

## 2013 Program Report Card: School Readiness and the Child Day Care Program (Connecticut State Department of Education)

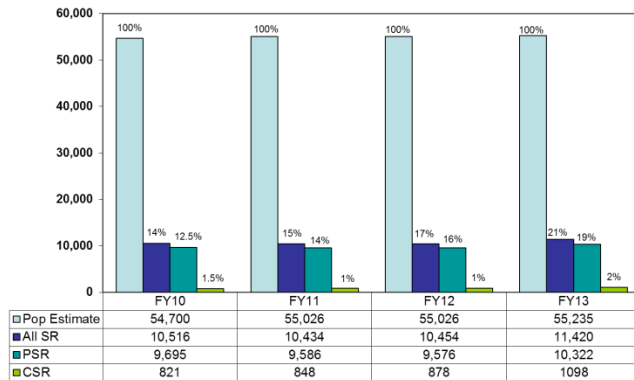
*Quality of Life Result:* All Connecticut children birth to age 9 grow up in a stable environment, safe, healthy, and ready to succeed.

*Contribution to the Result:* The School Readiness Program and the Child Day Care (CDC) Center Program provide access to quality early childhood settings that promote growth across all domains of child development including literacy, numeracy, language, physical-motor, social-emotional and creative/aesthetic.

Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual SFY 12	School Readiness (PSD & CSR): 74,330,866	15,056,495	0	107,700,464
	Child Day Care Contracts: 18,313,103	(CDC-SSBG/TANF)		
Estimated SFY 13	School Readiness (PSD & CSR): 81,370,713	15,056,495	0	114,846,960
	Child Day Care Contracts: 18,419,752	(CDC-SSBG/TANF)		

*Partners:* Local early childhood councils, school districts, Family Resource Centers, Department of Social Services, Institutions of Higher Education

### How Much Did We Do? 1a. School Readiness: Access to quality programs in eligible towns

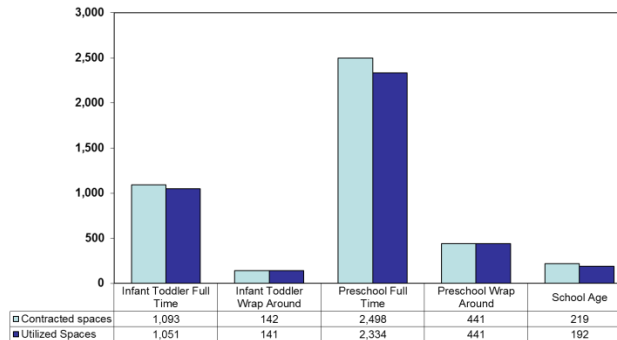


#### Story behind the baseline:

The School Readiness municipalities show an increase by 2% in capacity to serve more preschool children. An increase in funding to serve 1,000 more children (750 to priority districts and 250 to competitive municipalities) was effective October 2012. School Readiness programs within eligible municipalities continue to enroll children in need of such program. Additional funding for capacity building would be needed in order to absorb any further space increases.

**Trend:** ▲

### How Much Did We Do? 1b. Child Day Care Center Program access to quality programs: FY13 Average Monthly Space Utilization

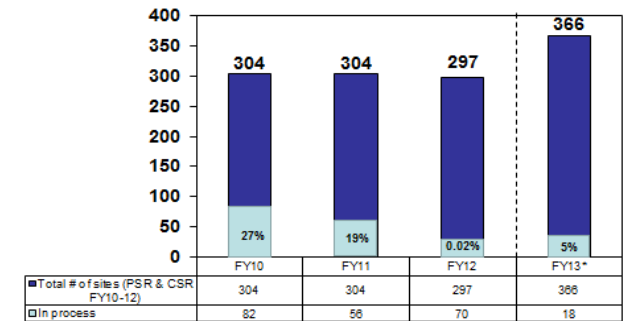


#### Story behind the baseline:

The CDC Center Program provides quality early care and education and related supports so that families can work and/or participate in training or education. The data provided here relate to access through the CDC Program. This is distinct from School Readiness for the following reasons: (1) The CDC contracts do not have a residency requirement for participation, therefore community level data is not available; (2) Funding is provided through individual contracts instead of through a state or community needs assessment process, and (3) This program was moved to SDE in FY2012 and coordination of the early care and education programs and data is still under process. The CDC Program does not include a process for reallocation, resulting in an average of 224 spaces per month that were not utilized in FY 2012.

