

**Task Force to Analyze and Make Recommendations
on Issues Relating to Early Childhood Workforce
Development**

Final Report

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Charge to the Task Force

As indicated in Public Act No. 21-171, the Taskforce to Analyze and Make Recommendations on Issues Relating to Early Childhood Workforce Development was charged with the following:

The task force shall examine: (1) How to encourage equity-based practices in early childhood education preparation and professional development; (2) ways to address inequity in access to employment opportunities and compensation in the early childhood workforce; (3) the feasibility of creating a new co-authored license that would offer multiple levels of flexibility to address the range of ages, settings and roles in the early childhood field, including a professional continuum for assistants, lead teachers, generalists and specialists, such as early intervention, mental health, integrated special education and rehabilitation therapies; and (4) workforce demands in the state related to the need for early childhood educators providing child care services for infants and toddlers and children up to ages six, seven or eight.

The task force shall make recommendations concerning: (1) Legislation for educator preparation requirements in the early childhood field; (2) the creation of a new early childhood teacher license or credential jointly issued by the Office of Early Childhood and the Department of Education; (3) the development of a unifying framework for early childhood educator preparation, in accordance with the National Association for the Education of Young Children and the Council for Exceptional Children - Division of Early Childhood, in order to offer definition of levels for competencies and compensation; (4) methods to increase compensation related to competency and degree attainment that will work across all sectors of the early care and education sector including subsidized and parent fee supported programs; and (5) workforce development and the creation of job opportunities in early childhood.

Membership

- Appointed Co-chairs: Marsha Bryant (Capital Community College) and Jessica Powell (Southern Connecticut State University)

- Appointed Members
 - Paige Bray (University of Hartford)
 - Beth Bye (Commissioner of the Office of Early Childhood)
 - Merrill Gay (CT Early Childhood Alliance)
 - Georgia Goldburn (Hope Child Development Center)
 - Stephen Hegedus (Southern Connecticut State University)
 - Paquita Jarman-Smith (State Education Resource Center)
 - Bryan Klimkiewicz (State Department of Education)
 - Karen Lott (Women's League Child Development Center)
 - Jennie Shea (Capital Region Education Council)

- Consultants: Kaylan Ricciardi (State Department of Education)

Task Force Process

The task force officially commenced its work in August, 2022; twelve months after its originally intended start date due to a delay in finalizing appointments. The task force held monthly meetings in August, September, October, December, and January. At each of these meetings, guest presenters were invited to share their expertise on issues related to early childhood workforce development. The following professional staff presented at a meeting:

- **Allyx Schiavone**, Executive Director of Friends Center for Children and Co-Founder of New Haven Children's Ideal Learning District (NHChILD)
- **Steve Marcelynas**, Director of The Office of Transfer and Articulation, CT State Colleges and Universities, Academic and Student Affairs
- **Mary Harrill**, Senior Director of Higher Education, National Association for the Education of Young Children
- **Lauren Hogan**, Director of Policy and Professional Advancement National Association for the Education of Young children
- **Maria Mavrides**, Clinical Lecturer of Early Childhood Education, Hunter College
- **Fran Rabinowitz**, Executive Director of the CT Association of Public School Superintendents

Task force members worked together to co-construct subcommittees that would meet in between the monthly meetings to further analyze data and make recommendations. The the three subcommittees were:

- Compensation: Chair, Georgia Goldburn
- Pathways and Preparation: Chair, Stephen Hegedus
- State Licensure and Endorsement: Chair, Paige Bray

Summary of Early Childhood Workforce Concerns, Needs, and Challenges

The early childhood workforce provides one of the most indispensable services in our society; educating the next generation during what researchers describe as the most critical phase of development. A robust early childhood system not only provides care for our children, but enables parents to work and our industries in Connecticut to thrive.

Investment in Connecticut's early childhood system is key to Connecticut's economic stability and growth. Currently, our state and its system are in crisis. The pipeline of early childhood educators is declining drastically. Early childhood educators continue to leave the field in what is a mass exodus, which was exacerbated by the Covid-19 pandemic. Moreover, the state's lack of data is a barrier to workforce development, preparation, and stability as well as to providing quality early care and education experiences for children across the state.

Most of Connecticut's early childhood educators in birth to five settings do not receive compensation, including salary or benefits, that are comparable to public K-12 educators. The average early childhood educator salary in CT is \$27,976, significantly below the state's median salary of \$45,000. This trend negatively impacts women, in particular, women of color, given that the early childhood workforce is comprised of a disproportionate number of women of color. Nationally, over 90% of the early childhood workforce are women, and over 40% are people of color. Consequently, many early childhood educators experience economic insecurity.

The true cost of childcare is far more than most families can afford and providers do not receive adequate funding to pay liveable wages to their teachers and staff. While Connecticut has provided temporary increases in funding in an attempt to mitigate the crisis, we urgently need to invest in an infrastructure that can recruit, support, and retain high-quality early childhood educators.

The recommendations below provide a framework for the State of Connecticut to become a national leader in building an early childhood system that works for all children, families, providers, and our communities. A thriving, inclusive, and diverse early childhood workforce relies on the integration and implementation of all four of the intentionally broad recommendations below, with particular and urgent attention to compensation.

The four categories of recommendations are interconnected, with each of them contingent upon legislation related to compensation. We offer these as a package of

recommendations with priorities and contingencies built in. There are complexities in each recommendation to address a multi-faceted problem. At the core of this problem is a long legacy of an underpaid workforce and extreme pay inequities. Hence, our first and core recommendation is related to compensation.

Summary of Recommendations

<p>Equitable Compensation</p>	<ol style="list-style-type: none"> 1. Establish a wage scale that accounts for employee role, position, professional and/or academic credentials, work and/or life experience, and program quality and that aligns with K-12 compensation (i.e., parity with the K-12 system). 2. Establish a package of compensation benefits such as healthcare, retirement, paid leave, professional development assistance, and tuition assistance) that creates parity with the K-12 system. 3. Create a <i>Wage and Compensation Equity Fund</i> to serve providers that meet a revenue and operating cost threshold. This fund would provide operating support at scale to licensed childcare facilities for implementing the new wage scale and compensation package benefits. 4. Increase existing state funded programs and Care 4 Kids rates to compensate staff using the wage scale. 5. Establish categorical eligibility for the child care subsidy through the Care 4 Kids program for the children of professionals who work in early care and education.
<p>Equitable Access to Early Childhood Educator Preparation</p> <p>*Contingent on compensation recommendations</p>	<ol style="list-style-type: none"> 1. Student loan forgiveness for all institutions of higher education early childhood preparation programs (both public and private programs who support the early childhood pipeline) with up to 3 years of service to the field in the state of CT. Loan forgiveness may be a progressive benefit linked to years of service. 2. Tuition replacement or reimbursement for all early childhood preparation pathways (public and private programs who support the pipeline) with either a commitment of up to 3 years of service or 3 years of completed service to the early childhood field in the state of CT.

	<ol style="list-style-type: none"> 3. Residency for educators at the associates and bachelors level to receive compensation and student-teaching internships in their current position at their place of employment. Consideration of college credit for work experience, for example, <i>TA to BA</i>. 4. Creating a more diverse and inclusive educator workforce in the state of CT that increases racial and linguistic diversity through designated programs, scholarships, incentives, and fellowships. Programs would focus on recruitment and support of Black, Indigenous, Latin, Asian, and other educators of color.
<p>Creation of a new Early Childhood Educator License/Endorsement</p>	<ol style="list-style-type: none"> 1. First step is a legislative charge to SDE to do this shared work: SDE as principal investigator, in collaboration with OEC, shall convene stakeholders for the purpose of creating a tiered credential across all sectors serving children in the developmental ages Birth to age 8 (birth to grade 3) with consideration for data-informed preparation pathways and commensurate compensation (See sections 1 and 2 above). An initial work plan would be due to the legislature by January 1, 2024 and the final report by January 1, 2025. 2. It is the recommendation of this task force that kindergarten remain with the current (#112 and #113) and future early childhood endorsements. Therefore, creation of a new state of CT endorsement/license distinct from the Elementary (grades 1-6) endorsement (#305), a Birth-Kindergarten or Grade 3 inter-agency endorsement/license that attends to all ages, grades, settings, levels, and pathways commensurate compensation is recommended. 3. Establish a commission for accountability and development that meets quarterly.

Inter-Agency Data Collection	<ol style="list-style-type: none">1. Establish a data collection warehouse hosted and maintained by inter-agencies on the state of the early childhood workforce in CT.2. Data should be disaggregated by race, gender, degrees, professional experience, position, and type of ownership.3. Provide an annual report to the commission (see above) and the legislative Education committee.
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Descriptions of the Recommendations

In this section, we will provide more detail to the recommendations summarized above. We have organized the recommendations into two broad categories: 1) Equitable Compensation and 2) Information and Analysis of Pathways, Preparation and Licensure Endorsement

Recommendation Category 1: Equitable Compensation:

Establish a wage scale

The task force believes that wage scales are necessary for improving early care and education compensation. We recognize that several crucial decisions are needed to develop a salary scale. We also realize that each of these decisions is complex and not without economic and equity considerations. In July 2019, the Connecticut General Assembly passed Public Act 19-61, requiring the Office of Early Childhood (OEC) to develop a proposed early childhood educator compensation schedule for lead teachers employed by State-funded programs. The OEC created a salary schedule for entry-level lead educators in State-funded programs, outlining starting hourly rates based on 2,080 hours worked per year.

While this is a critical first step, this proposed salary schedule will create sub-parity in compensation between public school teachers and early childhood educators with similar years of experience. Additionally, this will contribute to the stratification of wages between State-funded and private providers, further undermining the system. (See **Maria Mavrides presentation** Clinical Lecturer, Hunter College, in Appendix C).

The task force seeks to build on the work of the OEC and recommends the establishment of a salary scale that accounts for experience and program quality, and further recommends that this wage scale extends to the entire ECE workforce. We recommend that the legislature continue to provide wage subsidies to the industry that will serve as the mechanism to provide program-level operating funds to licensed childcare facilities to increase salaries to align with the proposed salary scale. The task force suggests the following model that builds upon the scale and other assets and quality investments.

