 3 U.S. Department of Commerce, Bureau of the Census. American Community Survey (ACS): Public Use Microdata Sample (PUMS), 2007 [Computer file]
- 4 The federal poverty threshold is developed by the U.S. Census Bureau and varies based on family size and composition. The federal poverty threshold in 2007 for a family of four with two children under 18 was \$21,027.
- 5 See endnote 3.
- 6 U.S. Department of Commerce, Bureau of the Census. 2001 American Community Survey Supplementary Survey Summary Tables. Table PCT063 Poverty Status in the Past 12 Months of Related Children under 18 Years by Family Type by Age of Related Children under 18 Years – Universe: Related Children under 18 Years.
- 7 U.S. Department of Commerce, Bureau of the Census. 2007 American Community Survey 1-Year Estimates. Table B17006 Poverty Status in the Past 12 Months of Related Children under 18 Years by Family Type by Age of Related Children under 18 Years – Universe: Related Children under 18 Years.
- 8 U.S. Department of Commerce, Bureau of the Census. American Community Survey (ACS): Public Use Microdata Sample (PUMS), 2007 [Computer file]
- 9 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).
- 10 Data faxed by Tracy Zolnik, 211 Child Care, on September 16, 2008.
- 11 Median Family Income from U.S. Department of Commerce, Bureau of the Census. 2007 American Community Survey 1-Year Estimates. Table B19113 Median Family Income in the Past 12 Months (in 2007 Inflation-Adjusted Dollars) – Universe: Families.
- 12 Connecticut Alliance for Basic Human Needs, Mapping Change (December 2002): 78.
- 13 See endnote 10.
- 14 U.S. Census Bureau, Housing and Household Economic Statistics Division, Fertility & Family Statistics Branch. 2005 Survey of Income and Program Participation.
- 15 See endnote 10.
- 16 See endnote 11.
- 17 Economic Policy Institute, Basic Family Budget Calculator, available at [http://www.epi.org/content/budget\\_calculator](http://www.epi.org/content/budget_calculator).
- 18 Information faxed by Tracy Zolnik, 211 Child Care, on September 16, 2008.
- 19 See endnote 11.
- 20 For example, the dollars from the Social Services Block Grant (SSBG) (a federal block grant) that go to state-funded child care centers are not included in the line item for these centers in the Connecticut Department of Social Services (DSS) agency budget. However, the dollars from the Child Care Development Block Grant (CCDBG) (another federal block grant) that go to the state’s child care subsidy program are included in the line item for this program in the DSS agency budget (and nowhere in the state budget book identified as federal dollars).
- 21 See Appendix A, Table 4.
- 22 Ibid.
- 23 Parents must be engaged in an authorized work activity and be earning below 50% of the state median income (SMI) in order to be found eligible for Care4Kids, but then may continue to receive the subsidy as long as their income remains below 75% of SMI. See Regulations of Connecticut State Agencies, §17b-749-01 through 17b-749-23, available at <http://www.ct.gov/dss/cwp/view>  
 asp?a=2353&q=305180.
- 24 At least 80% of these parents must also be working. Conversation with Peter Palermino, Connecticut Department of Social Services, on June 2, 2008.
- 25 Note that we do not include expenditures for federal Head Start or Early Head Start, as these programs are funded entirely by federal dollars, and, unlike the federal dollars for Care4Kids, the state-funded child care centers, or Even Start, go directly to programs, rather than to programs via state agencies. We also do not include expenditures for programs serving infants, toddlers, and preschoolers which are funded by Title I of the federal Elementary and Secondary Education Act (ESEA), the federal Individuals with Disabilities Education Act (IDEA), or Connecticut’s Education Cost Sharing (ECS) as the vast majority of these funds go to traditional K-12 programming, which we consider distinct from early care and education.
- 26 See Appendix A, Table 1.
- 27 Ibid.
- 28 Ibid.
- 29 Ibid.
- 30 Ibid.
- 31 Ibid.
- 32 Ibid.
- 33 Connecticut’s Early Childhood Investment Plan (Part I) recommended appropriating \$76 million for School Readiness slots in FY 08 and \$91.3 million in FY 09. See Early Childhood Research and Policy Council, Early Childhood Investment Plan (Part I) (February 2007) [hereinafter “Plan”] at 22, Tables 6 and 7. The actual FY 08 expenditure was \$62.8 million and the FY 09 appropriation is \$81.2 million. See Appendix A, Table 1.
- 34 Number provided by Bruce Ellefsen, Bureau of Fiscal Services, State Department of Education, via e-mail, on March 31, 2009.
- 35 See Appendix A, Table 4.
- 36 See Appendix A, Table 1.
- 37 Ibid.
- 38 The Connecticut community college system administers Connecticut Charts-A-Course, whose components include scholarships for child care staff, the Accreditation Facilitation Project, and professional development for administrators seeking a director’s credential. Out of necessity, we include in our calculations the total amount that the Connecticut Department of Social Services (DSS) provides to Connecticut Charts-A-Course, some unspecified portion of which goes to administrative and other costs, rather than to quality enhancement directly. Note that the DSS funds for Connecticut Charts-A-Course are included in the DSS budget line item “School Readiness.”
- 39 Note that the Quality Enhancement Initiative, like Connecticut Charts-A-Course, is one of the components of the Connecticut Department of Social Services budget line item labeled “School Readiness.”
- 40 Funds for Project Learn are included in the State Department of Education budget line item “Head Start-Early Childhood Link.”
- 41 We include here the funds from the State Department of Education (SDE) budget line item “Head Start Enhancement,” as well as that portion of funds directed to Head Start programs in the SDE budget line item “Head Start-Early Childhood Link.”
- 42 See Appendix A, Table 2.
- 43 Ibid. Note that the expenditure for the line item “Head Start enhancement” did not increase in FY 08, but an additional \$1 million from the line item “Head Start-Early Childhood Link” were spent on quality improvements for Head Start programs.
- 44 As noted above, the Connecticut Department of Social Services (DSS) does fund a Quality Enhancement Initiative (QEI), and eligible settings for the QEI grant program include the entire spectrum of child care services located in Priority School Districts, from center programs funded by the School Readiness Initiative to those centers not funded by School Readiness, licensed family day care home, kith and kin providers, infant-toddler programs, and school-age child care providers. E-mail from Amparo Garcia, DSS, on September 8, 2008. Accordingly, some state-funded centers, some School Readiness programs, and some providers who accept