**Trend:** ◀▶

### How Well Did We Do It? 2. Progress toward quality standards



\*NOTE: FY13 data includes Child Day Care contracted sites

#### Story behind the baseline:

More children were placed in quality programs. The standards for quality for state-funded programs are the National Association for the Education of Young Children (NAEYC) standards or Federal Head Start standards. School Readiness data addressing progress toward quality standards is represented in fiscal years 2010-2012. The Child Day Care Program is now administered through the Department of Education and is represented here in the fiscal year 2013 data. For fiscal year 2013, combined, there are 366 sites serving children birth to age 12. Ninety-five percent of these programs meet the quality standard. Five percent are in process of attaining NAEYC accreditation. More programs are in process in 2013 than in 2012 due to School Readiness expansion.

**Trend:** ▲

## 2013 Program Report Card: School Readiness and the Child Day Care Program (Connecticut State Department of Education)

*Quality of Life Result:* All Connecticut children birth to age 9 grow up in a stable environment, safe, healthy, and ready to succeed.

**Is Anyone Better Off?** 3. Percent of kindergarteners in 13 districts needing substantial instructional support in at least one area

Enrolled in Publicly Funded Pre-K	2009-10	2010-11	2011-12
No	57.0%	54.2%	54.3%
Yes	46.9%	46.4%	44.8%

### Story behind the baseline:

Students from 13 school districts with large concentrations of publicly funded pre-K programs (Bridgeport, Danbury, East Harford, Hartford, Meriden, New Britain, New Haven, New London, Norwalk, Norwich, Stamford, Waterbury, and Windham) were considered for this analysis utilizing data from the Fall Kindergarten Entrance Inventory (KEI). Kindergarten teachers statewide use the KEI to rate the skills of each entering student on six domains: *Language; Literacy; Numeracy; Physical/Motor; Creative/Aesthetic; and Personal/Social*. The number of students classified by their teachers as requiring substantial instructional support in kindergarten in one or more domains were compared based on whether or not the student had been enrolled in a publicly funded pre-K program, based upon the CSDE pre-K data systems. Of the students enrolled in kindergarten in the 13 districts for the three years of 2009-10, 2010-11 and 2011-12 who are eligible for Free lunch, a smaller percentage of students with pre-K enrollment need substantial instructional support in one or more domains at Kindergarten entry as compared to those without pre-K enrollment. These findings are not generalizable to children outside the 13 districts who are receiving Free lunch and are enrolled in publicly funded pre-K; it also cannot be used to infer the level of readiness.

**Trend:** ◀▶

### Proposed Actions to Turn the Curve:

- Align and coordinate existing early care and education funding streams into a system that addresses the needs of families and communities (performance measure 1a and 1b).
- Coordinated cross-sector program monitoring to ensure quality across funding streams (performance measure 2).
- Provide a coordinated system of professional development, program monitoring and ongoing support to ensure that programs and teachers are prepared to fully support children's growth and development (performance measure 3).
- Expansion and increased coordination of comprehensive services that meet the need of the whole child and address family needs to ensure that children and families are prepared to benefit from educational opportunities provided to them (performance measure 3).

### Data Development Agenda

- Construct data systems that provide for accurate monthly child, teacher and program data on a coordinated early care and education system.
- Enable data sharing between communities and state level agencies to inform community and state planning efforts.
- Additional data development agenda items will be contingent upon new early childhood governance structure and planning.