OEC Proposed Salary Scale (\$ per hr/annual salary)		
Level 1 - High School Degree	\$16.36	\$34,021
Level 2 - CDA Credential	\$18.81	\$39,124

Level 3 - Associate degree in ECE or associate degree and Early Childhood Teacher Credential	\$21.63	\$44,993
Level 4 - Bachelor's degree in ECE or bachelor's degree and Current ECE State Teaching Endorsement	\$27.04	\$56,241
Level 5 - Master's degree (MA) or higher in ECE or MA or higher and Current ECE State Teaching Endorsement	\$31.09	\$64,677

Task Force Recommended Salary Enhancement based on Years of Experience (\$ per hr)	
1-3	OEC Proposed Starting Salary
4-6	\$0.75
7-9	\$1.00
10-14	\$2.00
15+	\$2.50

Equity Consideration

The task force believes that a salary scale that does not account for experience and classroom quality does not center equity. Children not only benefit from a teacher with the knowledge necessary to build high-quality learning environments but also the skills and competencies honed over many years of experience. The task force believes that CT must affirm its commitment to developing an equitable salary scale that capitalizes on the lessons learned from other states.

Salary Comparison based on Task Force Recommendation

Teacher Profile	OEC Proposed Scale		OEC Proposed Scale + Task Force Experience Bonus	
First-year teacher with a Bachelor's Degree and no experience	\$27.04	\$56,241	\$27.04	\$56,243
Fifth-year teacher with an Associate Degree	\$21.63	\$44,993	\$21.63 + \$0.75	\$46,550

Tenth-year teacher with a CDA	\$18.81	\$39,124	\$18.81 + \$2.00	\$43,285
Fifteenth-year teacher with a high school diploma	\$16.36	\$34,021	\$16.36 + \$2.50	\$39,229

Salary Comparison based on Task Force Recommendation

Teacher Profile	OEC Proposed Scale		OEC Proposed Scale + Experience Enhancement	
	First-year teacher with a CDA	\$18.81	\$39,125	\$18.81
Fifth-year teacher with a CDA	\$18.81	\$39,125	\$18.81 + \$.75	\$40,685
Tenth-year teacher with a CDA	\$18.81	\$39,125	\$18.81 + \$2.00	\$43,285
Fifteenth-year teach with a CDA*	\$18.81	\$39,125	\$18.81 + \$2.50	\$44,325

**Based on the Task Force recommended wage enhancement, a teacher with fifteen years experience and a CDA would have a salary comparable to the average starting salary of an elementary teacher with a BA and State teaching endorsement.*

CT's newly established quality improvement system, Elevate, gives licensed and license-exempt ECE providers the tools and guidance they need to improve their programs over time. Elevate builds on Connecticut's licensing requirements and seeks to move programs toward national accreditation. This system will be entirely voluntary, however. It will be left up to the individual provider to decide if they will avail themselves of the technical assistance and professional development opportunities. The task force believes that children will have better outcomes when cared for in environments that aspire to meet accreditation standards and best practices. The task force recommends a quality bonus tied to the Elevate system.

Task Force Recommended Quality Bonus based on Elevate Status (\$ per hr)	
Member	\$0.25
Member Plus	\$0.50
Accredited Member	\$0.75

Teacher Profile	OEC Proposed Scale		OEC Proposed Scale + Task Force Recommended Quality Bonus	
First-year teacher with an AA working in a program not participating in Elevate	\$21.63	\$44,993	\$21.63	\$44,993
First-year teacher with an AA working in a program participating in Elevate at the Member tier	\$21.63	\$44,993	\$21.63 + \$.25	\$45,510
First-year teacher with an AA working in a program participating in Elevate at the Member Plus tier	\$21.63	\$44,993	\$21.63 + \$.50	\$46,030
First-year teacher with an AA working in a program participating in Elevate at the Accredited Member tier	\$21.63	\$44,993	\$21.63 + \$.75	\$46,550

Establish a package of compensation benefits

The lack of benefits such as health insurance, retirement savings, and paid time off continues to impede the ECE industry in CT. Anecdotal evidence suggests that most ECE providers do not have access to or cannot provide these benefits to their employees. Unfortunately, there needs to be more information on benefits currently available to providers across the state and program settings. Except for states like Washington and Nebraska, there are few models available that can shed light on an implementation strategy.

Connecticut has many vehicles through which targeted investments can be made to address compensation for the ECE workforce. For instance, CT can allow ECE providers to participate in the state's Partnership 2.0 health plan and continue to provide program-level operational funding to offset the cost of premium payments. CT can also organize a health insurance pool through ctShares, a web-based platform offering cost-saving resources for ECE programs and professionals.

Additionally, CTSavings, CT's new retirement savings program, could be a vehicle for the ECE workforce to save for retirement. This program allows workers to contribute a

portion of their paycheck towards their retirement before taxes and other deductions are taken. This program does not require an employer match, and for many childcare businesses, tight margins would make it extremely difficult to do so. Given the low wages for the workforce, however, many will need help to capitalize on this program. CT could provide a 50% match of what ECE professionals contribute to CTSavings, up to 5% of their salary.

However, too little is known about the industry's needs to assess these vehicles' efficacy. The task force recommends that the OEC evaluate the needs of CT's entire ECE industry related to healthcare, retirement, paid leave, professional development assistance, and tuition assistance, and steps to create parity with the K-12 system.

Establish a Wage and Compensation Equity Fund

Increasing the wages across a varied early care field that includes Family Child Care owner-operators, for-profit and nonprofit programs supported by parent tuition, and programs partially or fully subsidized by local, state, and federal government is a complex challenge. Raising wages in government-subsidized programs is relatively straightforward, increasing the subsidy by an appropriate amount. That has not, however, happened in the 25 years of Connecticut's School Readiness program despite a concerted effort to increase teacher credential requirements. Despite the key role that early care and education play in building the foundation for children's learning and its essential function of enabling parents to work, raising wages for early educators has never been prioritized by our elected leaders.

We believe CT can take a similar approach adopted by Washington, DC. There they created an Early Childhood Educator Wage Equity Fund. This fund was established to raise compensation for this critical but chronically underpaid workforce. It has a dedicated funding stream and exists to solve the compensation problem. The task force recommends the creation of a quasi-public entity with a dedicated funding stream to raise compensation across the early care workforce. The task force recommends that this entity be modeled on the Paid Family and Medical Leave Authority, is a quasi-public agency that administers partial income replacement for people who need to take time off to care for a loved one.

Increase existing state funded programs and Care 4 Kids rates

School Readiness and Child Daycare Contracts

Per child rates paid to School Readiness preschool programs were initially set in statute. That was changed with the hope that adding to the annual appropriations would be easier than changing the law every time payment levels had to be increased, but is yet to result in an increase in rates. OEC has succeeded in raising the amounts paid through the Child Day Care (CDC) contracts to establish parity with the School Readiness preschool rates. However, School Readiness rates have not changed since 2015. Inflation since then has been 25%¹. More relevant, Connecticut raised its minimum wage from \$9.15 in 2015 to \$14 and will increase again to \$15 on June 1st 2023. This 64% increase in the minimum wage (\$9.15 to \$15) is the primary cost driver for early childhood programs. Early care and education is a highly regulated, labor-intensive sector in which roughly 80% of costs are wages and benefits.

Without any increase in the per-child payments and parent fees limited to a sliding scale based on family income, early care, and education providers serving children through the School Readiness and CDC programs have faced increased costs without a corresponding increase in revenue. Programs have had to increase wages for the least qualified employees but haven't had the resources to raise wages for anyone else. The resulting wage compression (a reduction in the wage differential between entry-level and more experienced staff) has led to an exodus of early educators from these programs. In the lower-wage labor market, how much an employer can offer above the minimum wage is critically important, especially when programs require staff with credentials. A recent survey conducted by the CT Association for Human Services found that the state-funded programs were experiencing higher levels of staff vacancies than the rest of the industry.

In 2010 the General Assembly set the goal of having a teacher with a Bachelor's degree in every state-funded classroom. The deadline for achieving this goal has been repeatedly extended due to a shortage of early educators with Bachelor's degrees and a very limited pipeline of BA candidates in colleges and universities. Until compensation for early educators increases, this situation will not improve.

In 2019, a law was passed requiring the Office of Early Childhood to produce a compensation scale for state-funded early childhood program staff. OEC delivered a draft compensation scale in December 2021. This draft called for a starting wage of \$16.36 per hour with 15% increases when staff earned a CDA credential and again when they earned an Associate's degree in early childhood. With the attainment of a Bachelor's degree, staff would receive a 25% increase to reach parity with a similarly credentialed public school teacher. In the summer of 2022, OEC commissioned the University of Connecticut to conduct a Narrow Cost Analysis of both center-based and

¹ https://www.bls.gov/data/inflation_calculator.htm

family childcare programs. This analysis modeled costs using the draft compensation scale. It put the per child cost to pay center-based staff on the initial draft compensation scale² at \$14,487 for preschool-age children and \$28,149 for infants and toddlers. The UConn cost modelers also calculated the costs based on a “mid-career” compensation scale that would account for experience and factor in retirement and health benefit costs. On the mid-career scale, the costs per child are \$16,138 for preschool and \$31,767 for infants and toddlers.

The task force recommends increasing the per-child School Readiness and CDC rate to \$14,487 for preschool-age children and \$28,149 for infants and toddlers and adjusting the sliding scale for parent fees to reflect support for other staff benefits. Additionally, we recommend eliminating Care4kids as a funding source for School Readiness and CDC funds.

Care4Kids

Connecticut’s CCDBG funded child care subsidy program, Care4Kids, currently pays providers well below the federally recommended 75th percentile of the market. In the case of care for a three or four-year-old child, Care4Kids paid at the 19th percentile³; this means that 7 out of 10 available preschool slots cost more than the value of the Care4Kids certificate. Parents using the subsidy can only access those slots if they pay the difference on top of their Care4Kids parent share. Care4Kids payment rates are determined by the Office of Early Childhood and detailed in the triennial CCDF plan filed with the federal government. States are required to perform a market rate analysis every two years to document the percentile of the rate they pay but are not required to change the rate. Connecticut’s rates were largely unchanged for 17 years, with a substantial increase in 2019. In the pandemic years, labor shortages have resulted in rapid inflation in childcare costs that have not yet been reflected in higher Care4Kids payment rates. This childcare cost inflation has also stressed budgets for families above the Care4Kids income limits.

The task force recommends increasing payment rates for Care4Kids to the federally recommended 75th percentile of the market as an interim measure while developing a system to pay providers for the full cost of quality care. Further, we recommend raising the income eligibility to 85% of the State Median Income, the maximum allowed under the federal Child Care Development Block Grant. This would ease the cost burden on

² <https://www.ctoec.org/wp-content/uploads/2022/06/CBC-Final-Report-f-6-28-22.pdf> see figure 12 on page 18

³

<https://www.ctoec.org/wp-content/uploads/2022/06/Connecticuts-Market-Rate-Survey-and-Methodology-Report-06-24-2022.pdf>

lower wage, two-income families that frequently face prohibitive child care costs, forcing them to rely on unregulated care or force one parent to drop out of the workforce.