- Care4Kids subsidies may receive some monies earmarked for quality improvement. But not all centers, programs, or providers receive these funds, and amounts vary as well.
- 45 Available at <http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/infantotoddlframework.pdf>. 73
- 46 Available at [http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/Goal\\_2\\_Final\\_Report.pdf](http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/Goal_2_Final_Report.pdf). 74
- 47 Available at [http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/Preschool\\_Expansion\\_Report08.pdf](http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/Preschool_Expansion_Report08.pdf).
- 48 Available at [http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/qriscrecommendations10\\_9\\_2008.pdf](http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/qriscrecommendations10_9_2008.pdf).
- 49 See Cabinet Budget, SFY 08 Update by Funding Category (June 23, 2008), available at [http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/Final\\_Briefing\\_Report.pdf](http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/Final_Briefing_Report.pdf) at 18.
- 50 See Plan at 41, Table 18.
- 51 As noted above, in SFY 08 Connecticut invested \$156,000 for consultation with the Public Consulting Group to improve data interoperability. See Cabinet Budget, SFY 08 Update by Funding Category (June 23, 2008), available at [http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/Final\\_Briefing\\_Report.pdf](http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/Final_Briefing_Report.pdf) at 18. 75
- 52 See Plan at 25. 76
- 53 Ibid. at 25-26. 77
- 54 See Appendix A, Table 6. Note that of these 9,357, 8,545 (91%) were from Priority School Districts while the remaining 812 were from Competitive School Districts. 78
- 55 See Connecticut Department of Social Services, Status of Child Care in Connecticut State Fiscal Year 2002-2003 (January 2004), at 7 (available at <http://www.ct.gov/dss/lib/dss/pdfs/CCAnnReport03.pdf>). We were unable to obtain a breakdown between Priority and Competitive School Districts for FY 02 but in FY 04 the total number of children enrolled in School Readiness programs was 6,438, and of this total 6,065 (94%) were from Priority School Districts while the remaining 373 were from Competitive School Districts. See Appendix A, Table 6. 79
- 56 Number provided by Bruce Ellefsen, Bureau of Fiscal Services, State Department of Education (SDE), via e-mail, on March 31, 2009. SDE estimates that, of these 10,584, 9,720 (92%) will be from Priority School Districts while the remaining 864 will be from Competitive School Districts. 80
- 57 See Appendix A, Table 6. 81
- 58 Our best estimate of the number of children ages 0-4 served by some form of state early care and education subsidy in FY 09 is 42,719. For an explanation of how we arrived at this total, see Appendix B, Calculations 1 and 2. 82
- 59 See Appendix A, Tables 5, 6, & 7.
- 60 Ibid. 83
- 61 In 2007, the Early Childhood Research and Policy Council estimated that, in order for the School Readiness program to serve all children in Priority School Districts and all children in the rest of the state living in families with incomes at or below 185% of the federal poverty level, Connecticut would have to create an additional 12,944 slots. Since that time, Connecticut has created an additional 2,013 slots, meaning that 10,931 children remain unserved. 84
- 62 Plan at 20. 85
- 63 See Appendix A, Table 6.
- 64 Number provided by Bruce Ellefsen, Bureau of Fiscal Services, State Department of Education, via e-mail, on March 31, 2009.
- 65 See Appendix A, Tables 5, 6, & 7.
- 66 See Appendix A, Table 5.
- 67 See Appendix A, Tables 5, 6, & 7.
- 68 See Appendix A, Table 5 for numbers and sources.
- 69 See Appendix A, Table 6 for numbers and sources.
- 70 See Appendix A, Table 9.
- 71 See Frances Duran and Susan Wilson, "Keeping Children on the Path to School Success: How is Connecticut Doing? A Report on the State of the Young Child." (Early Childhood DataCONNECTIONs: September 2004) [hereinafter Duran & Wilson] at 55. 87
- 72 See Appendix A, Table 9. Note that when we refer to the percentage of slots that are accredited, we are looking only at those programs operated outside of the public school system. 88
- Duran & Wilson at 55.
- See Appendix B, Calculations 1, 2, 3, & 4. Children served within programs administered by local boards of education present a challenge, because while, on the one hand, the programs are likely to be high quality by virtue of having highly qualified teachers, on the other hand there is little data actually available about the quality of these programs. Ultimately, for purposes of our estimations, we chose to make the admittedly problematic assumption that any child within a School Readiness or federal or state Head Start program administered by a local board of education was in "quality" care, while the remaining children within the public school programs were not. For further explication regarding our concerns with these assumptions and why we chose to rely upon them, see endnotes 197 and 198.
- See Appendix B, Calculations 2 & 4.
- See Appendix B, Calculations 1 & 3.
- See endnote 147.
- All School Readiness and state-funded center staff are required to be enrolled in the state workforce registry, and the registry also includes some but not all Head Start staff.
- Early Childhood Workforce Subcommittee, "Alternative Proposal for Teacher Qualifications: Powerpoint Presentation." Presented at Early Childhood Cabinet Meeting by Michael Meotti (Commissioner, Connecticut Department of Higher Education) and Carlota Schechter (Senior Associate, Connecticut Department of Higher Education) (November 10, 2008).
- See Appendix A, Table 9.
- See Appendix A, Table 10.
- See Appendix A, Table 10. Note that Connecticut's State Department of Education categorizes school districts into "District Reference Groups" (DRGs). Districts are grouped together on the basis of median family income, parental education, parental occupation, percentage of children receiving free or reduced-price meals, percentage of children whose families speak a language other than English at home, and the number of students enrolled within the district. Districts are classified into DRGs A through I, where districts in DRG "A" contain students generally living in families with the highest socioeconomic status indicators, while districts in DRG "I" contain students living in families with generally the lowest socioeconomic status indicators. Prior to 2005, school districts were grouped slightly differently, though still along the same principles, and the groupings were designated "ERGs" (Education Reference Groups) rather than "DRGs." For further information on how our numbers account for the shift from ERGs to DRGs, see endnote 159.
- Data provided by Karen Adesso, Bureau of Student Assessment, State Department of Education, via e-mail, on September 10, 2008 and September 12, 2008.
- Students at Performance Level 3 "consistently demonstrate the skills in the specified domain and require minimal additional instructional support." See Preliminary Fall 2007 Kindergarten Inventory Results, available at <http://www.csde.state.ct.us/public/cedar/assessment/kindeergarten/fall07.htm>.
- The six domains measured by the Kindergarten Inventory are: (1) language skills; (2) literacy skills; (3) numeracy skills; (4) physical/motor skills; (5) creative/aesthetic skills; and (6) personal/social skills. See Preliminary Fall 2007 Kindergarten Inventory Results, available at <http://www.csde.state.ct.us/public/cedar/assessment/kindeergarten/fall07.htm>.
- Two hundred five kindergarteners were involved in disciplinary incidents in School Year 2003-2004, compared to 764 in School Year 2007-2008. Data provided by Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, in report delivered via e-mail on November 14, 2008.
- See Appendix A, Table 11.
- Ibid. Note that in School Year 2006-2007, this difference was not as stark: 5.5% of kindergarteners in DRG I were retained, compared to 2.9% in DRG H and 3.4% in DRG G. At this point in time,

