

Testimony in Support of

S.B. 424: An Act Concerning Access to Preschool Programs for Children in the Care and Custody of the Department of Children and Families

H.B. 5522 An Act Concerning School Readiness Funding

Edie Joseph, Kenneth Feder, and Cyd Oppenheimer, J.D.

Education Committee

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Representative Fleischmann, Senator Stillman, and Distinguished Members of the Education Committee:

We are testifying today on behalf of Connecticut Voices for Children, a research-based public education and advocacy organization that works statewide to promote the well-being of Connecticut's children, youth, and families.

Connecticut Voices for Children supports S.B. 424 and H.B. 5522, two bills that address the need for high-quality early care and education in Connecticut.

I. S.B. 424

Connecticut Voices strongly supports S.B. 424, which requires that the Department of Children and Families (DCF) enroll each preschool-aged child in its care and custody in a high-quality preschool program. We feel this legislation could be strengthened by:

- Requiring increased collaboration between DCF and the Office of Early Childhood (OEC) to ensure that social workers can navigate Connecticut's complex early childhood landscape;
- Expanding and enhancing the provisions of Connecticut's school stability legislation for children in foster care under CGS 17a-16a to ensure it applies to children in preschool;
- Specifying the party responsible for providing transportation to preschool;
- Ensuring that children remain enrolled in preschool for the entire year, even if they exit DCF care;
- Adding reporting requirements; and
- Adopting best practices from other states for providing a high quality early learning experience to abused and neglected children.

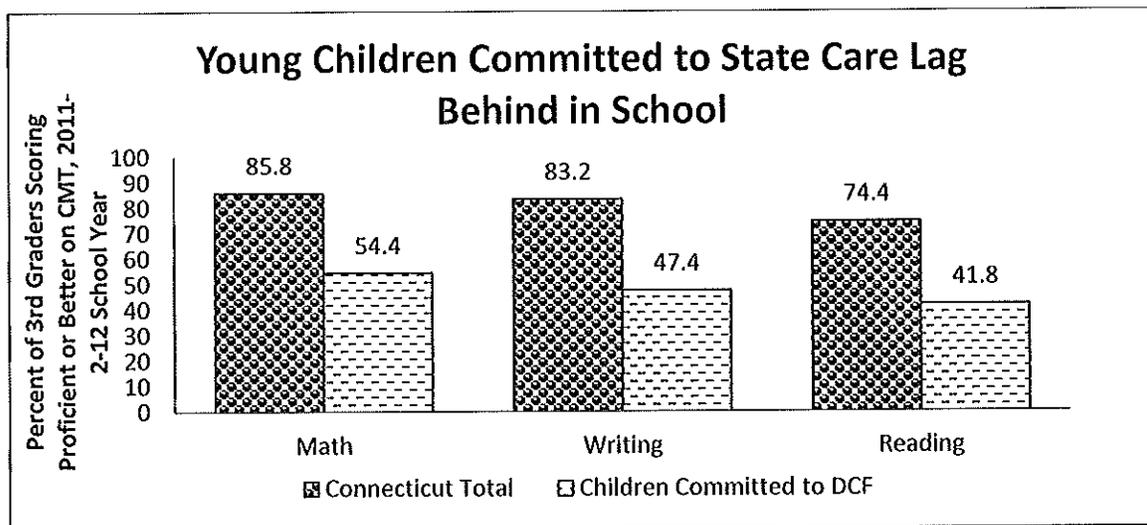
The Need for Preschool

Affordable, high-quality early care and education is essential to Connecticut's children and families. Children who attend nurturing, responsive, and language-rich early care and education programs are more likely to be prepared socially and academically for kindergarten, less likely to be retained or need special education services, and more likely to graduate from high school and become productive members of the workforce.¹ Prekindergarten is the single most important factor contributing to kindergarten readiness, and can make the greatest difference for low-income and at-risk children.²

For youth in the care or custody of the state, youth who are often detached from family and community in a way that other children are not, preschool takes on additional importance.³