Establish categorical eligibility for the Care4Kids program

The sad truth is that most staff in early childhood programs outside of the public schools are income eligible for the Care4Kids child care subsidy due to the low wages in the field. Staff still have to complete the paperwork and wait for an available subsidy certificate, just as they would working at any other low-wage job. However, another option could make a job in early care more attractive. With a shortage of early educators restricting access to care, Kentucky recently changed its childcare subsidy system to make early educators automatically eligible and eliminated their family co-pay. This change allows early childhood programs to advertise free child care as a part of their benefits package. The task force believes that CT could adopt a similar strategy. This would attract more workers to the industry and ensure that the children of ECE professionals are being cared for in high-quality childcare settings.

The task force recommends adding “employment at a licensed childcare facility” as a “protected category,” like teen parents and people who have been on TFA (cash assistance) in the past five years. Additionally, we recommend including legislative language to waive parent fees for employees of licensed childcare facilities. Furthermore, we recommend creating a streamlined application process whereby the application form would include the employee’s registry number. This would allow Care4Kids to easily verify eligibility and automatic approval without verifying income or calculating a family fee.

Funding Strategies and Recommendations

The task force recognizes that funding to implement these recommendations requires significant federal investments. We also believe that CT has a role to play, in the absence of these federal funds, to raise compensation across the childcare sector. The task force recommends the creation of a quasi-public entity to manage a Wage and Equity fund, with a dedicated funding stream not subject to regular appropriations and exists outside of the regular spending cap.

Funding Stream Options used in other places

- Washington DC funded its Early Childhood Wage Equity Fund through an income tax surcharge on the highest wage earners.
- New Mexico tapped revenue from oil and natural gas to fund its expansion of early care and education programs
- Sin taxes are a popular mechanism of financing early care and education in many states nationwide. These taxes, designed to generate revenue and discourage certain behaviors, like smoking, gambling, or consumption of alcohol or soda, are popular as funding sources.
 - Georgia led the country in funding universal pre-k through lottery sales.
 - Philadelphia launched its universal pre-K with funding from a tax on sweetened beverages.
 - Arizona and California’s dedicated tobacco tax increases for early childhood. These funding streams are some of the nation's largest. They have directed \$358.3 million to California's early care education system
 - Connecticut can direct sales tax charged to cigarettes towards a Wage and Equity fund. Sales tax from recently legalized recreational marijuana and sports betting are promising new sources of revenue.
- Another option under consideration in other states is a payroll tax shared by employees and employers. This differs from Connecticut’s employee only tax to support the Paid Family and Medical Leave program. In the case of child care, employers stand to benefit from more people in the workforce if our child care sector was more robust.
- Private businesses could be incentivized, through tax credits, to contribute to Wage and Equity fund for the ECE industry. Those contributions can be used to subsidize early care and education and support innovation in urban areas. This will provide favorable public relations as the corporation will share in the effort in solving the state's childcare and workforce crisis. In addition, employers will see a benefit to their corporation's employees, eliminating the choice of having to choose between caring for their children and staying employed. Ultimately resulting in increased employee retention and loyalty, improved productivity, and a better workplace environment.

2: Information and Analysis of Pathways, Preparation and Licensure Endorsement

Equitable Access to Early Childhood Educator Preparation

The task force discussed the roles of a lead early childhood educator both today and in

the future, the present challenges they face, as well as the bottlenecks that prevent future educators entering the profession that are inextricably linked to compensation.

We recommend a council to be established that includes key members of state agencies and area stakeholders in various interest groups in CT. Such a council will regularly report to members of the Education and Higher Education committees on recommendations for systematic changes in preparation programs that increase access and equitable pathways into and across the various tiers of the Early childhood professional career spectrum with associated funding. This recommendation, to be clear, is not endorsing more credentials/licensure or more degrees which is too often the trend in education.

The task force acknowledges the ongoing work to update the early childhood workforce wage scale and teacher preparation regulations during the present shortage in areas of education in CT. In revising such regulatory and statutory language additional policy work and funding is needed to purposefully address authentic and quality pathways into and across the early childhood space from Birth to grade 3. Existing higher education programs that are accredited by national agencies and professional associations are required to align with standards of the required knowledge, skills, and professional dispositions educators at each age or grade band need to meet in a proficient way. A 2017 study looked at the relationship between teacher success in the classroom and test scores for licensure, the researchers found that test scores for licensure did not necessarily translate into success as a classroom teacher. Simply put, the task force recommends opening the field to new applicants by removing present hurdles in the state of Connecticut licensure pathways. Such actions embrace inclusiveness and welcome diversity.

Creation of a New Early Childhood Educator License/Endorsement

We recommend a legislative charge to SDE and OEC: SDE in collaboration with OEC, shall convene stakeholders for the purpose of creating a ***tiered credential across all sectors serving children*** in the developmental ages Birth to age 8 (birth to grade 3) with consideration for data-informed preparation pathways and commensurate compensation (See sections 1 and 2 above). An initial work plan would be due to the legislature by January 1, 2024 and the final report by January 1, 2025.

The task force acknowledges that there are multiple alternative pathways to enter the early childhood profession with varying levels of approval protocols and procedures (e.g. BOR, credentials/certification endorsements, and so future guidelines and approval protocols should not be onerous and flexible so that existing programs can meet the immediate needs of the early childhood workforce. Quality is too often placed

at odds with diversity and inclusiveness, as if one compromises the other. However, on the contrary, diversity is quality. See Appendix E for more information.

Finally, the task force acknowledges the various practices in place for credentialing and/or certifying educators and the need to encompass **residency requirements** and/or **competency based curriculum** to prepare early childhood educators at various levels of responsibility. Connecticut's efforts should align with current national efforts to address all age bands, settings, and sectors.

The current demands in early childhood are complex and for inclusive, equity-based options in the field we must address all sectors and settings, such as family-care, community-based centers, and public schools. We need a collaboration of the early childhood stakeholders, including early childhood care providers, educators, and administrators. The problem-solving that is required demands an inclusive menagerie of systems, leadership, stakeholders, and the community writ large. The cross-sector and inter-agency span of early childhood requires ongoing accountability and collaborative bodies, such as a **Quarterly Early Childhood Birth to Age 8 Workgroup** that brings agencies and stakeholders together and is convened jointly by the OEC/SDE. This council is distinct from the current EC Cabinet, EC Caucus or other entities in that it would address the impact of policy as experienced by the early childhood workforce, children and families. For example, determining tiers as supported by professional pathways, (e.g. higher ed degree programs, residency, apprenticeship, credit for experience) and compensation for stackable credentials as essential professional development with appropriate compensation (e.g. wages and benefits).

Future work should address the potential of micro credentialing and stacking credentials/certification/endorsements with particular focus on integrating special education. It is important to note that work to establish a new early childhood tiered credential should be established as part of a developmentally appropriate education and incorporate IDEA Part C and Part B which each has distinct laws and regulations. See <https://portal.ct.gov/SDE/Special-Education/Early-Childhood-Special-Education> under "transition" for the most recent resources related to the Birth to 3 to Public School transition.

Neighboring States Information:

NY: Students with or without disabilities, Grades B-2 (integrated ECE, generalist and special education)

MA: Mostly generalist ECE certs; special education is a separate component.

RI: Mostly generalist ECE certs; special education is a separate component

We recommend that a future council address the points acknowledged above in their work, and meet quarterly to develop specific plans to operationalize the recommendations in this report and forward to the legislative committees on an annual basis for review and potential action/funding.

Appendices

Appendix A: Public Act No. 21-171

**AN ACT CONCERNING ISSUES RELATING TO THE PROVISION OF EARLY
CHILDHOOD EDUCATION AND SERVICES IN
CONNECTICUT** <https://www.cga.ct.gov/2021/act/Pa/pdf/2021PA-00171-R00HB-06558-PA.PDF>

Appendix B: Appointments at a Glance

Table 1: Task Force Membership

<i>Appointing Authority</i>	<i>Member(s) and Required Expertise</i>
House speaker	Early childhood education professor at a Connecticut public higher education institution Representative of a school readiness program or state-funded child care

sHB6558 / File No. 646

13

sHB6558

File No. 646

	center
Senate president pro tempore	Community college faculty member Representative of a private child care provider that is not receiving state financial assistance
House majority leader	Representative of the Capitol Region Education Council regional education service center
Senate majority leader	Family child care home operator or representative of an organization that represents or supports family child care homes
House minority leader	Representative of the Connecticut Early Childhood Alliance
Senate minority leader	Representative of a state or national early childhood accrediting organization
N/A	OEC commissioner, or the commissioner's designee
N/A	SDE commissioner, or the commissioner's designee
N/A	Co-chairs of the Connecticut Consortium for the Advancement of Early Childhood Educators
N/A	State Education Resource Center executive director, or the director's designee

The bill requires the above appointments to be made by July 31, 2021, and appointing authorities to fill any vacancies that may arise.

Appendix C: Presentations to the Task Force

1. **Mary Harrill**, Senior Director of Higher Education, National Association for the Education of Young Children

https://www.cga.ct.gov/ed/tfs/20220919_Taskforce%20on%20Early%20Childhood%20Workforce%20Development/20221012/NAEYC%20-%20CT%20ECE%20Workforce%20Taskforce%20Slides.pdf

2. **Lauren Hogan**, Director of Policy and Professional Advancement National Association for the Education of Young children
https://www.cga.ct.gov/ed/taskforce.asp?TF=20220919_Taskforce%20on%20Early%20Childhood%20Workforce%20Development

Lauren Hogan’s presentation addressed the status, options, and opportunities for advancing early childhood educator compensation from a national perspective, including a few of NAEYC’s key recommendations, and highlights of work happening in other states, and with federal relief dollars.

3. **Fran Rabinowitz**, Executive Director of the CT Association of Public School Superintendents

Fran Rabinowitz’s presentation addressed the shortage of Kindergarten teachers and concerns related to the early childhood education pipeline.

4. **Allyx Schiavone**, Executive Director of Friends Center for Children and Co-Founder of New Haven Children’s Ideal Learning District (NHChILD)

Allyx Schiavone presented a strategy to address the lack of equitable compensation for early childhood educators. She shared a proposal of the Friends Center Early Childhood Education Teacher Housing Initiative: offering free housing as a salaried benefit to reduce annual program operational costs, to compensate teachers more fairly, and to disrupt systems of oppression and marginalization.