- however, it is impossible to assess whether the drop in kindergarten retention in DRG I is indicative of an increase in school readiness or merely an outlier.
- 89 See Appendix A, Table 10. Note that 2001-2002 data by DRG and 2007-2008 statewide data are not available; see endnotes 159 and 160.
- 90 See Appendix A, Table 11.
- 91 See Appendix A, Tables 12 & 13. Note that the math, reading, and writing scale scores on the Connecticut Mastery Test range from 100 to 400. Within the scale-score range, there are five performance levels: “below basic,” “basic,” “proficient,” “goal,” and “advanced.” See “Understanding Test Scores on the Individual Student Report,” available at [http://www.csde.state.ct.us/public/cedar/assessment/cmt/resources/misc\\_cmt/2008\\_CMT\\_Understanding\\_Test\\_Scores.pdf](http://www.csde.state.ct.us/public/cedar/assessment/cmt/resources/misc_cmt/2008_CMT_Understanding_Test_Scores.pdf). See Appendix A, Table 12.
- 92 See Appendix A, Table 12.
- 93 Ibid.
- 94 Rankings determined from Education Digest, Table 128 “Average mathematics scale score, percentage attaining mathematics education achievement levels, and selected statistics on mathematics education of 4th-graders in public schools, by state or jurisdiction: Selected years, 1992 through 2007,” available at [http://nces.ed.gov/programs/digest/d07/tables/dt07\\_128.asp](http://nces.ed.gov/programs/digest/d07/tables/dt07_128.asp).
- 95 See Appendix A, Table 12.
- 96 Ibid.
- 97 Ibid.
- 98 Total number of children served would, accordingly, be equivalent to the number of unique identifiers distributed, and it would be easy to determine in how many, and which, programs any individual child was enrolled. Unique identifiers would also be assigned to programs and to staff.
- 99 All numbers for SFY 02 through SFY 07 from the Office of Policy and Management state budget book and represent actual expenditures unless otherwise indicated.
- 100 Amount for SFY 08 provided by Peter Palermino, Connecticut Department of Social Services (DSS), via e-mail, on September 26, 2008. Breakdown between state and federal funds from report provided by Mr. Palermino, via e-mail, on September 25, 2008. 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’ expenditure 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 Peter Palermino, DSS, on October 5, 2008.
- 101 UA indicates data unavailable.
- 102 Amount for SFY 08 provided by Peter Palermino, Connecticut Department of Social Services (DSS), via e-mail, on September 26, 2008. Breakdown between state and federal funds based on numbers from state budget book. Note that while the state budget book does not show how much of the Care4Kids appropriation is from Child Care Development Block Grant (CCDBG) federal funds, it does separate the state-funded center appropriation into “state funds” and Social Services Block Grant (SSBG) funds. 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 100) does not reflect federal reimbursements through the Temporary Assistance for Needy Families (TANF) block grant, which are significant. According to the DSS report provided by Peter Palermino on September 25, 2008, actual state expenditures for state-funded centers in SFY 07 were only \$700,000, while actual federal expenditures (SSBG and TANF dollars combined) were \$25.1 million. 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).
- 103 Numbers for SFY 02 and SFY 03 from State Department of Education (SDE) report provided by Annette McCall, via e-mail, on October 3, 2008. Numbers for SFY 04 through SFY 08 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; select “Current and Previous Year Grant Payments” under section E (“Grant Calculations and Payments”); select year; select “Summary” Section A (“Report Type”) and Code 11000-17043-82056 (“Priority School Districts”) under Section C (“Grant”). Number for SFY 09 obtained from Bruce Ellefsen, Bureau of Fiscal Services, SDE, via e-mail, on March 31, 2009.
- 104 See endnote 103, with the only caveat that for years SFY 04 through SFY 08, one must select Code 11000-12113. 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 State Department of Education (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 Annette McCall, Bureau of Grants Management, SDE, 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.
- 105 SFY 08 expenditures received from Bruce Ellefsen, Bureau of Fiscal Services, State Department of Education, via mail, on July 25, 2008 in response to Freedom of Information Act request. Note that federal funds for Head Start and Early Head Start are not channeled through state agencies and, therefore, do not appear anywhere in the state budget book. The amount spent on these programs in years 2003-2006 are available from the Status of Child Care in Connecticut reports, which are produced annually by the Connecticut Department of Social Services and are available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=305178>, under “Publication Archives.”
- 106 These funds are entirely federal, but, unlike the federal funds for Head Start and Early Head Start, are channeled through a state agency (specifically, the State Department of Education (SDE)). Figures here obtained from the SDE Bureau of Grants Management (same procedure outlined in endnote 103, choosing Code 12060-20682-82079 (“Even Start Family Literacy Program”). FY 09 figure provided by Judy Carson, School-Family-Community Partnerships Project, SDE, via e-mail, on June 27, 2008. Note that alternate numbers are available from the U.S. Department of Education, at <http://www.ed.gov/programs/evenstartformula/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 report, but are included in the federal figures.
- 107 Figures provided by Peter Palermino, Connecticut Department of Social Services (DSS), via e-mail, on October 5, 2008. Note that this allocation is a portion of the line item titled “School Readiness” in the DSS agency budget (see e-mail from Mr. Palermino, April 15, 2008).
- 108 SFY 08 expenditure received from Bruce Ellefsen, Bureau of Fiscal