In fact, “Children involved in the child welfare system are the most at-risk for developmental delays, poor academic success, and socio-emotional issues— all of which early education services can help mitigate or ameliorate, especially for children from low-income families.”⁴ Because Connecticut has removed children from their families and assumed the responsibilities of statutory parent, it has a legal and ethical obligation to ensure children in its care receive necessary early childhood developmental and educational services. Unfortunately, preliminary evidence suggests that not enough is being done to provide children in foster care with high-quality early childhood education:⁵

- Currently, DCF only knows for certain that about half of all preschool-aged children in their care and custody are enrolled in preschool.⁶
- Because DCF does not always track which program the children are in and/or whether the program is accredited, it is very difficult to determine how many preschool-aged children are receiving a high-quality early learning experience.
- By third grade, the first time students take state standardized tests, children in foster care are already behind in school (see chart below).⁷



These data document a troubling early learning “opportunity gap” between young children in foster care and other Connecticut students. While additional research is needed to quantify and analyze the causes, extent, and impact of this opportunity gap, enrolling all children in foster care in a high quality preschool program is an evidenced based strategy that will almost certainly ensure these young children are more prepared for kindergarten and beyond.

Furthermore, Connecticut has already recognized that young children in State care require strong early childhood educational and developmental supports. In 2013, Connecticut passed legislation requiring infants and toddlers who are victims of substantiated child abuse or neglect to be screened for developmental delays and referred to the state’s IDEA Part C early intervention program (Birth-to-Three) to ensure that they do not slip “through the cracks,” but instead receive the developmentally-appropriate services they require.⁸ This legislation was motivated by research that shows that young children who are victims of abuse and neglect are far more likely to suffer from developmental delays than their peers and that early intervention is essential for supporting children who suffer from disabilities and developmental delays.⁹ Unfortunately, without requiring

that children then be enrolled in high-quality prekindergarten, the benefits of this positive intervention may be undermined.

Capacity to Serve Children in DCF

This session, the Governor has proposed an expansion of School Readiness, which will create an additional 1,020 subsidized high-quality preschool slots in FY 15.¹⁰ Although DCF does not track whether all preschool-aged children in its care and custody attend prekindergarten, it can say that at most 220 of its preschool-aged children are not currently enrolled in prekindergarten.¹¹ Moreover, all children in foster care are categorically eligible for Head Start and Early Head Start programs, and DCF knows that 168 of its children are currently enrolled in such programs.¹² The DCF – Head Start partnership could be well-suited for the slight expansion this legislation will require. To the extent that DCF must enroll children in private or partially subsidized slots, DCF, as the statutory parent, must be required to cover the parent fee charge.

Improve Coordination with the Office of Early Childhood

Connecticut's early childhood landscape is program-rich but system-poor, and finding and enrolling children in a high-quality preschool program can be challenging. The new Office of Early Childhood (OEC) has the capacity to take a broad view of early childhood programs in Connecticut, and create an effective and comprehensive early childhood *system* that better meets the needs of all children and families. Research suggests that cross-system collaboration is necessary to build comprehensive early learning environments, particularly for vulnerable children in foster care.¹³ The OEC could help DCF navigate the district-specific array of early childhood programs (including magnet schools, Head Start programs, public school School Readiness programs and private or community-based School Readiness programs), identify openings in these programs, and help with the enrollment process. Moreover, as School Readiness programs are only in high-need districts, the OEC could help identify programs and slots available for children in DCF care regardless of where they might live. In order to effectively implement S.B. 424, DCF and the OEC should work collaboratively to ensure that caregivers, case-workers, foster parents, early care and education facilities, and public schools are all working together in the best interests of the child.