5. **Steve Marcelynas**, Director of The Office of Transfer and Articulation, CT State Colleges and Universities, Academic and Student Affairs

https://www.cga.ct.gov/ed/tfs/20220919_Taskforce%20on%20Early%20Childhood

[d%20Workforce%20Development/20221012/CSCU%20Transfer%20Early%20Childhood%20Education.pdf](#)

6. **Maria Mavrides**, Clinical Lecturer, Hunter College

https://www.cga.ct.gov/ed/tfs/20220919_Taskforce%20on%20Early%20Childhood%20Workforce%20Development/20230118/Presentation%20Dec.%2014%20Mavrides.pdf

Appendix D

Taskforce to Analyze and Make Recommendations on Issues Relating to Early Childhood Workforce Development

Executive Summary of Recommendations

Task Force Charge:

As indicated in Public Act No. 21-171, the Taskforce to Analyze and Make Recommendations on Issues Relating to Early Childhood Workforce Development was charged with the following:

The task force shall examine: (1) How to encourage equity-based practices in early childhood education preparation and professional development; (2) ways to address inequity in access to employment opportunities and compensation in the early childhood workforce; (3) the feasibility of creating a new co-authored license that would offer multiple levels of flexibility to address the range of ages, settings and roles in the early childhood field, including a professional continuum for assistants, lead teachers, generalists and specialists, such as early intervention, mental health, integrated special education and rehabilitation therapies; and (4) workforce demands in the state related to the need for early childhood educators providing child care services for infants and toddlers and children up to ages six, seven or eight.

The task force shall make recommendations concerning: (1) Legislation for educator preparation requirements in the early childhood field; (2) the creation of a new early childhood teacher license or credential jointly issued by the Office of Early Childhood and the Department of Education; (3) the development of a unifying framework for early childhood educator preparation, in accordance with the National Association for the Education of Young Children and the Council for Exceptional Children - Division of Early Childhood, in order to offer definition of levels for competencies and compensation; (4) methods to increase compensation related to competency and degree attainment that will work across all sectors of the early care and education sector including subsidized and parent fee supported programs; and (5) workforce development and the creation of job opportunities in early childhood.

Members:

- Appointed Co-chairs: Marsha Bryant (Capital Community College) and Jessica Powell (Southern Connecticut State University)
- Appointed Members:
 - Paige Bray (University of Hartford)
 - Beth Bye (Commissioner of the Office of Early Childhood)

- Merrill Gay (CT Early Childhood Alliance)
- Georgia Goldburn (Hope Child Development Center)
- Stephen Hegedus (Southern Connecticut State University)
- Paquita Jarman-Smith (State Education Resource Center)
- Brian Klimkiewicz (State Department of Education)
- Karen Lott (Women's League Child Development Center)
- Jennie Shea (Capital Region Education Council)
- Consultants: Kaylan Ricciardi (State Department of Education)

Task Force Process:

The task force officially commenced its work in August, 2022; twelve months after its originally intended start date due to a delay in finalizing appointments. The task force held monthly meetings in August, September, October, December, and January. At each of these meetings, guest presenters were invited to share their expertise on issues related to early childhood workforce development. The following presenters attended the monthly meetings:

- **Allyx Schiavone**, Executive Director of Friends Center for Children and Co-Founder of New Haven Children's Ideal Learning District (NHChILD)
- **Steve Marcelynas**, Director of The Office of Transfer and Articulation, CT State Colleges and Universities, Academic and Student Affairs
- **Mary Harrill**, Senior Director of Higher Education, National Association for the Education of Young Children
- **Lauren Hogan**, Director of Policy and Professional Advancement National Association for the Education of Young children
- **Maria Mavrides**, Clinical Lecturer, Hunter College
- **Fran Rabinowitz**, Executive Director of the CT Association of Public School Superintendents

Task force members worked together to co-construct subcommittees that would meet in between the monthly meetings to further analyze data and make recommendations. The the three subcommittees were:

- Compensation
- Pathways and Preparation
- LicensureEndorsement

Summary of Recommendations:

The early childhood workforce provides one of the most indispensable services in our society; educating the next generation during what researchers describe as the most

critical phase of development. A robust early childhood system not only provides care for our children, but enables parents to work and our industries in Connecticut to thrive.

Investment in Connecticut's early childhood system is key to Connecticut's economic stability and growth. Currently, our state and its system is in crisis. The pipeline of early childhood educators is declining drastically. Early childhood educators continue to leave the field in what is a mass exodus, which was exacerbated by the Covid-19 pandemic. Moreover, the state's lack of data is a barrier to workforce development, preparation, and stability as well as to providing quality early care and education experiences for children across the state.

Most of Connecticut's early childhood educators in birth to five settings do not receive compensation, including salary or benefits, that are comparable to public K-12 educators. The average early childhood educator salary in CT is \$27,976, significantly below the state's median salary of \$45,000. This trend negatively impacts women, in particular, women of color, given that the early childhood workforce is comprised of a disproportionate number of women of color. Nationally, over 90% of the early childhood workforce are women, and over 40% are people of color. Consequently, many early childhood educators experience economic insecurity.

The true cost of childcare is far more than most families can afford and providers do not receive adequate funding to pay liveable wages to their teachers and staff. While Connecticut has provided temporary increases in funding in an attempt to mitigate the crisis, we urgently need to invest in an infrastructure that can recruit, support, and retain high-quality early childhood educators.

The recommendations below provide a framework for the State of Connecticut to become a national leader in building an early childhood system that works for all children, families, providers, and our communities. A thriving early childhood workforce relies on the integration and implementation of all four of the intentionally broad recommendations below, **with particular and urgent attention to compensation.**

The four categories of recommendations are interconnected, with each of them contingent upon legislation related to compensation. We offer these as a package of recommendations with priorities and contingencies built in. There are complexities in each recommendation to address a multi-faceted problem. At the core of this problem is a long legacy of an underpaid workforce and extreme pay inequities. Hence our first and core recommendation is related to compensation.

Based on our review and analysis, the following recommendations are offered to the Education Committee:

1. Legislation related to compensation:

- Establish a wage scale that accounts for employee role, position, , professional and/or academic credentials, work and/or life experience, and program quality and that aligns with K-12 compensation (i.e., parity with the K-12 system).
- Establish a package of compensation benefits such as healthcare, retirement, paid leave, professional development assistance, and tuition assistance) that creates parity with the K-12 system.
- Create a *Wage and Compensation Equity Fund* to serve providers that meet a revenue and operating cost threshold. This fund would provide operating support at scale to licensed childcare facilities for implementing the new wage scale and compensation package benefits.
- Increase existing state funded program and Care 4 Kids rates to compensate staff using the wage scale.
- Establish categorical qualification for the child care subsidy through the Care 4 Kids program for the children of professionals who work in early care and education.

2. Legislation related to equitable access to early childhood educator preparation (contingent on the first recommendation):

- Student loan forgiveness for all institutions of higher education early childhood preparation programs (both public and private programs who support the early childhood pipeline) with up to 5 years of service to the early childhood field, birth to kindergarten, in CT. Loan forgiveness would be a progressive benefit linked to years of service.
- Tuition replacement or reimbursement for all early childhood preparation pathways (public and private programs who support the pipeline) with either a commitment of up to 5 years of service or 5 years of completed service to the early childhood field, birth to kindergarten, in CT.
- Residency for educators at the associates and bachelors level to receive compensation and student-teaching internships in their current position at their place of employment. Consideration of college credit for work experience.

3. Creation of a new teacher license endorsement:

- First step, legislative charge to SDE and OEC to do this shared work: SDE, in collaboration with OEC, shall convene stakeholders for the

purpose of creating a tiered credential across all sectors serving children in the developmental ages Birth to age 8 (birth to grade 3) with consideration for data-informed preparation pathways and commensurate compensation (See sections 1 and 2 above). An initial work plan would be due to the legislature by January 1, 2024 and the final report by January 1, 2025.

- It is the recommendation of this task force that kindergarten remain with the current (#112 and #113) and future early childhood endorsements. Therefore, creation of a new state of CT endorsement/license distinct from the Elementary (grades 1-6) endorsement (#305), a Birth-Kindergarten or Grade 3 inter-agency endorsement/license that attends to all ages, grades, settings, levels, and pathways commensurate compensation is recommended.
- Establish a commission that includes all stakeholders for accountability and development that meets quarterly.

4. Data Collection:

- Establish a data collection warehouse hosted and maintained by inter-agencies on the state of the early childhood workforce in CT.
- Data should be disaggregated by race, gender, degrees, position, and type/ownership.
- Provide an annual report to the commission and the legislative Education committee.

Appendix E

Early Childhood Consortium Information

EXCERPT from EEIC Proposal

The CT Consortium for the Advancement of Early Childhood Educators (CT CAECE)

#1. Context and Rationale

The proposed work will take place in the State of Connecticut by a consortium of educators, community and state leaders for the advancement of early childhood educators including Southern Connecticut State University (SCSU), Eastern Connecticut State University (ECSU), Gateway Community College (GCC), Naugatuck Valley Community College (NVCC), Tunxis Community College (TXCC), Charter Oak State College (CSC), CT State Department of Education (CSDE), CT Office of Early Childhood (OES), State Education Resource Center (SERC), Capitol Region Education Council (CREC), Connecticut State Colleges and University (CSCU), University of Hartford (UH), Yale School of Medicine (Yale), New Haven Children's Ideal Learning District (NHChILD), and the Friends Center for Children (Friends).

Members of the consortium already work closely together for various purposes. The innovative strength of this consortium is to focus the efforts of such leadership in a coherent and intentional way across the various constituents of our state education system, partners, families and communities including higher education, state agencies and policy makers. We are collectively responding to a call for action that is much needed for multiple reasons that Connecticut can lead but also extend beyond Connecticut across the nation.

On average 35,000 children are born each year in Connecticut. Multiply that by eight for each year of the early childhood age span to approximate 280,000 children between the ages 0-8. Many of these children spend a significant amount of time in care outside of their living arrangements. Approximately 24,839 three-and-four year olds are served through state PreK programming, special education services, federal Head Start and Connecticut State Head Start (NIEER 2108 State of Preschool Yearbook, CT Profile).

While there is much more work to be done to build access to quality early childhood experience for children ages 0-5, equally as important is making sure that the workforce serving approximately 280,000 children and their families are confident, competent and feel connected to their educator community. Our Institutions of Higher Education play a key role in developing this professional identity. Connecticut has made great strides in doubling the access to bachelor's degrees from four programs leading to state teaching licensure administered by the Department of Education https://portal.ct.gov/-/media/SDE/Certification/guides/ap_ed_prep_prgms.pdf?la=en to nine programs offering a bachelor's degree leading to an Early Childhood Teacher Credential (ECTC) administered by the Office of Early Childhood <https://www.ct.gov/oec/cwp/view.asp?a=4541&q=571826>. The ECTC opened the door for students to choose a path: a credential that equips them with the

knowledge and skills to work with young children 0-5 and their families or the teacher licensure path that equips them to be the special education teacher in a public school for preschool and kindergarten and a general education teacher for grades 1-3.

