



Early Care and Education Candidate Guide

Policy Report

September 2018

Stephanie Luczak, M.S.W.
Policy Fellow

Wendy Simmons, Ph.D.
*Director of Education and
Equity*



Introduction

The youngest residents of Connecticut are the future of our state. All children require affirming relationships and stimulating experiences to thrive. We want Connecticut to be a place where all young children, regardless of family income, wealth, race, or ZIP code, have a strong and healthy start to their lives. Connecticut's future depends on a high-quality and robust early care and education system.

Development during the first few years of life serve as the building blocks for a child's future,¹ upon which their future development continuously builds throughout the lifespan. Connecticut's early care and education system must exist as a continuum of services for both children and their families that help to provide the sound foundation for a child's development. A strong early care and education infrastructure provides families the support they need to raise a young child and a growing family.

Workforce productivity, dependability, and flexibility relies, in part, upon the availability of early care and education. Access to affordable, high-quality child care across income levels and geography matters both for today's workforce and the workforce of tomorrow. The state must implement a long-term workforce development plan that includes helping children begin school ready to learn as a crucial step in the journey towards college and career readiness. Simply put, the strength of our state tomorrow depends on strategic investments made today in the health, safety, and education of our youngest residents and their families.

Despite significant investments made over the last decade, with efforts to improve the state's early care and education system, many of our state's families continue to struggle to find high-quality, affordable early care and education programs. **Connecticut needs an early childhood system that promotes healthy development across our entire population so that all of the families with young children in our state have the opportunity to reach their full potential.**

This publication was made possible with the generous support of the CT Early Childhood Funder Collaborative, a project of the Connecticut Council for Philanthropy. For more information about the Collaborative and CCP go to <https://www.ctphilanthropy.org/collaborative>



Specifically, Connecticut must build an early childhood system that is grounded in the following principles:

1. We can maximize children's potential by supporting them right from birth, when their rapid brain development is laying the foundation for a lifetime. The first 1,000 days of life provide the opportunity to lay the foundation for a lifetime of benefits to children, their families, and society as a whole.
2. Investments in early childhood are investments in Connecticut's social and economic future. Prioritizing the needs of Connecticut's youngest children today is an investment in Connecticut's citizens, workers, decision makers, and leaders of tomorrow.
3. Children are unique: they have different interests, backgrounds, and developmental needs. Yet, all children require affirming relationships and stimulating experiences to thrive and achieve their full potential.
4. Children's resilience is like a scale that can tip positively or negatively. Children who are resilient are able to counter the harmful effects of trauma or stress. Resilience is built during early childhood and healthy environments. To promote resilience, whole-family or two generation approaches are needed to support children, parents, and others involved in caregiving. This allows children to develop protective factors while providing caregiving adults with skills and supports they need to respond to challenges in productive ways.
5. Connecticut need a robust, state-of-the-art infrastructure to promote early childhood development across our entire population - and infrastructure requires investment. We need a strong early childhood system so that all children and families can thrive, and so we can support the future prosperity of our entire state.

With these five principles at the core, we believe that a dynamic early care and education system:

- begins with the necessary services and supports to promote healthy pregnancy and newborns;
- allows caregivers to spend time at home with their newborn and to be able to have the opportunity return to the workforce or continue their education;
- provides access to affordable and reliable high-quality infant and toddler care to meets families' financial, scheduling, and cultural needs;
- offers care in a variety of settings that employ early childhood educators who make a livable wage;
- includes preschool that enhances children's cognitive, social, and emotional development in a way that prepares them for kindergarten and beyond; and
- promotes the needs of the whole child and family with appropriate supports.



State Investments in Young Children

Progress Made in Recent Years

Creation of the Office of Early Childhood

One of the major investments Connecticut has made is the establishment of the Office of Early Childhood (OEC), which is the state agency responsible for overseeing the early childhood system in Connecticut. The state's creation of the OEC has demonstrated policymakers' commitment to early care and education. The Office of Early Childhood has been instrumental in prioritizing early care and education in our state while leveraging additional federal and philanthropic dollars in light of the state's fiscal crisis.

In the short years since its creation, some of the OEC accomplishments include:

- released the Early Learning and Development Standards (CT ELDS)²,
- expanded coordinated home visiting efforts statewide through the Home Visitation Program Consortium³,
- developed and launched a quality improvement system⁴, and
- implemented a four-year federally funded preschool grant program.⁵



However, in light of the state's budget crisis, the OEC has faced multiple threats to its existence.⁶ In order to continue to maintain and expand progress made to support early care and education, the Office of Early Childhood and its funding must be preserved in years to come.