Expand School Stability Protections to Preschool

Concurrent state and federal "school stability" legislation protect the right of children in foster care to remain in their school of origin even if their placement changes, provided that doing so is in their best interests.¹⁴ Connecticut law also requires that, when children in foster care do change schools, they be enrolled expediently and that their educational records be transferred immediately.¹⁵ These protections were established in response to local and national research which demonstrate that placement in foster care often leads to frequent school changes during which education records are lost and learning is disrupted.¹⁶ However, Connecticut's current law only offers these protections to school-age children and children aged three to five who have identified disabilities.¹⁷ As Connecticut seeks to provide quality preschool to all children in foster care, we should expand the definition of "child" in the school stability statute – CGS 17a-16a – to include all children aged three to five, so that these young children are similarly protected from unnecessary frequent school transfers, and will be enrolled in preschool immediately with expedient transfer of educational records, as is best practice.¹⁸

Specify the Party Responsible for Providing Transportation

Anecdotal evidence from across the state suggests that transportation is a significant barrier to accessing early education programs. Unlike in grades K-12, parents are typically responsible for transporting their own children to preschool. This barrier is particularly challenging for children in foster care, who have been removed from their parents. Foster parents may not all be able to transport young children in their care to preschool. Therefore, we recommend that S.B. 424 require DCF to collaborate with foster parents, preschool programs and, when necessary, the OEC, to develop a transportation plan for each child in DCF care who is enrolled in preschool. Furthermore, DCF should pay any additional cost of transportation to preschool beyond that to which the child would otherwise have access, and should maximize federal reimbursement for transportation under Title IV-E of the Social Security Act for all eligible children. This is no more than is required of DCF and school districts under current school stability law, and no more than any parent of reasonable means would do for his or her child. Connecticut is already making a commendable commitment to expanding the number of preschool slots available to high need children – the state should ensure that these slots are not inaccessible to those children who have the most need simply because they do not have transportation for school.

Keep Children Enrolled After Exiting Care

Children who exit foster care to permanency – because they are reunified with parents, are in a pre-adoptive setting, adopted, or placed in the guardianship of a relative – should not lose their access to preschool because they are no longer in State care. S.B. 424 should prohibit any preschool program from discharging a child who exits the foster care system for what might otherwise be geographic ineligibility. Furthermore, if DCF stops paying its share of preschool tuition when a child exits care, the child may stop attending school because his parent or guardian is unable to assume the cost. This risk of discontinuity is harmful for children in foster care who already experience immense trauma and upheaval in their lives, and is particularly harmful for young children. Studies have documented that schedules and routines influence children’s emotional, cognitive, and social development, and that predictable and consistent schedules in preschool classrooms help children feel secure and comfortable.¹⁹ Continuity of care is critical for development, particularly in very young children. Sustained stable relationships with caregivers allow children to form positive, secure attachments which build the healthy brain architecture that increases the odds of desirable outcomes – including health, academic, and emotional – later in life.²⁰ To ensure that vulnerable young children are not forced to trade their education for a family, DCF should continue to pay expenses associated with preschool enrollment until the conclusion of the school year in which a child exits care.

Track Progress Toward Universal Enrollment

Currently, DCF does not capture how many of its children are enrolled in preschool programs, and/or the quality of such preschool programs, outside of its children enrolled in Head Start.²¹ This is an important quality measure of whether the Department is meeting the educational needs of children in its care. S.B. 424 should require that DCF track this data, and report such data to the Legislature.

Best Interest Exemption

We support the exemption in S.B. 424 that would allow DCF to not enroll a child in preschool if “such enrollment is determined by the department to not be in the child’s best interest.” This best interest exemption could be properly used in situations in which enrolling a child in preschool

would: create a barrier to permanency, separate a child from his/her sibling(s), be developmentally inappropriate, or jeopardize his/her health, safety, or well-being.

Best Practices

States across the country are taking strides to ensure access to high-quality early care and education for their youth in foster care, with creative models that Connecticut could emulate. Examples of these practices include:

- **Social work positions specific to increasing foster youth enrollment in prekindergarten.** In California, an advocacy group comprised of child welfare and education professionals helped the county create a new social work position responsible for coordinating and increasing the preschool enrollment of youth in foster care.²²
- **Trainings for care-givers, service providers, and other professionals to educate and increase advocacy for the educational needs of this population.**²³ If Connecticut were to adopt such training, 75% of the expense would be reimbursable under Title IV-E of the Social Security Act.²⁴
- **Checklists and advocacy tools.** Washington State developed the Dependent Child's Educational Checklist for care providers, composed of questions to address enrollment and attendance issues, school progress, and educational decision-making responsibility to ensure that the child's needs are being addressed.²⁵