The **Office of Early Childhood (OEC)** issued 573 credentials from 2013 to 2019 (290 at the Associate degree level and 283 at the Bachelor level). What is important about these figures is that our higher education community, both 2-year and 4-year institutions, developed the ECTC using the National Association for the Education of Young Children (NAEYC) preparation standards as the foundation of the credential. The Early Childhood Higher Education Consortium (ECHEC) is a sub-set of all the 2-year and 4-year institution early childhood coordinators that meets to discuss and share ideas about the student experience, planned programs of study, articulation, and connections to state agencies. The ECHEC is a key partner in shifting the landscape of higher education programs.

The **CT State Department of Education (CSDE)** administers the teacher licensure for early childhood endorsements. Both early childhood endorsements are integrated special education endorsements <https://portal.ct.gov/SDE/Certification/Cross-Endorsements>. The **#112** endorsement certifies an individual to teach children ages 0-5 in both general and special education but is not often utilized in the public school setting. The **#113** endorsement certifies an individual to teach general and special education for preschool and kindergarten ages and general education for grades 1-3. We will refer to both endorsements by their number in the subsequent sections of the letter.

Connecticut recognizes the connection and gaps between a two- agency oversight of early childhood programs preparing lead teachers for different early care and education settings as well as a discrepancy in compensation between early childhood settings, regardless of an individual holding a teaching license or the ECTC. Intentional strategic planning integrated into systemic change will support continuity in the profession. According to the 2018 Early Childhood Workforce Index, Connecticut is edging forward in qualifications, financial resources, and health and well-being but stalled in critical areas of compensation, workforce data and income supports <https://cscce.berkeley.edu/files/2018/06/2018-Index-Connecticut.pdf>. This grant opportunity affords Connecticut with some advantage to address these essential elements and at the same time build upon the strong partnerships between institutions and agencies to forge a path together toward the innovations needed to close the gap between preparation equity, access for all, and eventually compensation. The average salary for a center-based lead teacher is between \$35,000-39,000; a public school lead teacher on average earns \$59,000 (OEC Registry data) The Transforming the Financing of the Early Chare and Education Workforce Report (NAS, 2018) will be helpful in creating a compensation plan that will need public support to enact.

A review of available CSDE demographic data from 2014 – 2019, the period of time that the ECTC has also been an available pathway, reports over 70% of the #113 (PreK- grade 3) newly certified each year are white, while anecdotally those completing the ECTC are vastly more diverse. Given the ECTC seeks community-based settings where there is greater diversity in the workforce and there is a lack of diversity in the public school setting amplifies the systemic equity issues that must continue to be addressed in Connecticut. This aspect of our Connecticut

landscape is reflected in the Center for the Study on Child Care Employment naming of those who bring the most diversity to the field are most often found in the lowest paying positions.

The early care and education (ECE) sector is comprised almost exclusively of women, 40 percent of whom are people of color. These educators represent the most racially diverse sector of the teaching workforce, compared to K-12 and postsecondary education in which nearly three-quarters of educators are white (Taie & Goldring, 2017; NCES, n.d.; Myers, 2016). Early educators are among the lowest-paid workers in every state (Whitebook, McLean, Austin, & Edwards, 2018), which creates especially compromised circumstances for African American and Hispanic women in this profession.

<https://cscce.berkeley.edu/racial-wage-gaps-in-early-education-employment/>

In addition to pay inequity, the unequal distribution of early childhood content knowledge is reflected in the significant infant/toddler, early identification and inclusive pre-school content found in the #112, but not the #113. During the same 2014 – 2019 period we have seen a steady increase in the “minority” candidates receiving the #112 move from 14.3% to 38.1%. This underscores the essential early childhood content knowledge being held by “minority” educators that greatly benefits the larger field of early childhood, including school age.

The data on #112 and #113 holders has not declined since the introduction of the ECTC which validates that a) there are two distinct pathways to distinct employment opportunities and b) the creation of a community-based pathway has not drawn away from but increased diversity and birth to age five knowledge base in the field.

There is a consortium commitment to obtain more specific data on those completing the ECTC which could be secured through intersecting efforts of workforce, access, inclusion and addressing systemic racism, e.g., State Education Resource Center (SERC) statewide dismantling systemic racism efforts, Capitol Region Education Council (CREC) Minority Teacher Recruitment enacting state legislative mandates.

All our preparation programs are focused on recruiting and diversifying our students and workforces in CT. The CSDE has a CT Equitable Access Plan

https://portal.ct.gov/-/media/SDE/Talent_Office/ctequalityplan.pdf?la=en that is the foundation of specific stakeholder efforts such as the family and community engagement work. Reinforcing these efforts are the requirements and commitment of our professional associations with the National Association for the Education of Young Children (NAEYC) taking an unwavering stance as well as actions with the 2019 release of the NAEYC diversity, equity and inclusion statements:

All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance

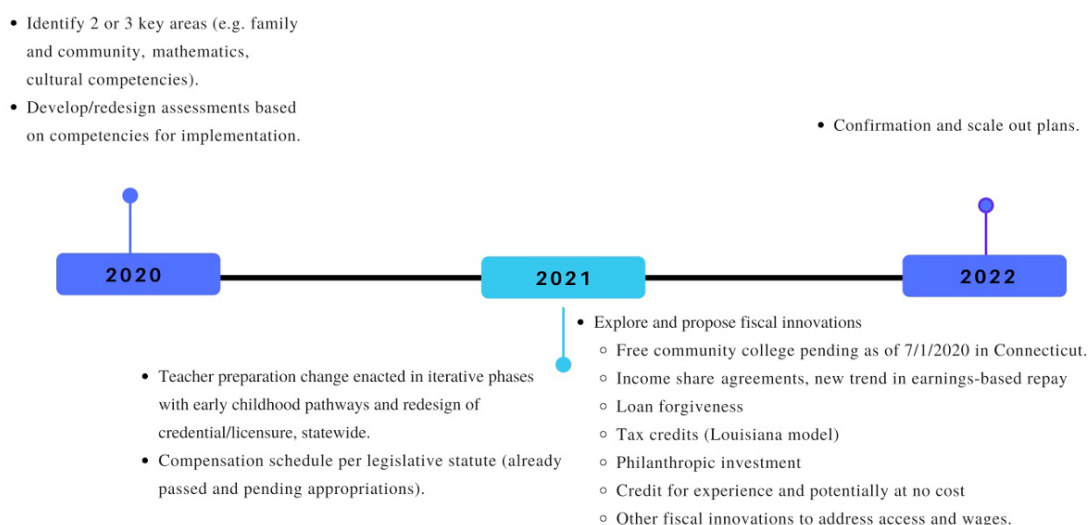
equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.

<https://www.naeyc.org/resources/position-statements/equity>

The commitment to Connecticut’s children is a binding element for all partners with an embracing of equity that reflects embedded social justice efforts and enduring institutional values related to access, equity and inclusion. Specific examples of addressing of structural inequities include the use of statewide forums to bring culturally responsive practices to educators in community, value home-language while supporting English Language Learners, and creating pathways that respond to adult, working learners’ needs so educational and career advancement opportunities are accessible.

In order for Connecticut to move forward to address the essential elements of workforce policy as outlined by the Early Childhood Workforce Index, we will need to work in partnership to consider our own habits for systems thinking (Water’s Center for Systems Thinking) to bring about innovation. If we remain within the boundaries of our existing system it will only generate similar behaviors. Our partnership with the CSDE and OEC – see letter of support – can begin with addressing the core competency alignment to existing planned programs of study with emphasis on family engagement and community partnership. The Transforming the Workforce Report (IOM & NRC, 2015) provides the structure from which to build core competencies for lead educators.

Approximate timeline and key milestones



Appendix E

CT State College and Universities Pre-Education Data

Pre-Education Template

First	Second	Third	Fourth
WC I	WC II	SED	OC
PSY 100	SR (ELM, BIO 121)	Child Dev	Open Elective
CLIL	Intro to EDU	SK&U	Open Elective
QR (ELM, MAT 143)	HIS 201 or 202	A&H	Open Elective
Open Elective	Open Elective	Open Elective	Open Elective

Open Elective Options

Foreign Language
MAT 144
Major Specific for Secondary Education
Content Areas for ELM based on CSU requirements

Written Communications I	ENG 101	3
Written Communications II	ENG 102/200	3
Social and Behavioral Sciences	PSY 100	3
Continued Learning and Information Literacy	CCS 101	3
Quantitative Reasoning	MAT 143*	3
Scientific Reasoning	BIO 121*	4
Scientific Knowledge and Understanding	Open	3
Historical Knowledge	HIS 201 or 202	3
Arts and Humanities	Open	3-4
Oral Communications	Open	3
Intro to Education	EDU 2XX	3
Special Education Course	SED/ECE 2XX	3
Child Development	<u>PSY 2XX</u>	3
Open Electives		16-17
Total		60

□



Dear Early Childhood Taskforce,

Please find enclosed further data you requested October 25, 2022, related to the early childhood workforce.

The Office of Early Childhood is pleased to provide the information below in partial fulfillment of an ECE Task Force data request received in October. All data are specific to the questions as submitted. This information is intended only for ECE Taskforce member discussions and may not be used for other purposes without prior consent from the OEC.

ECE Taskforce Data Request

Received: 10-25-2022 Requested reply date: Nov 10, 2022

OEC ECE & Care 4 Kids

Q2. What is total number of children enrolled in early care and education programs (state funded, childcare licensed, childcare license exempt, public schools)?

- a. Performance office by district who is enrolled in public school prek and Kindergarten
- b. OEC- state funded, licensed, other exempt**

	October 2021	May 2022
School Readiness		
PSR Preschool Age	8,558	7,694
CSR Preschool Age	1,344	1,384
Smart Start		
Preschool Age	633	642
Child Day Care **		
	<u>~3,080</u>	<u>~3,430</u>
Infant/Toddler	1,300	1,290
Preschool Age	1,640	1,975
School Age	150	165
Care 4 Kids*		
	<u>18,200</u>	<u>~20,130</u>
Infant/Toddler (I/T)	6,710	7,290
Preschool Age (P/S)	6,450	7,610
School Age (SA)	5,040	5,230

C4K #s rounded. **CDC shown as sum of Full-time & Wrap Around

Care 4 Kids - October 2021*

	I/T	PS	SA
Lic. Center & Group	4,165	4,030	1,510
Exempt Center	25	290	300
Lic. Family	1,545	1,130	1,150
Unlic. Relative	975	1,000	2,080

Care 4 Kids - May 2022*

	I/T	PS	SA
Lic. Center & Group	4,380	5,160	1,650
Exempt Center	10	225	320
Lic. Family	1,750	1,215	1,140
Unlic. Relative	1,150	1,010	2,120

*Care 4 Kids (C4K) Child Count by Service Month. Total by setting may be greater than total if child has more than one certificate. <https://www.ctcare4kids.com/care-4-kids-program/reports> and /ImpaCT CC Ad Hoc Expenditure Report 11/01/2022

Q3. Expenditure per preschool and kindergarten child in state funded program, public school, charter, magnet, etc. (Taxes, title 1, state funding, etc.) Funding formula – SDE finance office?