Investments in School Readiness Programs

Connecticut has also invested in early care and education over the past decade by funding School Readiness programs, which provide high-quality, center-based preschool for a moderate cost to parents. School Readiness currently serves over 60 school districts, including Priority School Districts and Competitive School Districts (see chart on page 12), and fees for families are offered on a sliding scale.⁷ Funding for School Readiness programs has increased by more than a third in the last decade,⁸ resulting in a higher number of preschoolers receiving high-quality education. The state created Smart Start in 2014, which also has contributed to expanding preschool access statewide.⁹ Overall, the prioritization of preschool has assisted in the increasing the number of three- and four-year-olds attending preschool in Connecticut.

Further Investments Needed

High-Quality Early Care and Education Programs Provide Long-Term Economic Benefits

It has been long understood that policies which support early care and education programs present a high return on investment,⁹ meaning that there are significant economic benefits for making investments in early childhood. Moreover, early childhood investments generate the highest potential returns compared to other investments in later education. **For every \$1 invested in high-quality child care, around \$7 is returned to society in long-term benefits.**¹⁰ The investments we make in Connecticut's children today will pay dividends tomorrow – in the form of



responsible citizens, hard workers, savvy decision makers, and prepared leaders. These returns are seen over decades in the form of increased incomes, decreased use of public services, decreased crime rates, decreased poor health outcomes, and more. If Connecticut were to provide enough high-quality early care to meet the entirety of current child care need in Connecticut, it would provide more than \$13 billion in long-term benefits to the state’s economy.¹¹

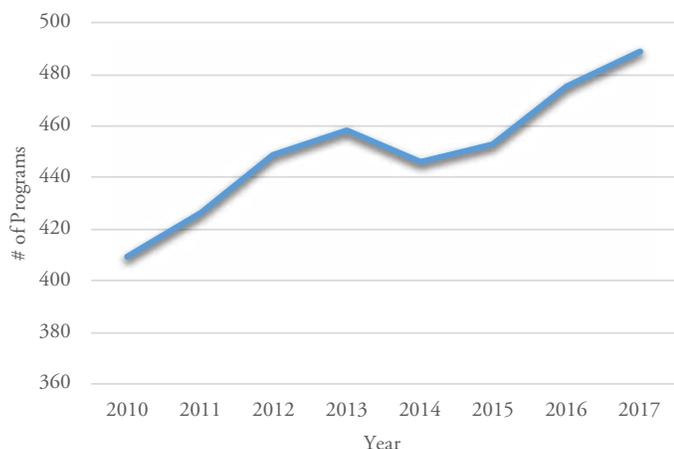
What is high-quality early care and education?

High-quality early care and education has two key components: classroom experiences that engage students plus coordinated, comprehensive supports (also known as “wrap-around services”¹²) that meet the needs of the whole child and family.

In Connecticut and across the country, quality child care centers should work to receive NAEYC (National Association of the Education of Young Children) or NAFCC (National Association for Family Child Care) accreditation as a way to standardize high-quality care.¹² Connecticut has taken several steps to measure and ensure access to high-quality care, including the OEC’s implementation of a Quality Recognition Improvement System (QRIS) that is currently in its pilot stage.

While the number of NAEYC-accredited programs has increased in recent years,¹³ high-quality early care and education also depends upon the quality of educators. Educational attainment is associated with higher-quality care.¹⁴ Connecticut has a deadline for early childhood head teachers to hold a Bachelor’s degree by 2020. This requirement, mandated by statute, has not changed in recent years but has had its deadline extended on multiple occasions. Most recently, the deadline for all head teachers to receive a Bachelor’s degree was extended from 2018 to 2020.¹⁵

Number of NAEYC Accredited Programs



Source: CT Voices analysis of 2-1-1 Child Care Annual Accreditation Reports

Simultaneously, many early childhood educators struggle to make a living wage. In 2017, the median hourly wage of child care workers was only \$12.88.¹⁶ One step to increasing access to high-quality early care and education is to ensure that early childhood educators can both support themselves and pursue a

Staff in Centers Receiving State Subsidies	Percent who Hold Bachelor’s Degree and 12 or More Early Childhood Education Credits, FY18 (%)
Program Administrators	76
Head Teachers	63
Assistant Teachers	11

meaningful career. The current data show that only 63 percent of early childhood head teachers currently hold a Bachelor’s degree.¹⁷ Connecticut must equip teachers with the tools necessary to attain further education to meet this legislative mandate without further extending its deadline.