When Connecticut takes young children away from their families to protect them from abuse and neglect, it assumes statutory and ethical responsibility for parenting them. As the state seeks to expand its investment in providing quality early learning experiences to *all* children, it is essential that those children to whom the state bears a unique parental responsibility, and who stand to benefit most from high-quality early childhood education, are not forgotten. Supporting S.B. 424, and adopting the recommendations presented in this testimony, will help ensure that children who must be removed from their families are still provided with educational opportunity.

II. H.B. 5522

Connecticut Voices for Children also supports H.B. 5522: An Act Concerning School Readiness, which increases the per child reimbursement for full-day and half-day school readiness programs, and establishes a maximum rate of nine thousand dollars and four thousand five hundred dollars for such programs, respectively. However, we urge the legislature to substantially increase such rates to account for the true cost of high-quality care.

The Need for Slot and Rate Increases

The research is clear: access to prekindergarten leads to better outcomes in school and in life. Prekindergarten education is a crucial investment in our children's future and our state's future. Studies show that every dollar invested in high-quality early care and education can yield returns of up to seven dollars in savings through reduction of remedial and special education, welfare, and criminal justice services.²⁶ The research is also clear that for prekindergarten to have maximal impact, it must be high quality. The Governor's proposed budget revisions demonstrate a clear commitment to ensuring that the state's most economically vulnerable children have access to high-quality, accredited programs by both expanding the number of slots available for prekindergarten

and by increasing the rate of slots by 3%.²⁷ H.B. 5522, which further increases the rate of school readiness slots, builds on and expands the Governor's proposal.

True Cost of High-Quality Care

Although we applaud the proposed rate increase in H.B. 5522, the state must further increase rates to establish a rate that takes into the account the true cost of high-quality care. Maximum rates of nine thousand dollars for a full-day program, and four thousand five hundred for a part day program (which, in fact, is not an increase at all from the current rate) are not sufficient for these ends.

The true cost of high-quality care should take into account critical structural elements that facilitate optimal development for children, such as caregiver compensation, education, specialized training, and adult to child ratio.²⁸ In particular, rate increases are needed to attract and retain well-qualified teachers. Training and education are crucial for effective early childhood educators. Well-qualified teachers promote child development and learning by creating supportive and healthy learning environments, developing relationships with family and community, and building meaningful curriculum.²⁹ As a report by the National Institute for Early Education Research explains, "*inadequate teacher compensation lowers preschool program quality and leads to poorer cognitive, social, and emotional outcomes for children.*"³⁰ Current compensation for prekindergarten teachers is not competitive with professionals with similar qualifications: the average starting salary for an elementary school teacher in Connecticut is \$42,450; the average salary for a prekindergarten teacher, in contrast, is \$29,500.³¹

Poor compensation can not only make it harder to attract highly qualified and effective teachers, it can make it difficult to retain them. Annual turnover for preschool teachers can be as high as 25% to 50% per year, in contrast to less than 7% for public school teachers.³² High teacher turnover negatively impacts children's learning and development.³³ For current early childhood educators to afford the courses they need to meet the rigorous educational credentialing requirements of P.A. 11-54³⁴ – and to keep them in the field once they have obtained higher degrees – higher compensation is necessary. It is also necessary if we are to attract and retain the additional teachers we will need as we increase the number of children we serve. A 2009 report on the work of the Governor's Early Childhood Research and Policy Council found that "*If we make no other investment, investments in the quality of early childhood program staff is key. Connecticut must increase investments in early childhood education programs to support salary levels needed to recruit and retain teachers with degrees in early childhood education.*"³⁵ Unfortunately, the proposed rate increases are insufficient to allow programs to offer salaries that will attract and retain teachers with bachelor degrees.