Services, State Department of Education, via mail, on July 25, 2008 in response to Freedom of Information Act request. Note that the name of this allocation is somewhat misleading: \$1.2 million of this appropriation were earmarked for ABCD's Total Learning Project, a Bridgeport-based program that seeks to provide comprehensive services to children in grades K-3 who have received some form of state-subsidized early care and education, while the remaining \$1 million went to varying Head Start program enhancements. Information received from Grace-Ann Whitney, Director, Connecticut Head Start State Collaboration Office, via e-mail, on October 4, 2008.

109 Numbers for SFY 02 through SFY 07 from state budget books; number for SFY 08 received from Bruce Ellefsen, Bureau of Fiscal Services, State Department of Education, via mail, on July 25, 2008, in response to Freedom of Information Act request.

110 Numbers provided by Elaine Pelletier, Office of the State Comptroller, via e-mail, on October 9, 2008, in response to Freedom of Information Act request. We believe this represents the portion of the line item titled "Preschool Quality Rating System" (in the State Department of Education (SDE) budget) that was paid directly to programs for quality improvement. It is also our understanding that, although this line item is in the SDE budget, this spending was controlled by the Early Childhood Education Cabinet. See endnote 118.

111 UA indicates data unavailable. We know that \$2.375 million was budgeted to the "Preschool Quality Rating System" line item in the State Department of Education budget for SFY 09 (the SFY 09 appropriation minus the Governor's mandated 5% reduction), but we are unable to estimate what portion of this, if any, will be allocated directly to programs for quality improvement (versus, for example, the administration of the Early Childhood Education Rating System (ECERS) in preschool programs (see endnote 112) or the creation and implementation of a uniform preschool quality rating system).

112 Numbers provided by Elaine Pelletier, Office of the State Comptroller, via e-mail, on October 9, 2008, in response to Freedom of Information Act request. This figure is listed under the main heading "Preschool Quality Rating System" and the sub-heading "Administration;" the payee listed is the Board of State Academic Awards, which governs Charter Oak State College, which administers the Early Childhood Education Rating System (ECERS). This same figure (\$900K) also appears in the Early Childhood Education Cabinet Budget SFY 08 Update, dated June 23, 2008 (available at [http://www.ecpolicycouncil.org/docs/2008-07-07/Final\\_Briefing\\_Report.pdf](http://www.ecpolicycouncil.org/docs/2008-07-07/Final_Briefing_Report.pdf) on p.19) under the heading "ECERS Assessment, Training, & Quality Improvement Awards." We accordingly believe this amount represents that portion of the line item titled "Preschool Quality Rating System" (in the State Department of Education budget) 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).

113 See endnote 111.

114 See endnote 103, with the only caveat that for years SFY 04 through SFY 08, one must select Code 12060-90242.

115 Because "Quality Enhancement for School Readiness" is not a separate line item in the Connecticut Department of Social Services's (DSS's) agency budget, but rather a portion of the line item titled "School Readiness" that DSS then transfers to the State Department of Education (see e-mail from Peter Palermino, DSS, April 15, 2008), we do not know exactly how much will be appropriated for this service in SFY 09. However, given the trend over time, and the fact that the total amount appropriated to DSS for "School Readiness" was slightly greater for SFY 09 than for SFY 08 (\$4.956 million compared to \$4.355 million), it is reasonable to estimate that this number will remain around \$1.2 million.

116 Connecticut 2007-2009 State Budget, Department of Education Agency Budget. Available at <http://www.cga.ct.gov/OFA/Documents/OFABudget/2007/Book/education.pdf> (p.1).