Type of Program	Number of Programs Closed (FY18)	Number of Programs Opened (FY18)
Licensed Family Child Care	390	142
Center-Based Programs	198	55

As Connecticut works to improve the quality of its early care and education programs, it must ensure that families can choose from an array of various providers. In fiscal year 2018 (FY18), dozens of child care providers closed due to providers retiring or making career changes.¹⁸ Connecticut must work to recruit and retain its early childhood education workforce to continue providing care to young children.

Funding Cuts Negatively Impact Low-Income Families

The state has made progress to promote high-quality early care and education – especially within preschool – over the last decade. Despite these investments, the state’s fiscal challenges have persistently posed a threat to adequate and stable funding of several early childhood programs.¹⁹

Connecticut must commit to making further investments in an early childhood system that promotes healthy development for all children, from birth to school age, particularly for children from low-income families.

The effects of poverty are far reaching and affect families all across Connecticut. In 2016, more than 1 in 10 (16 percent) of all children under 5 lived in poverty in Connecticut, translating to more than 30,000 young children.²⁰

Whether looking for work, working long hours, studying to improve career prospects, parents need reliable high-quality child care, parenting support, and, occasionally, wrap-around services to meet their individual and family needs. When such supports and services are not available, families may be forced to choose between paying for basic needs or child care. While poverty has a vast impact on parents’ ability to meet their individual and family needs, young children who live in poverty also experience detrimental effects to their development. Research has determined that young children who experience poverty may face negative outcomes related to their health, learning, and social-emotional development.²¹

The high cost of child care is a burden for many families. Thousands of families in the labor force²² with young children struggle to find affordable options to provide care for their children while working. In 2016, only one in four families in Connecticut could adequately afford child care based on state and federal affordability guidelines.²³

Working Parents in Connecticut	# of Children Under 6 With Parents in the Labor Force
Two-parent families, both parents in labor force	98,678
Children in single-parent families, parent in labor force	59,993



What is affordable early care and education?

Both the Connecticut Office of Early Childhood and the U.S. Department of Health and Human Services define affordable child care to be no more than 10 percent of a family's income.^{24 25 26}

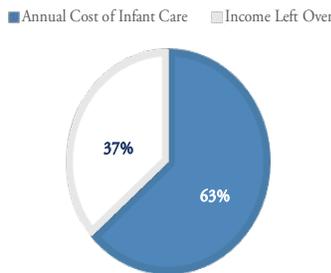
Lack of Investments in Care 4 Kids

The recent short-term closure of the Care 4 Kids program to new applicants in 2016 meant detrimental effects to low-income families who struggle to afford child care.

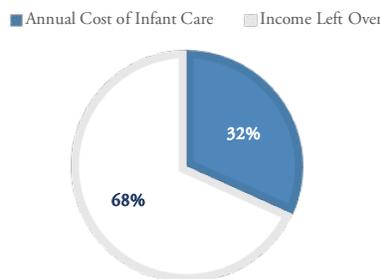
Key Facts About Care 4 Kids

- Care 4 Kids, the state's child care subsidy program, provides assistance to eligible families who struggle to afford to pay for child care, including infant and toddler care, preschool, and K-12 after school care.
- State law defines six Priority Groups who are eligible for subsidies.²⁷
- More than 97 percent of Connecticut's towns have families that utilize Care 4 Kids.²⁸
- If families are placed on a wait list for the subsidy due to limited funding, they are taken off the waitlist when funding is available in the order of priority group and additional criteria.

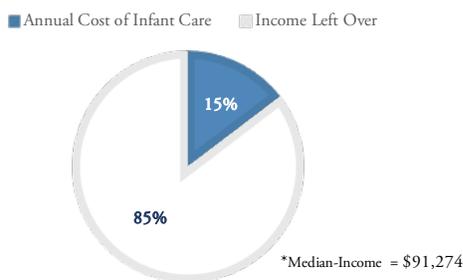
Percent of Annual Income Spent on Infant Care for 1 Parent Earning Minimum Wage



Percent of Annual Income Spent on Infant Care for 2 Parents Earning Minimum Wage



Percent of Annual Income Spent on Infant Care for Median-Income Families* with Children



Source: CT Voices analysis of 2-1-1 Child Care's Average Child Care Cost and 2016 American Community Survey 5-year Estimates

Care 4 Kids Priority Groups Established Under CGS Sec. 17b-749(c)

Priority Group	Eligibility Criteria
Priority Groups Currently Operating	
Priority Group 1	Parents receiving Temporary Assistance for Needy Families cash assistance and who are employed or participating in an approved employment services activity
Priority Group 2	Working parents whose cash assistance was discontinued within five years prior to the date of application for Care 4 Kids
Priority Group 3	Parents under the age of 20 not receiving cash assistance and also attend high school
Priority Group 4	Working parents with gross countable family income below 50 percent of the state median income (SMI)

2016 Closure of Priority Groups 2, 3, and 4

In 2016, the federal government implemented new regulations to improve the quality of child care programs across the country, unaccompanied by additional funding.²⁹ The Office of Early Childhood closed Care 4 Kids to new applications in Priority Groups 2, 3, and 4, as a result of the combination of no new federal funding and the state's budget deficits.