Care 4 Kids SFY 2022 **Preschool Age** Expenditures averaged \$5M per month (\$3.7M Center-Based + \$760,000 Lic Family + \$490,000 Unlicensed Relative)

Care 4 Kids	October 2021* C4K Paid (Family Fee) per Child		
	I/T	PS	SA
Lic. Center & Group	\$1,088 (+\$129)	\$728 (+\$122)	\$322 (+59)
Exempt Center	\$707 (+\$148)	\$491 (+\$138)	\$259 (+60)
Lic. Family	\$825 (+\$118)	\$626 (+\$97)	\$502 (+53)
Unlic. Relative	\$463 (+\$117)	\$473 (+\$92)	\$476 (+52)

Care 4 Kids	May 2022* C4K Paid (Family Fee) per Child		
	I/T	PS	SA
Lic. Center & Group	\$1,111 (+\$139)	\$768 (+\$133)	\$296 (+63)
Exempt Center	\$864 (+\$254)	\$637 (+\$128)	\$249 (+67)
Lic. Family	\$845 (+\$128)	\$641 (+\$108)	\$434 (+51)
Unlic. Relative	\$494 (+\$131)	\$475 (+\$103)	\$428 (+53)

*Care 4 Kids (C4K) payment amount by Service Month. ImpaCT CC Ad Hoc Expenditure Report 11/01/2022

School Readiness Program Revenue per Child per month (not incl. Oper. Supplement)

	October 2021	May 2022
PSR Preschool Age	\$664 /month (\$113)	\$656 /month (\$162)
CSR Preschool Age	\$620 /month (\$ 87)	\$621 /month (\$ 65)

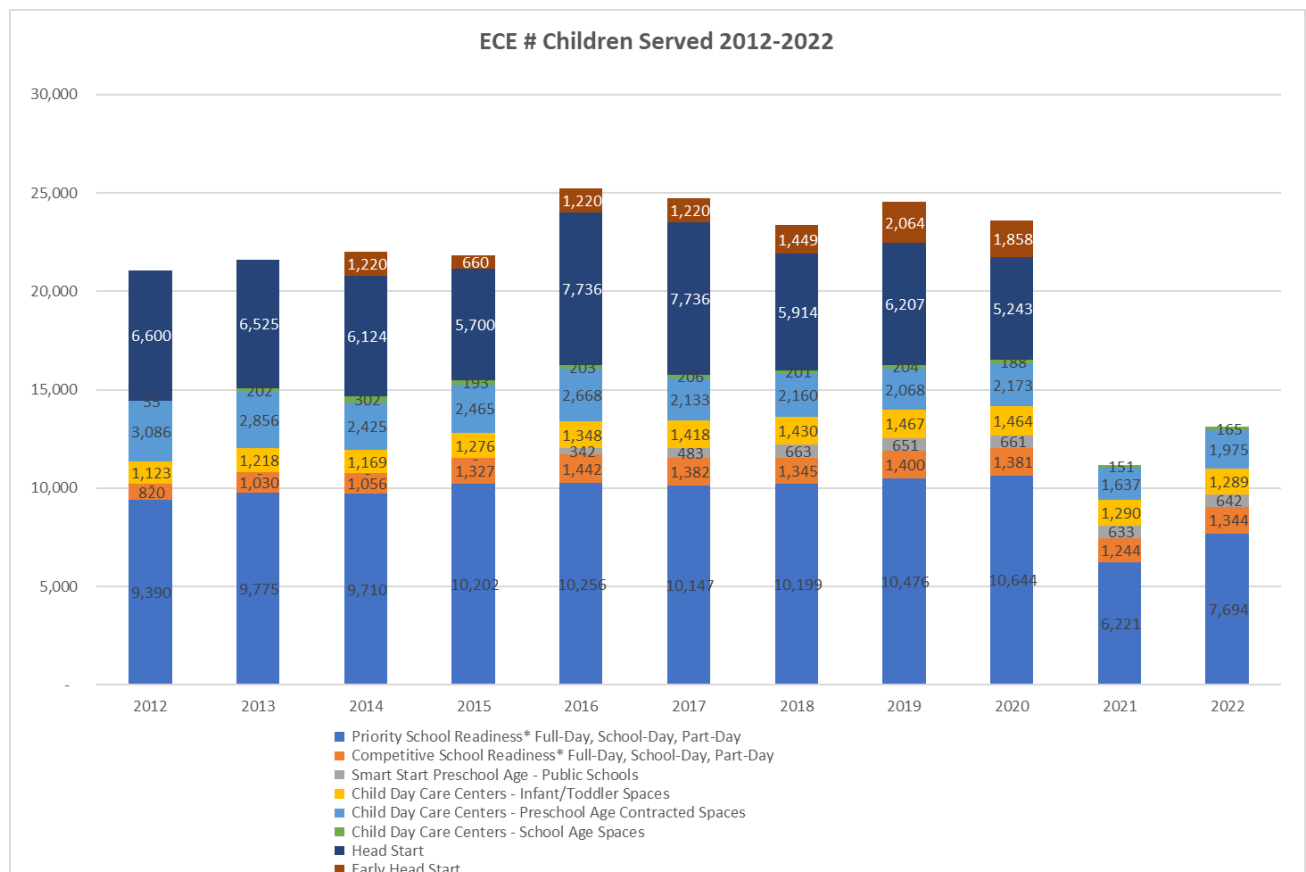
Smart Start Program

	Revenue per Child per month	
	October 2021	May 2022
Preschool Age	\$655 / month	\$626 / month

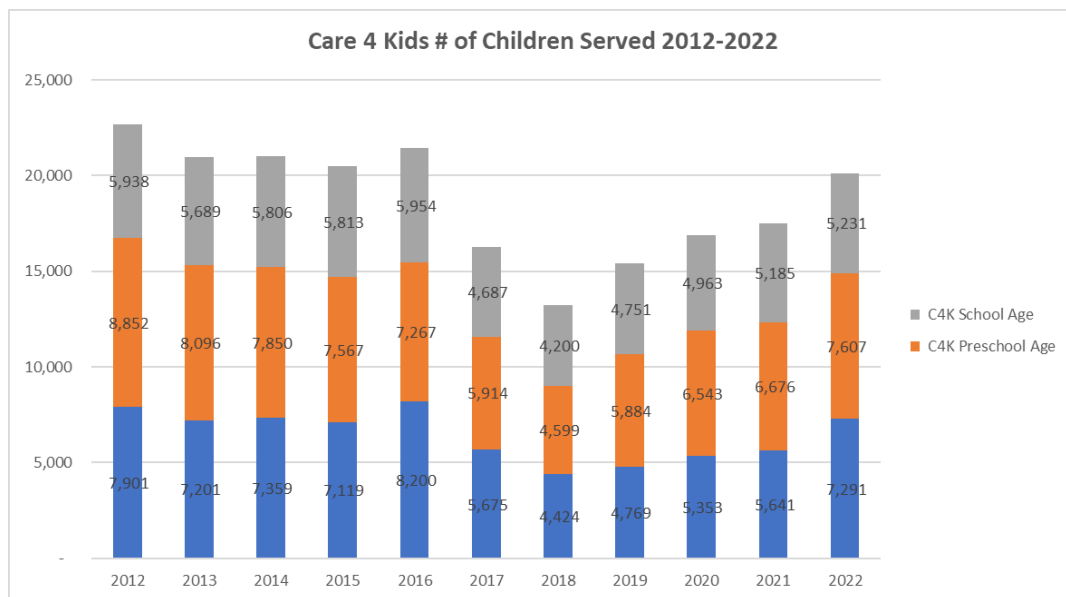
Child Day Care Program

	Revenue (incl. Family Fee) per child per month	
	October 2021	May 2022
CDC Average All Ages	\$1,350 (\$152)	\$1,138 (\$152)
CDC Avg Excluding C4K	\$1,124	\$ 877
C4K Avg Paid in CDC	\$ 960	\$ 997

Q4. What is the average utilization rate between 2012 – 2022 of SR, SS, SHS, CDC, C4K.
(1 Month (Oct/Jan/May) not Average).



	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
OEC Early Care & Education: # of Children Served - Subtotal	21,054	21,606	20,786	21,163	23,995	23,505	21,912	22,473	21,754	11,176	13,109
Priority School Readiness* Full-Day, School-Day, Part-Day	9,390	9,775	9,710	10,202	10,256	10,147	10,199	10,476	10,644	6,221	7,694
Competitive School Readiness* Full-Day, School-Day, Part-Day	820	1,030	1,056	1,327	1,442	1,382	1,345	1,400	1,381	1,244	1,344
Smart Start Preschool Age - Public Schools	-	-	-	-	342	483	663	651	661	633	642
Child Day Care Centers - Infant/Toddler Spaces	1,123	1,218	1,169	1,276	1,348	1,418	1,430	1,467	1,464	1,290	1,289
Child Day Care Centers - Preschool Age Contracted Spaces	3,086	2,856	2,425	2,465	2,668	2,133	2,160	2,068	2,173	1,637	1,975
Child Day Care Centers - School Age Spaces	35	202	302	193	203	206	201	204	188	151	165
Head Start	6,600	6,525	6,124	5,700	7,736	7,736	5,914	6,207	5,243		
Early Head Start			1,220	660	1,220	1,220	1,449	2,064	1,858		



SFY	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
C4K Infant/Toddler	7,901	7,201	7,359	7,119	8,200	5,675	4,424	4,769	5,353	5,641	7,291
C4K Preschool Age	8,852	8,096	7,850	7,567	7,267	5,914	4,599	5,884	6,543	6,676	7,607
C4K School Age	5,938	5,689	5,806	5,813	5,954	4,200	4,751	4,963	4,751	5,185	5,231
Care 4 Kids Subsidies (All Ages)	22,691	20,986	21,015	20,499	21,421	16,276	13,223	15,401	16,858	17,501	20,128

Q5. What would be the additional cost to state to raise **C4K** rate to the 75th, 85th, 100th percentile