117 Ibid.

118 The way we arrived at this number is, admittedly, complicated,

but represents our best efforts to be accurate and precise in our accounting. Our explanation of this number is as follows:

- In FY 08, Connecticut appropriated \$0.9 million to the Early Childhood Education Cabinet (which appears as the line item Early Childhood Advisory Cabinet in the Department of Education Agency budget – see <http://www.cga.ct.gov/OFA/Documents/OFABudget/2007/Book/education.pdf> (p.1)).
- However, the Cabinet was also given control of the \$3 million appropriated to the Preschool Quality Rating System (a separate line item in the Department of Education Agency budget – see <http://www.cga.ct.gov/OFA/Documents/OFABudget/2007/Book/education.pdf> (p.1)). (Conversation with Jessica Andrews, Office of the Early Childhood Education Cabinet, October 7, 2008.)
- The Cabinet also rolled forward \$0.58 million from the previous year, for a total budget of \$4.49 million in FY 08.
- According to its own reporting (Cabinet Budget, SFY 08 Update by Funding Category (June 23, 2008), available at [http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/Final\\_Briefing\\_Report.pdf](http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/Final_Briefing_Report.pdf) on p.18), the Cabinet spent \$3.30 million (of the \$4.49) in FY 08.
- Of this \$3.30 million, \$2.19 million was from the Preschool Quality Rating System fund. (Number received from Bruce Ellefsen, Bureau of Fiscal Services, State Department of Education, via mail, on July 25, 2008 in response to Freedom of Information Act request.) According to the Cabinet, this money was all spent on "quality-related matters" (Conversation with Jessica Andrews, Office of the Early Childhood Education Cabinet, October 7, 2008.) However, after examining the Cabinet's budget report ([http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/Final\\_Briefing\\_Report.pdf](http://www.ctearlychildhood.org/FileManagerRecursive/customer-Files/Final_Briefing_Report.pdf) on p.18), we choose to categorize it differently. We believe \$1.32 million of these dollars were spent on "quality improvement" (and include them in Table 2; see endnotes 110 and 112). The remainder, including money to create a preschool facilities plan and an ECE workforce plan, we categorize as money for infrastructure improvement (acknowledging this is debatable).
- In other words, we account for \$1.32 million spent by the Cabinet in Table 2 (money for "quality improvement") and the remainder (\$3.30 minus \$1.32, or \$1.98) we account for here, as money for infrastructure improvement.

119 This number is the FY 09 appropriation for the Early Childhood Advisory Cabinet line item (see <http://www.cga.ct.gov/OFA/Documents/OFABudget/2007/Book/education.pdf> (p.1)), minus the Governor's mandated 5% reduction, plus the \$.28 million that the Cabinet was authorized to carry forward, as well as the FY 09 appropriation for the Preschool Quality Rating System line item minus the Governor's mandated 5% reduction. Presumably some portion of the appropriation for the Preschool Quality Rating System will go to items that we would categorize as quality improvement, rather than infrastructure improvement, so this number is probably an overstatement.

120 See Appendix A, Table 1.

121 See Appendix A, Table 2.

122 UA indicates data unavailable.

123 See Appendix A, Table 3.

124 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 (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=305178>, under "Publication Archives." Number for SFY 2007 obtained from "Status of Child Care in Connecticut," not available on-line (as of April 29, 2009) but provided by Amparo Garcia, DSS, via e-mail, on July 8, 2008. Number for SFY 2008 (an approximate) provided by Peter Palermino, DSS, via e-mail, on September 29, 2008.