Studies show that the true per-child cost of high-quality, full-day, full-year care is between \$12,000 and \$18,000. A Connecticut Health and Educational Facilities Authority (CHEFA) early childhood education cost modeling tool shows that a program with 18 children, one teacher with a B.A. and one teacher's aide, both with five years experience, would cost \$17,155 per child.³⁶ In New Jersey, the largest state-run preschool program costs \$12,846 per child.³⁷ This program, which is widely recognized as a model, meets nine out of 10 National Institute for Early Education Research benchmarks of quality, as compared to School Readiness programs in Connecticut meeting six out of 10.³⁸ In New York, the Citizens Budget Commission has estimated that "per pupil spending for the pre-k population would equal K-12 general education spending,"³⁹ which in New York in 2011 was approximately \$19,100.⁴⁰ Connecticut, meanwhile, spent approximately \$15,600 per K-12 student, and could therefore reasonably expect to spend a similar amount on its prekindergarten

students.⁴¹ In California, a 2009 report by the Department of Children, Youth, and Their Families, found the average per-child cost of high quality preschool was \$18,239.⁴² Though all of these estimates vary in terms of their exact quality and other mandated requirements, they consistently demonstrate that the true cost of high-quality care is well above the proposed nine thousand dollars.⁴³

Though we applaud the rate increase in H.B 5522, this increase alone is insufficient to fund the true cost of high-quality care, including paying our early childhood educators a competitive wage that appropriately acknowledges the important work they do in educating and shaping Connecticut's youngest children. To improve quality and stand up for Connecticut's children –and our state's future –we urge the legislature to take bold steps and further increase funding for early childhood.

Thank you for the opportunity to testify.

¹ Susan H. Landry, "Effective Early Childhood Programs" The University of Texas Health Science Center at Houston (2005), available at: <http://www.childrenslearninginstitute.org/library/publications/documents/Effective-Early-Childhood-Programs.pdf>.

² Debra Ackerman and Steven Barnett, "Preparedness for Kindergarten: What Does 'Readiness' Mean?" Preschool Policy Brief, National Institute for Early Education Research (March 2005): 12, available at <http://nieer.org/resources/policyreports/report5.pdf>.

³ For more on the education of youth in State care, see Kenneth Feder and Tamara Kramer, J.D., "Raise the Grade: Improving Educational Outcomes for Children in State Care," Connecticut Voices for Children, (January 2014), available at: <http://www.ctvoices.org/publications/raise-grade-improving-educational-opportunities-children-state-care>.

⁴ "Policy Brief - Early Care & Education Access for Maltreated Children in LA County," The Advancement Project, available at: <http://www.advancementprojectca.org/sites/default/files/imce/Policy%20Brief%20-%20ECE%20Access%20for%20Maltreated%20Children%20in%20LA%20County%20copy.pdf>

⁵ See, Kenneth Feder and Tamara Kramer, J.D., "Raise the Grade: Improving Educational Outcomes for Children in State Care," Connecticut Voices for Children, (January 2014), available at: <http://www.ctvoices.org/publications/raise-grade-improving-educational-opportunities-children-state-care>.

⁶ See email from Fred North at DCF to Alexandra Dufresne, October 29, 2013, forwarded to Edie Joseph and Kenneth Feder on March 10, 2014. "Preschool-aged" refers to children ages 3-5 who are not enrolled in kindergarten or first grade. "Enrolled in preschool" for purposes of these figures includes children in Head Start and in center-based care, which may include center-based care that would not meet the definition of "high-quality preschool" contemplated by this bill. These figures, however, may not include children served by home-based childcare settings. In addition, in this correspondence, Mr. North notes "Please note that there is a large group of kids in placement within this age range for whom we do not have any school data entered. This may not be a fact of missing data, just that they are not presently attending any form of preschool program; but it is impossible to tell the degree to which that is true without a case review."

⁷ See, Kenneth Feder and Tamara Kramer, J.D., "Raise the Grade: Improving Educational Outcomes for Children in State Care," Connecticut Voices for Children, (January 2014), available at: <http://www.ctvoices.org/publications/raise-grade-improving-educational-opportunities-children-state-care>.