	INFANT/TODDLER	CENTER FT - Weekly Rate 75th percentile 2022 MRS	CENTER FT - Weekly Rate - 80th percentile 2022 MRS	CENTER FT - Weekly Rate - 85th percentile 2022 MRS	CENTER FT - Weekly Rate - 95th percentile 2022 MRS	CENTER FT - Weekly Rate Highest Rate - 100th percentile 2022 MRS
Infant	EASTERN	\$330	\$330	\$342	\$350	\$370
Infant	NORTH CENTRAL	\$375	\$395	\$405	\$425	\$507
Infant	NORTHWEST	\$334	\$350	\$395	\$405	\$450
Infant	SOUTH CENTRAL	\$402	\$423	\$423	\$476	\$521
Infant	SOUTHWEST	\$519	\$540	\$567	\$625	\$679

	Preschool	CENTER FT - Weekly Rate 75th percentile 2022 MRS	CENTER FT - Weekly Rate - 80th percentile 2022 MRS	CENTER FT - Weekly Rate - 85th percentile 2022 MRS	CENTER FT - Weekly Rate - 95th percentile 2022 MRS	CENTER FT - Weekly Rate Highest Rate - 100th percentile 2022 MRS
Preschool	EASTERN	\$270	\$279	\$296	\$310	\$340
Preschool	NORTH CENTRAL	\$311	\$330	\$342	\$375	\$440
Preschool	NORTHWEST	\$285	\$300	\$303	\$350	\$365
Preschool	SOUTH CENTRAL	\$327	\$366	\$367	\$460	\$500
Preschool	SOUTHWEST	\$431	\$446	\$475	\$520	\$625

	School Age	CENTER FT - Weekly Rate 75th percentile 2022 MRS	CENTER FT - Weekly Rate - 80th percentile 2022 MRS	CENTER FT - Weekly Rate - 85th percentile 2022 MRS	CENTER FT - Weekly Rate - 95th percentile 2022 MRS	CENTER FT - Weekly Rate Highest Rate - 100th percentile 2022 MRS
School Age	EASTERN	\$170	\$175	\$180	\$240	\$240
School Age	NORTH CENTRAL	\$158	\$170	\$170	\$185	\$155
School Age	NORTHWEST	\$170	\$180	\$185	\$205	\$295
School Age	SOUTH CENTRAL	\$130	\$155	\$163	\$225	\$575
School Age	SOUTHWEST	\$158	\$158	\$158	\$180	\$300

Example for Preschool Age

Age Group	Region	CENTER FT - Weekly Rate May 2022 (SFY22)	Center Based - Weekly Average Family Fee Per Child May 2022	CENTER FT - Weekly Rate 75th percentile 2022 MRS
Preschool	EASTERN	\$ 185	\$ 28	\$ 270
Preschool	NORTH CENTRAL	\$ 203	\$ 31	\$ 311
Preschool	NORTHWEST	\$ 200	\$ 37	\$ 285
Preschool	SOUTH CENTRAL	\$ 210	\$ 31	\$ 327
Preschool	SOUTHWEST	\$ 244	\$ 34	\$ 431
Preschool	AVERAGE (\$/#)	\$ 211	\$ 32	\$ 331

Q6. The additional to the state to raise **C4K** to 75%, 85%, 100% SMI

The percent increase to change from SFY 2022 Care 4 kids rate to the Market Rate Survey Percentiles, for the same # of children served, are as follows:

- 75th Percentile = **38.75%** Increase in Rates (31% I/T; 61% PS, 7% SA)
- 85th Percentile = **50.4%** Increase in Rates (41% I/T; 77% PS, 11% SA)
- 100th Percentile = **97.2%** Increase in Rates (78% I/T; 134% PS, 65% SA)

C4K Expenditures in SFY2022 = \$166M for a monthly average of 18,500 children.

At SFY 2022 C4K rates the average monthly cost of care per child = \$750.

OEC reply to the ECE Taskforce October Data Request, November 14, 2022

In SFY 2022 C4K had an average of 1.41 children per family.

Q7. Number of families by SMI who currently receive **C4K** as of Sept 30, 2022.

Care 4 Kids Income and Family Fee for Families with Active Certificates 9/1/2022 - 9/30/2022			
Family Income Range	C4K Family Fee % of Income	# of Active Families	Average Family Fee / Mo
0% to less than 20% SMI	2%	2,384	\$ 22
20% to less than 30% SMI	4%	3,458	\$ 91
30% to less than 40% SMI	6%	3,798	\$ 178
40% to less than 50% SMI	8%	2,419	\$ 299
50% to less than 60% SMI	10%	1,133	\$ 465
60% to less than 85% SMI	10%	153	\$ 551
Total / Average	6%	13,345	\$ 178

Q8. What data source was used to calculate the projected added case load to raise from 50-60th **percentile** (is this meant to be 50 to 60% of State Median Income (SMI)?). How does this projected case load compare to the current case load?

In Spring of 2021 The OEC-UCONN Research team conducted analysis based on census, labor market, and C4K income and utilization data, to determine the anticipated number of families with children under the age of 13 years, that were working, and had incomes between 50-60% SMI.

The number of families was estimated to equal 1,400 families that might apply for Care 4 Kids in this category over two years. The highest month for number of children & families that were approved under this category is August 2022 with ~640 families and ~1,040 approved Eligible children (= ~460 families and ~560 Active children). These are families not in PG8-10 for Education and Workforce training)

The unduplicated count of families with incomes between 50-60%SMI that applied on or after July 1, 2021 to September 2022, and had active certificates / use of C4K, equal ~820 families and ~1,075 children.

This single month of August 2022 caseload is just under half of the two year projection for eligible families. And, in 15 months half reach 60% of the projected number of families to be served in the two years between July 2021-June 2023.

If the question is related to projection of costs based of Market Rate Percentiles and change in cost:

The Care 4 Kids Report #s 816 and 850 are used for the base Utilization of Care 4 Kids projections by Child Age group, setting type, region, number of children and average cost of care (paid by C4K) and family fee (average over the four Quarter-, Half, Full, and Full-time plus utilization. For projected increase to 50th or 60th Percentile of the 2022 Market Rate, the costs are increased by the percent change for each weekly rate by age, setting, region, and increase the utilization cost accordingly.

The caseload projection for anticipated number of children and families to be served in the future are calculated by actual caseload by the numbers that received services each month and numbers, timing and amounts of payments made each month by family, setting, age. Trends based on actual from prior months and prior years are used to

factor in the expected number of applications by month (seasonal), the number expected to be approved, and the number of Renewals (current caseload) that continue vs discontinue. These numbers factor into the monthly changes expected for the caseload by service month and the numbers and amounts paid each month for children and families. In addition, the number of children per family changes over time and by priority group and income level. For example, the average number of active children in C4K per family had been 1.48 for several years. In recent years it dropped to 1.4 children and most recently (Summer 2022) is at 1.38 children per family. This change may be related to the change in new application eligibility in July 2021.

Averages are used to calculate the increase for Accreditation costs, and Accreditation 20% bonus, as well as changes in average family fee paid each month (as incomes increase, family fees increase slightly).

9a. We would like to know how many programs have a majority of children enrolled on **Care4kids** and where they are.

Please see the provider counts (June & October 2019-2022) and children counts by age group, provider type and town. <https://www.ctcare4kids.com/care-4-kids-program/reports/>

Examples below:

	A	B	C	D	E	F	G
1							
2		Town Code	Town	# of Licensed and Regulated Centers	# of Licensed Family Homes	# of Unlicensed Relative Car	Total # of C4K Providers
3		1	Andover	0	0	*	*
4		2	Ansonia	10	6	27	43
86		84	Milford	13	4	8	25
91		89	New Britain	17	25	133	175
95		93	New Haven	45	97	246	388
105		103	Norwalk	38	21	36	95
128		126	Shelton	14	2	8	24
133		131	Southington	15	0	7	22
134		132	South Windsor	12	0	*	*
137		135	Stamford	45	29	46	120
140		138	Stratford	17	20	35	72
145		143	Torrington	10	3	14	27
146		144	Trumbull	9	2	*	*
150		148	Wallingford	19	3	6	28
153		151	Waterbury	22	154	214	390
157		155	West Hartford	11	8	17	36
158		156	West Haven	11	52	55	118
166		164	Windsor	7	7	18	32
173			C4K Active Provider Count Total (Service Month October 2022)	932	908	2,229	4,069

State of Connecticut, Office of Early Childhood
 Child Care Subsidy Program
 Child Enrollment Report (Suppressed)
 Report ID: 853
 Service Period: 06/01/2022 to 06/30/2022
 Run Date/Time: 09/03/2022 04:23:46 PM

care4kids
 MAKING CHILD CARE AFFORDABLE

Age Category	All Services (Infant/Toddler, Preschool, School Age)					
Service Type	Regulated/Licensed				Unregulated	
Town (Child Residence)	Center	Group Home	Family Child Care Home	Youth Camps	Relative Care	Total
Ansonia	175	0	40	0	53	264
Bridgeport	1202	*	525	0	377	2091**
Bristol	348	0	58	0	102	502
Brookfield	39	0	0	0	*	39***
Danbury	378	*	202	0	71	649***
East Hartford	310	0	123	0	196	623
East Haven	138	0	57	0	30	221
Enfield	188	0	32	0	49	265
Groton	119	0	23	0	31	172
Hamden	308	9	67	0	94	473
Hartford	591	10	337	0	590	1518
Manchester	382	0	84	0	137	595
Meriden	547	*	121	0	148	811***
Naugatuck	245	0	22	0	46	312
New Britain	549	*	114	0	301	958**
New Haven	938	30	570	0	452	1968
New London	129	0	82	0	72	281
New Milford	125	0	*	0	13	138***
Newington	77	0	*	0	27	104***
Norwalk	262	11	86	0	62	417
Norwich	168	0	51	0	50	268
Stamford	422	22	83	0	94	617
Waterbury	584	14	801	0	480	1869
Windham/Willimantic	81	0	71	0	69	215
Windsor	102	0	30	0	34	162
Total Statewide	12373	112	4299	0	4451	21059

Navigation: All Services | Infant-Toddler | Preschool | School Age

9b Additionally, we would like to understand how much overlap there is between **Care4kids** and the **state-funded CDC & SR** programs.

In October 2021 there were 729 children that received C4K of the 3,066 children in Child Day Care contracts, 24%.

In May 2022 there were 897 children that received C4K of the 3,429 children in Child Day Care contracts, 26%.

9b How many children would be impacted in **CDC and SR** programs if they didn't received **C4K**.

The 729 children in October 2021, and/or 897 children in May 2022, that were in a CDC that also received C4K would still be eligible and receive the same CDC services, the difference / impact to the family might be in the family Fee paid whether the C4K or CDC is higher or lower depending on income range of the family. It is the Provider that would not receive both CDC and C4K payments.