125 Ibid.

126 UA indicates data unavailable.

127 Numbers from SFY 2003 through SFY 2006 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=305178>, under “Publication Archives.” Number for SFY 2007 obtained from “Status of Child Care in Connecticut,” not available on-line (as of April 29, 2009) but provided by Amparo Garcia, DSS, via e-mail, on July 8, 2008.
- 128 Numbers provided by Kristine Mika (evaluator retained by State Department of Education), via e-mail, on September 10, 2008.
- 129 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 (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=305178>, under “Publication Archives.” Number for SFY 2007 obtained from “Status of Child Care in Connecticut,” not available on-line (as of April 29, 2009) but provided by Amparo Garcia, DSS, via e-mail, on July 8, 2008. Number for SFY 2008 (an approximate) provided by Peter Palermino, DSS, via e-mail, on September 29, 2008.
- 130 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 (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=305178>, under “Publication Archives.” Number for SFY 2007 obtained from “Status of Child Care in Connecticut,” not available on-line (as of April 29, 2009) but provided by Amparo Garcia, DSS, via e-mail, on July 8, 2008. Number for SFY 09 provided by Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, in report delivered via e-mail on March 30, 2009, and current as of October 1, 2008.
- 131 UA indicates data unavailable.
- 132 Numbers for SFY 2004 through SFY 2007 provided by Amparo Garcia, Connecticut Department of Social Services (DSS), via e-mail, on July 28, 2008; number for SFY 2008 provided by Amparo Garcia, DSS, via e-mail, on October 27, 2008. Number for SFY 2009 (projected) provided by Bruce Ellefsen, Bureau of Fiscal Services, State Department of Education, via e-mail, on March 31, 2009.
- 133 Ibid.
- 134 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 (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=305178>, under “Publication Archives.” Number for SFY 2007 obtained from “Status of Child Care in Connecticut,” not available on-line (as of April 29, 2009) but provided by Amparo Garcia, DSS, via e-mail, on July 8, 2008. Note that this number includes 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, Connecticut Department of Social Services, October 7, 2008.
- 135 Ibid. Note that this number includes only children who are served by state Head Start funds, and does not include children who are served by a combination of state and federal Head Start funds.
- 136 Numbers provided by Kristine Mika (evaluator retained by the State Department of Education), via e-mail, on September 10, 2008.
- 137 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 (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=305178>, under “Publication Archives.” Number for SFY 2007 obtained from “Status of Child Care in Connecticut,” not available on-line (as of April 29, 2009) but provided by Amparo Garcia, DSS, via e-mail, on July 8, 2008. Number for SFY 2008 (an approximate) provided by Peter Palermino, DSS, via e-mail, on September 29, 2008.
- 138 Ibid.
- 139 UA indicates data unavailable.
- 140 Numbers provided by Kristine Mika (evaluator retained by the State Department of Education), via e-mail, on September 10, 2008.
- 141 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 (DSS) and available at <http://www.ct.gov/dss/cwp/view.asp?a=2353&q=305178>, under “Publication Archives.” Number for SFY 2007 obtained from “Status of Child Care in Connecticut,” not available on-line (as of April 29, 2009) but provided by Amparo Garcia, DSS, via e-mail, on July 8, 2008. Number for SFY 2008 provided by Tracy Zolnick, 211 Child Care, United Way, in phone conversation on November 7, 2008.
- 142 Ibid.
- 143 SFY 03 number obtained from Duran and Wilson at 55. SFY 08 number is sum of all accredited programs (see endnotes 145-149).
- 144 UA indicates data unavailable.
- 145 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=305178>, 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>. Note that numbers include centers with accreditation by NAEYC and the American Montessori Society (AMS), and centers that are NAEYC accredited and also meet federal Head Start and Early Head Start standards.
- 146 Number for SFY 2008 obtained via report commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnick, 211 Child Care, United Way, via e-mail, on September 30, 2008. Note that this number does not include centers accredited by AMS that are also accredited by NAEYC (there were two such centers in SFY 2008).
- 147 Number 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 – number 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>).
- 148 Number 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 Early Head Start standards and are also NAEYC-accredited (of which there were 3 as of October, 2008 – number 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>).
- 149 Number for SFY 2006 obtained from “Status of Child Care in Connecticut 2005-2006,” published by the Connecticut Department of Social Services (DSS) and available at [http://www.ct.gov/dss/lib/dss/pdfs/child\\_care\\_annual\\_report\\_for\\_sfy\\_2005-2006.pdf](http://www.ct.gov/dss/lib/dss/pdfs/child_care_annual_report_for_sfy_2005-2006.pdf). Number for SFY 2007 obtained from “Status of Child Care in Connecticut 2006-2007,” not available on-line (as of April 29, 2009) but provided by Amparo Garcia, DSS, via e-mail, on July 8, 2008. 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>.
- 150 Note that we do not include any data from SFY 2002, SFY 2004, SFY 2005, or SFY 2006 because no data is available from these years. Although 211 Child Care does annually publish the number of licensed slots available, we were unable to obtain historical records for any years other than SFY 2007 (the latest year gathered, available on the website at [http://211childcare.org/professionals/Capacity2007/avail\\_surveySummaryrollupageregiongroup.pdf](http://211childcare.org/professionals/Capacity2007/avail_surveySummaryrollupageregiongroup.pdf)). 211 Child Care does *not* generally produce a report on the number of accredited slots available; it has the ability to do this but does so only upon special request. E-mail from Tracy Zolnick, 211 Child Care, September 8, 2008. Thus we have data from SFY 2003,

produced at the bequest of Early Childhood DataCONNECTIONS for their report “Keeping Children on the Path to School Success: How is Connecticut Doing? A Report on the State of the Young Child” (see endnote 71), and data from SFY 2008, produced at the bequest of (and paid for by) Connecticut Voices for Children.