⁸ See, Connecticut General Assembly Public Act 13-234 Section 154.

⁹ "Blueprint for Change: Education Success for Children in Foster Care, Second Edition," The Legal Center for Foster Care and Education, (2008), available at: http://www.fostercareandeducation.org/portals/0/dmx/2012%5C09%5Cfile_20120924_161919_eDinU_0.pdf). A 2005 national study of 2,813 children in care found 40% of toddlers and 50% of preschoolers had significant behavioral and developmental needs.

¹⁰ For more on the Governor's proposed budget, see Edie Joseph and Cyd Oppenheimer, J.D., "Impact on Early Care and Education of the Governor's Revised Budget for FY 15," Connecticut Voices for Children, (February 2014), available at: <http://www.ctvoices.org/sites/default/files/ece14govbudgetfy15.pdf>.

¹¹ See email from Fred North at DCF to Alexandra Dufresne, October 29, 2013, forwarded to Edie Joseph and Kenneth Feder on March 10, 2014; see endnote 6.

¹² *Ibid.*

¹³ “Policy Brief - Early Care & Education Access for Maltreated Children in LA County,” The Advancement Project, available at: <http://www.advancementprojectca.org/sites/default/files/imce/Policy%20Brief%20-%20ECE%20Access%20for%20Maltreated%20Children%20in%20LA%20County%20copy.pdf>

¹⁴ See, CGS 17a-16a.

¹⁵ *Ibid.*

¹⁶ Kenneth Feder and Tamara Kramer, J.D., “Raise the Grade: Improving Educational Outcomes for Children in State Care,” Connecticut Voices for Children, (January 2014), available at: <http://www.ctvoices.org/publications/raise-grade-improving-educational-opportunities-children-state-care>.

¹⁷ See, CGS 17a-16a.

¹⁸ “Blueprint for Change: Education Success for Children in Foster Care, Second Edition,” The Legal Center for Foster Care and Education, (2008), available at:

http://www.fostercareandeducation.org/portals/0/dmx/2012%5C09%5Cfile_20120924_161919_eDinU_0.pdf.

¹⁹ See, for example, Diane Dodge and Toni Bickart, “How Curriculum Frameworks Respond to Developmental Stages: Birth through Age 8,” Clearinghouse on Early Education and Parenting, University of Illinois at Champagne-Urbana, available at:

<http://ceep.crc.uiuc.edu/pubs/katzsym/dodge.pdf>

²⁰ See, for example, Rachel Schumacher and Elizabeth Hoffmann, “Continuity of Care: Charting Progress for Babies in Child Care Research-Based Rationale,” Center for Law and Social Policy, (August 2008), available at:

<http://www.policyarchive.org/handle/10207/bitstreams/13791.pdf>

²¹ See email from Fred North at DCF to Alexandra Dufresne, October 29, 2013, forwarded to Edie Joseph and Kenneth Feder on March 10, 2014; see endnote 6.

²² “Blueprint for Change: Education Success for Children in Foster Care, Second Edition,” The Legal Center for Foster Care and Education, (2008), available at:

http://www.fostercareandeducation.org/portals/0/dmx/2012%5C09%5Cfile_20120924_161919_eDinU_0.pdf.

²³ *Ibid.*

²⁴ See, Compilation of U.S. Social Security Laws, Sec. 474 [42 U.S.C. 674] (a)(3)(B), available at:

http://www.ssa.gov/OP_Home/ssact/title04/0474.htm.

²⁵ “Dependent Child’s Education Judicial Checklist,” University of Washington School of Law Court Improvement Training Academy, available at: <http://www.uwcta.org/dependent-childs-quos-education-judicial-checklist.html>.

²⁶ Reynolds, Temple, Roberson, & Mann, Chicago Longitudinal Study, available at:

<http://www.cehd.umn.edu/icd/research/cls/publication.html>.