9. How many children and programs are funded now by **C4K**

OEC reply to the ECE Taskforce October Data Request, November 14, 2022

Children (Providers)	Oct 2021*	May 2022*
All Age Groups	<u>18,200</u>	<u>20,130</u>
a. Infant/Toddlers	6,710 (2,200)	7,290 (2,300)
b. Preschool Age	6,450 (2,280)	7,610 (2,170)
c. School Age	5,040 (2,360)	5,230 (2,380)
 C4K Providers (Unduplicated)	 <u>4,070</u>	 <u>4,220</u>
Licensed & Regulated Centers	930	1,030
Licensed Family	910	905
Unlicensed Relative	2,230	2,285

**Care 4 Kids (C4K) Child and Provider Counts by Service Month.*

<https://www.ctcare4kids.com/care-4-kids-program/reports> and ImpaCT CC Ad Hoc Expenditure Report 11/01/2022



Dear Early Childhood Taskforce,

Please find enclosed data you requested October 25, 2022, related to the early childhood workforce.

The Office of Early Childhood is pleased to provide the information below in partial fulfillment of an ECE Task Force data request received in October. All data are specific to the questions as submitted. A copy of the actual questions is included as a separate attachment. This information is intended only for ECE Task Force member discussions and may not be used for other purposes without prior consent from the OEC.

Questions:

- What is the racial demographic of the workforce and how does wage and compensation differ racially (does disparity align with racial diversity of workforce)?
 - OEC: Registry account holders who work as QSMs – do we have racial demographic data
- What the total number teaching staff employed by entities with children of 0-age 5 broken out by race, gender, age, by town. (all of licensed center-based and family child care, exempt programs, and SDE Prek/K)
 - OEC Registry
- Average salary of director, assistant director, ed coordinator, teacher, assistant teacher/aide broken out by degree attainment for each category
 - OEC Registry. Point in time – now

Notes:

- The data only represents OEC funded programs (School Readiness, Child Day Care Contractors, State Head Start, Smart Start and Smart Start Recovery)
- DQSM = Designated Qualified Staff Member <https://www.ctoec.org/state-funded-ec/qualified-staff-member-qsm-requirements-for-state-funded-programs/>
- Demographic data includes gender, marital status, ethnic background, race, primary language. There is a Do Not Wish to Report option.

Designated QSM Demographics

1	DQSM Gender	Count
2	Do not wish to report	36
3	Female	1359
4	Male	26
5	Nonbinary	2
6		1423
7	DQSM Marital Status	Count
8	Do not wish to report	209
9	Single	550
10	Married or in a civil union	622
11	Previously married or in a civil union	42
12		1423
13	DQSM Race	Count
14	Do not wish to report	306
15	American Indian or Alaska Native	3
16	Asian	21
17	Black or African American	220
18	Native Hawaiian/Pacific Islander	2
19	White	719
20	Biracial or multiracial	37
21	Other	115
22		1423
23	DQSM Ethnicity	Count
24	Do not wish to report	280
25	Hispanic or Latino origin	255
26	Non-Hispanic/Non-Latino origin	888
27		1423
28	DQSM Primary Language	Count
29	Do not wish to report	40
30	English	1219
31	Spanish	130
32	French	5
33	Portuguese	4
34	Polish	3
35	German	1
36	Russian	1
37	French Creole	1
38	Arabic	10
39	Other	9
40		1423

41	Age ranges	Count
42	Under 25	35
43	25 - 29	162
44	30 - 34	191
45	35 - 39	196
46	40 - 44	185
47	45 - 49	161
48	50 - 54	172
49	55 - 59	146
50	60 - 64	112
51	65 and Up	57
52	Outlier unusable	6
53		1423

OEC Funded Teaching Staff Demographics

1	OEC Funded Teaching Staff Gender	Count
2	Do not wish to report	93
3	Female	3441
4	Male	112
5	Nonbinary	8
6		3654
7	OEC Funded Teaching Staff Marital Status	Count
8	Do not wish to report	481
9	Single	1694
10	Married or in a civil union	1378
11	Previously married or in a civil union	101
12		3654
13	OEC Funded Teaching Staff Race	Count
14	Do not wish to report	752
15	American Indian or Alaska Native	13
16	Asian	82
17	Black or African American	632
18	Native Hawaiian/Pacific Islander	8
19	White	1660
20	Biracial or multiracial	112
21	Other	395
22		3654
23	OEC Funded Teaching Staff Ethnicity	Count
24	Do not wish to report	670
25	Hispanic or Latino origin	923
26	Non-Hispanic/Non-Latino origin	2061
27		3654
28	OEC Funded Teaching Staff Primary Language	Count
29	Do not wish to report	118
30	English	2931
31	Spanish	476
32	French	13
33	Italian	1
34	Portuguese	13
35	Polish	3
36	Chinese	1
37	German	2
38	Greek	1
39	Russian	1
40	French Creole	7

41	Arabic	33
42	Other	54
43		3654
44	OEC Funded Teaching Staff Age Ranges	Count
45	Under 25	446
46	25 - 29	470
47	30 - 34	450
48	35 - 39	400
49	40 - 44	412
50	45 - 49	330
51	50 - 54	348
52	55 - 59	364
53	60 - 64	257
54	65 and Up	173
55	Outlier unusable	4
56		3654

OEC Funded Teaching and Operational Administrator Compensation

OEC Funded Staff 11-03-22 OEC Registry Data	Master's or higher ECE	Bachelor's ECE or B level ECTC or bachelor's degree plus state ECE teaching endorsement	Associate degree ECE or A level ECTC	Current CDA Credential	No ECE benchmark listed	
1						
2	Teacher	\$61,525	\$50,087	\$39,608	\$37,391	\$38,379
3	Assistant Teacher / Aide	\$39,055	\$38,790	\$36,533	\$32,894	\$32,618
4	Operational Administrator	\$71,629	\$66,479	\$55,567	\$27,040	\$90,981

Count of OEC Funded Teaching Staff by Town

1	Town	Count of OEC funded teaching staff by town
2	Andover	4
3	Ansonia	48
4	Ashford	11
5	Baltic	2
6	Bethel	19
7	Bloomfield	48
8	Branford	20
9	Bridgeport	321
10	Bristol	62
11	Brooklyn	19
12	Canaan	4
13	Canterbury	4
14	Chaplin	5
15	Cheshire	17
16	Clinton	11
17	Colchester	33
18	Coventry	18
19	Cromwell	11
20	Danbury	117
21	Danielson	4
22	Dayville	5
23	Derby	12
24	East Hampton	3
25	East Hartford	83
26	East Haven	27
27	East Lyme	16
28	Eastford	2
29	Ellington	21
30	Enfield	50
31	Fairfield	1
32	Gales Ferry	1
33	Greenwich	25
34	Griswold	5
35	Groton	44
36	Guilford	9
37	Hamden	56
38	Hampton	2
39	Hartford	313
40	Hebron	8

41	Jewett City	16
42	Lebanon	6
43	Ledyard	15
44	Manchester	35
45	Mansfield	4
46	Meriden	106
47	Middletown	57
48	Milford	57
49	Moodus	7
50	Mystic	1
51	Naugatuck	50
52	New Britain	148
53	New Canaan	15
54	New Fairfield	11
55	New Haven	326
56	New London	47
57	New Milford	15
58	Newington	10
59	North Branford	2
60	North Grosvenordale	14
61	North Haven	1
62	Norwalk	153
63	Norwich	41
64	Plainfield	16
65	Plainville	40
66	Plymouth	6
67	Putnam	19
68	Rogers	17
69	Sandy Hook	10
70	Scotland	5
71	Seymour	4
72	Shelton	14
73	Somers	4
74	South Windsor	2
75	Southington	7
76	Stafford Springs	25
77	Stamford	119
78	Sterling	2
79	Storrs	7

80	Storrs Mansfield	31
81	Stratford	29
82	Taftville	27
83	Terryville	20
84	Thomaston	26
85	Torrington	23
86	Trumbull	18
87	Uncasville	1
88	Vernon Rockville	21
89	Voluntown	5
90	Wallingford	34
91	Waterbury	244
92	Watertown	8
93	West Hartford	79
94	West Haven	72
95	Westport	2
96	Wethersfield	9
97	Willimantic	54
98	Windsor	11
99	Windsor Locks	12
100	Winsted	19
101	Wolcott	13
102	Woodbridge	1
103	Total	3654

Question:

- QWI bonus for these positions by degree attainment for each category
- What funding source was/is used for QWI

Notes:

- The roles are not universal. We will use Operational Administrator, Teacher, Assistant Teacher/Aide

1	Qualified Workforce Incentives			
2	Currently open to teaching staff in OEC funded (SR, CDC, SHS, SS, SS-R) programs			
3	Funded through CCDF			
4	859	Total awards to 11-02-22		
5	\$1,304,075	Total awarded to 11-02-22		
6				
7	Education Benchmarks Awarded			
8	186	Current CDA Credential		
9	339	Associate degree ECE		
10	1	ECTC A level		
11	301	Bachelor degree ECE		
12	23	B level ECTC		
13	9	Bachelors degree plus ECE teacher endorsement		
14	859			
15				
16	Full time/full year versus not full time/full year			
17	39	less than full time / full year		
18	820	full time / full year		
19	859			
20				
21	Infant Toddler Bonus			
22	365	teaching staff recognized		
23	\$44,100	awarded in bonuses		
24				
25	Accreditation / Head Start Approval Bonus			
26	842	teaching staff recognized		
27	\$104,700	awarded in bonuses		
28				
29	Social Vulnerability Index (SVI) Bonus			
30	751	teaching staff recognized		
31	\$91,775	awarded in bonuses		
32				
33	Awardee Demographics			
34	Marital Status			
35	113	do not wish to report		
36	334	married or civil union		
37	23	previously married or in a civil union		
38	389	single		
39	859			
40				

41	Gender	
42		4 do not wish to report
43		839 female
44		15 male
45		1 nonbinary
46		859
47		
48	ethnic background	
49		164 do not wish to report
50		269 Hispanic or Latino origin
51		426 Non-Hispanic/Non-Latino origin
52		859
53		
54	Race	
55		185 do not wish to report
56		3 American Indian or Alaska Native
57		15 Asian
58		27 Biracial or multiracial
59		152 Black or African American
60		1 Native Hawaiian/Pacific Islander
61		111 Other
62		365 white
63		859
64		
65	Primary language	
66		5 Arabic
67		6 do not wish to report
68		655 English
69		4 French
70		1 French creole
71		1 German
72		1 Italian
73		8 other
74		3 Polish
75		3 Portuguese
76		172 Spanish
77		859
78		