- 151 SFY 2003 number from Duran and Wilson at 55. SFY 2007 number available from 211 Child Care, United Way, at [http://211childcare.org/professionals/Capacity2007/avail\\_surveySummaryrollupageregiongroup.pdf](http://211childcare.org/professionals/Capacity2007/avail_surveySummaryrollupageregiongroup.pdf) and calculated by adding “enrollment” and “vacancies.” (Note that “capacity” refers to licensed capacity, rather than number of children the program is actually willing to serve; the sum of “enrollment” and “vacancies” represents actual capacity.)
- 152 UA indicates data unavailable.
- 153 FY 03 number from Duran and Wilson at 55. Numbers for SFY 2008 (including total, as well as breakdown by NAEYC, Early Head Start, and NAFCC) obtained via report commissioned by CT Voices for Children and executed by 211 Child Care; provided by Tracy Zolnick, 211 Child Care, United Way, via e-mail, on September 30, 2008.
- 154 See endnote 151.
- 155 See endnote 153.
- 156 Note that this number includes slots that are accredited by National Association for the Education of Young Children (NAEYC) alone, as well as slots that are accredited by NAEYC and the American Montessori Society (AMS) (of which there were 91 in SFY 2008), slots that are accredited by NAEYC and the National Afterschool Association (NAA) (of which there were 106 in SFY 2008), and slots that are accredited by NAEYC and meet Head Start standards (of which we estimate there were 2,184 in SFY 2008 – see endnote 158 for estimation explanation).
- 157 Note that this number does not include slots that have AMS and NAEYC accreditation (of which there were 91).
- 158 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 gather any data on the number of slots that meet Head Start standards. See e-mail from Tracy Zolnick, 211 Child Care, October 31, 2008. 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 this number using the following calculation. In SFY 07 (the last year for which data is available), a total of 7,110 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, endnote 147). Assuming an equal distribution of children across programs, 97/140 of the total number of children (7,110) were served in programs that met Head Start standards but had no additional accreditation. ( $97/140 * 7,110 = 4,926.$ ) (Conversely, we estimate that the remainder – 2,184 children – was served in programs that met Head Start standards and were NAEYC-accredited.)
- 159 All numbers 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, unless otherwise indicated. 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\\_kindergarten\\_11\\_07.pdf](http://www.csde.state.ct.us/public/cedar/databulletins/db_kindergarten_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.
- 160 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\\_kindergarten\\_11\\_07.pdf](http://www.csde.state.ct.us/public/cedar/databulletins/db_kindergarten_11_07.pdf).
- 161 All numbers 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. Note that slightly different numbers for School Year 2005-2006 appear in the SDE Division of Assessment and Accountability, Bureau of Student Assessment report, “Kindergarten Data Bulletin, 2006-2007” (November 2007), p.8, available at [http://www.csde.state.ct.us/public/cedar/databulletins/db\\_kindergarten\\_11\\_07.pdf](http://www.csde.state.ct.us/public/cedar/databulletins/db_kindergarten_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.
- 162 For School Years 2001-2002 through 2004-2005, the state-wide averages as well as the Education Reference Group (ERG) breakdowns are available on the State Department of Education 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 2007-2008, 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 2005-2006 through 2007-2008 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>. Note that because the groupings of school districts were reorganized in 2005 (changing from “ERG”s into “DRG”s) the comparison across years is not exact; some school districts did change their group designation when this reorganization was completed. See e-mail from Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, SDE, October 23, 2008.
- 163 Ibid.
- 164 See Appendix A, Table 5.
- 165 Ibid. Note that number is for SFY 07; data for SFY 08 not available.
- 166 Ibid. Note that number is for SFY 07; data for SFY 08 not available.
- 167 Ibid.
- 168 This number is based on the following data, assumptions, and calculations. In SFY 08, 2,214 children in state-funded centers also received a subsidy from Care4Kids. See e-mail from Peter Palermino, Connecticut Department of Social Services, September 10, 2008. A total of 4,335 children were served in state-funded centers in SFY 07 (SFY 08 data not available). See Appendix A, Tables 5, 6, & 7. Twenty-four percent of these (1,057 – see Appendix A, Table 5) were infants and toddlers. Assuming that the number of children in state-funded centers receiving Care4Kids is distributed amongst age groups in the same proportions as the age groups served, 540 infants and toddlers in state-funded centers also received Care4Kids ( $24% * 2,214$ ).
- 169 Note that this “unduplicated” number accounts only for the overlap between Care4Kids and the state-funded centers, and not for any additional overlap between the programs listed here. We do believe such overlap exists but there is no data on its extent. Accordingly, we believe the “total” listed here (9,023) overstates the actual number

- of infants and toddlers who are served by state programs, though we cannot state with any authority the extent to which it does so.
- 170 We do not include the number of children served by Family Resource Centers in our total count because almost all of these children (93%) are a duplicate count of those served by School Readiness and Head Start. See e-mail from Harriet Feldlaufer, Bureau of Early Education, State Department of Education, October 3, 2008.
- 171 We must use SFY 09 numbers here because we do not have the necessary overlap data for SFY 08. However, in calculating the number of infants and toddlers receiving some form of state subsidy, we must use SFY 08 numbers because we do not have the necessary data for SFY 09. This means in order to calculate the total number of children aged 0-4 receiving some form of state subsidy, we must mix years.
- 172 The PKIS collects student-level data from state and federally funded preK 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 Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, on March 30, 2009 and April 16, 2009.
- 173 Data received from Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, in report delivered via e-mail on March 11, 2009, and current as of October 1, 2008.
- 174 The PSIS collects information about all students being educated in a public school district, grades PreK-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: 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 Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, on March 30, 2009. 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. (This is so because the PSIS allows providers to check off only one funding stream per child, even when a child is being served by multiple sources.) See e-mail from Sarah Ellsworth, March 30, 2009. In a way, this is the reverse of the double counting problem. Double counting problems exist when we know how many children are served by each funding stream, but do not know how many children are served by multiple funding streams, and thus cannot calculate total children served. Here, we know the total children served but not the number of children served by each program. This limitation of the PSIS prevents us from determining the number of dollars spent per child. Our calculation of how much Connecticut spends on early care and education cannot include funding from Title I, IDEA, or the ECS (mainly because the vast majority of these funds go to traditional K-12 programming and we have no way of breaking down how much of each of those funding streams is spent only on children ages 0-4) but our calculation here of how many children Connecticut serves must include children served by Title I, IDEA, and the ECS (because we do not know how many children are served by these programs exclusively, and thus cannot subtract them out). Accordingly, we cannot get an accurate figure for number of dollars spent per child because our numerator and our denominator are not consistent.
- 175 Data received from Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, in report delivered via e-mail on March 11, 2009, and current as of October 1, 2008.
- 176 Number (an approximate) provided by Peter Palermino, Connecticut Department of Social Services, via e-mail, on September 29, 2008. See Appendix A, Table 6. Note that this number is for SFY 08 as data for SFY 09 is not available.
- 177 As noted in endnote 172, 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.
- 178 Data received from Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, in report delivered via e-mail on March 30, 2009, and current as of October 1, 2008.
- 179 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 Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, on March 17, 2009.
- 180 Data received from Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, in report delivered via e-mail on March 30, 2009, and current as of October 1, 2008.
- 181 As noted in endnote 172, the PKIS does allow us to identify when a child is being served by Care4Kids as well as one or more other state or federal programs. We subtract out this number to avoid double-counting.
- 182 Data received from Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, in report delivered via e-mail on March 30, 2009, and current as of October 1, 2008.
- 183 Number provided by Peter Palermino, Connecticut Department of Social Services via e-mail, on September 26, 2008.
- 184 This number is based on the following data, assumptions, and calculations. There are 110 state-funded centers; 106 of these (96%) have NAEYC accreditation. See e-mail from Kathy Queen, Executive Director, Wallingford Community Day Care Center, on October 27, 2008. In SFY 07, state-funded centers served 1,057 infants and toddlers. See Appendix A, Table 5; note SFY 08 data not available. We assume an equal distribution of children across state-funded centers, and assuming accredited slots in state-funded centers are distributed amongst age groups in the same proportions in which the age groups are served. Accordingly, we calculate that 1,109 infants and toddlers (96% of 1,057) were served in NAEYC-accredited state-funded centers.
- 185 See Appendix A, Table 5. We consider all Early Head Start programs to be “quality,” since they are required to meet certain standards, so we consider all infants and toddlers served by Early Head Start in SFY 07 (439 – note, SFY 08 data not available) to have received quality care.
- 186 This number is based on the following data, assumptions, and calculations. According to our estimates, 540 infants and toddlers in state-funded centers also received Care4Kids. See Appendix B, Calculation 1, endnote 168. Ninety-six percent of state-funded centers have NAEYC accreditation (see endnote 184). Assuming the number of children receiving Care4Kids is equally distributed across state-funded centers, we calculate that 520 infants and toddlers in accredited state-funded centers (96% of 540) are included in the count of children receiving Care4Kids in accredited settings.
- 187 This “unduplicated” number does not account for any overlap between Care4Kids and Early Head Start, nor for any overlap between Early Head Start and state-funded centers. We do believe such overlap exists, though cannot estimate its extent. Accordingly, we believe our “total” number of infants and toddlers receiving some form of state subsidy who are in accredited care is an overstatement, though, again, we cannot say by how much.
- 188 See endnote 172.
- 189 Data received from Sarah Ellsworth, Bureau Chief, Bureau of Data