²⁷ See, “NAEYC Standards for Early Childhood Professional Preparation Programs,” (July 2009), available at

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

²⁸ See, Cost Models of Three Types of Early Care and Education/Child Care Centers in San Francisco: What is the True Cost of High Quality Care?, available at:

<file:///C:/Documents%20and%20Settings/ejoseph/My%20Documents/Downloads/Cost%20Model%20of%20Quality%20Child%20Care%20in%20San%20Francisco%202010.pdf>

²⁹ See, “NAEYC Standards for Early Childhood Professional Preparation Programs,” (July 2009), available at

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

³⁰ See, W. Steven Barnett, “Low Wages = Low Quality: Solving the Real Preschool Teacher Crisis,” National Institute for Early Education Research, (March 2003), available at: <http://nieer.org/resources/policybriefs/3.pdf>.

³¹ See, “2011-2012 Average Starting Teacher Salaries by State,” National Education Association, available at:

<http://www.nea.org/home/2011-2012-average-starting-teacher-salary.html> ; see “Day Care Center Teacher Salaries in New Haven, CT, available at: <http://www1.salary.com/CT/New-Haven/Day-Care-Center-Teacher-salary.html>.

³² See, W. Steven Barnett, “Low Wages = Low Quality: Solving the Real Preschool Teacher Crisis,” National Institute for Early Education Research, (March 2003), available at: <http://nieer.org/resources/policybriefs/3.pdf>.

³³ *Ibid.*

³⁴ Under PA 11-54, available at <http://www.cga.ct.gov/2011/act/pa/2011PA-00054-R00SB-00927-PA.htm>,

the publicly funded workforce must meet certain educational attainment benchmarks by 2015 and 2020.

By 2015, 50% of head teachers must hold a bachelor’s degree in an approved early childhood or related program, or a teaching certificate with an early childhood endorsement. All head teachers without a bachelor’s degree must hold an associate’s degree in the field. By 2002, all head teachers must hold a BA or teaching certification with an endorsement. Current teachers with Bas in non-related fields are grandfathered in and exempt from the requirements.

³⁵ Report on the Work of the Governor’s Early Childhood Research and Policy Council, CT Early Childhood Investment Initiative, (February 2009), available upon request.

³⁶ CHEFA Early Childhood Education Cost Estimate Tool, Public: School Readiness Sample Scenario, available at: <https://www.chefa.com/models/ccm/scenarios/samples/3>. Explanations for the scenario are available at: <https://www.chefa.com/models/ccm/scenarios/instructions>.

³⁷ *See*, "The State of Preschool 2012 – New Jersey," National Institute for Early Education Research, available at: http://nieer.org/sites/nieer/files/New%20Jersey_0.pdf. The program is offered in the poor urban districts initially identified by the N.J. Supreme Court in 1990 as having at least 40 percent of children who qualify for free or reduced-price lunch and five additional districts designated since by the legislature. All 3- and 4-year-old children within those districts are eligible to participate.

³⁸ For benchmarks of quality, *see* "The State of Preschool 2012."

³⁹ "The Challenge of Making Universal Prekindergarten A Reality in New York State," Citizen's Budget Commissions, (October 2013), available at: http://www.cbcny.org/sites/default/files/REPORT_UPK_10222013.pdf.

⁴⁰ Per Pupil Amounts for Current Spending of Public Elementary-Secondary School Systems ,2011 Annual Survey of School System Finances, available at: <http://www.census.gov/govs/school/>.

⁴¹ *Ibid*.

⁴² Cost Models of Three Types of Early Care and Education/Child Care Centers in San Francisco: What is the True Cost of High Quality Care?, available at: <file:///C:/Documents%20and%20Settings/ejoseph/My%20Documents/Downloads/Cost%20Model%20of%20Quality%20Child%20Care%20in%20San%20Francisco%202010.pdf>

⁴³ School Readiness funding was designed as a three legged stool, including state School Readiness contribution, Care4Kids contribution, and a sliding scale parent fee. The average School Readiness parent fee is approximately \$1,250, and the Care4Kids contribution approximately \$850. Combined with a state contribution of \$9,000 (as this legislation proposes), the total equals \$11,100, which is still \$900 below the lowest projected cost of high-quality care.