- Collection, Research, & Evaluation, State Department of Education, in report delivered via e-mail on March 11, 2009, and current as of October 1, 2008.
- 190 As noted in endnote 172, a child not receiving any state or federal subsidy also generally will not be included within the PKIS but this small number (269) represents children not receiving subsidies whose parents have signed a waiver allowing their inclusion in the system.
- 191 Data received from Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, in report delivered via e-mail on March 30, 2009, and current as of October 1, 2008.
- 192 As noted in endnote 172, in general children receiving only Care4Kids are not included in the PKIS but this small number (264) represents children receiving only Care4Kids whose parents have signed a waiver allowing their inclusion in the system.
- 193 Data received from Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, in report delivered via e-mail on March 30, 2009, and current as of October 1, 2008.
- 194 This subtotal represents children being served in School Readiness, Even Start, and federal and state Head Start programs which are not administered by local boards of education, as well as children served in state-funded centers and children served pursuant to the federal Individuals with Disabilities Education Act (but, again, outside of the public school system). Because all of these program are required to be accredited or meet certain standards akin to accreditation, we make the perhaps overgenerous assumption that all of the children represented here are being served in high-quality programs.
- 195 We know that 10,584 preschoolers were served by School Readiness programs in SFY 09. See Appendix A, Table 6. We know that 6,492 of these were served in programs which were not administered by local boards of education. Data received from Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, in report delivered via e-mail on March 30, 2009, and current as of October 1, 2008. This means the remainder (4,092) was served in public school programs.
- 196 We know that 7,110 preschoolers were served by state and federal Head Start programs in SFY 07 (note that we do not have more recent data available, forcing us to mix data across years in the calculations that follow). In SFY 09, 3,625 children were served in state and federal Head Start programs that were not administered by local boards of education. Data received from Sarah Ellsworth, Bureau Chief, Bureau of Data Collection, Research, & Evaluation, State Department of Education, in report delivered via e-mail on March 30, 2009, and current as of October 1, 2008. This means the remainder (3,485) was served in public school programs.
- 197 There are two serious problems with this estimation. First, this number assumes that no child receiving School Readiness funding within the public school system is receiving state or federal Head Start funding. This is an extremely dubious assumption. However, the PSIS only allows districts to select one option when describing the funding source for a student (even when the student is receiving more than one funding stream) so we have no way of estimating the degree of overlap between Head Start and School Readiness within the public school system. It would be more accurate to say that somewhere between 4,092 and 7,577 children are being served by School Readiness and/or Head Start programs within the public school system. Second, this number assumes that any child in a public school preschool program which is not a School Readiness or Head Start program is not in high-quality care. This assumption is also very problematic, especially since these programs are likely to have credentialed teachers, increasing the likelihood that they are in fact high-quality. But we simply do not have enough information about these other programs to assess them. We do know that 14,949 children were served by public school programs in SFY 09. Ultimately, we chose to use the estimate here (7,577 preschoolers served by public schools in high-quality care) because it basically assumes that just about half the preschoolers in public schools are in high-quality programs, which seems like a decent enough, common-sense assumption given the paucity of data here.
- 198 We again caution that this number relies on some dubious assumptions. In addition to the problematic assumptions discussed in endnote 197, this number does not include any preschoolers being served by Care4Kids who are not in the PKIS or PSIS. These children may be in child care centers, family child care homes, or kith and kin settings that are in fact high-quality. As such, the total may understate the number of children in high quality care. But we simply do not have enough information about the settings these children are in to make that determination. Our total may also overstate the number of children in high quality care if our assumptions regarding the quality of settings included in the PKIS and PSIS are in fact overgenerous. We cannot emphasize this point enough: *our current data collection is insufficient to allow us to truly assess how many children receiving state subsidies are really receiving high quality care.*



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