This closure resulted in a waitlist of over 5,700 families.³⁰ Connecticut realized the impact of this devastating closure and the Office of Early Childhood reopened the OEC program to new applicants in November of 2017 after the Connecticut legislature passed the FY18 budget and funding was made available.

The Current State and Future of Care 4 Kids

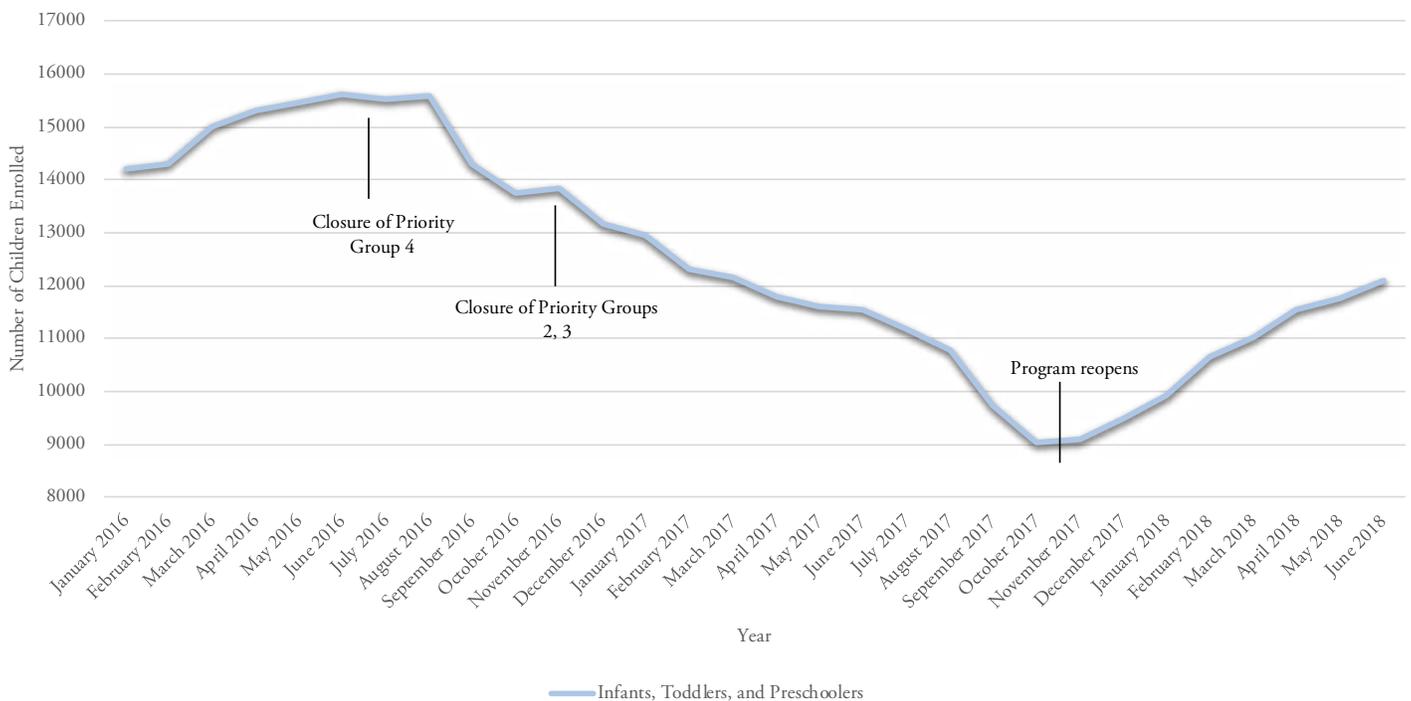
Currently, Priority Groups 1 through 4 are open to new applicants and more than 12,000 families were receiving child care assistance in May of 2018.³¹ While enrollment has risen since the re-opening of the program, it remains lower than January 2016 enrollment levels.³² Consistent funding must be dedicated to Care 4 Kids so that as many low-income families as possible can access child care without the worry of an unforeseen budget cut.

During the 2018 legislative session, the lawmakers enacted Public Act No. 18-184, which allows the Office of Early Childhood to have greater flexibility to target populations in need (such as families experiencing homelessness) or shift resources to infant and toddlers within and across Priority Groups when there is a Care 4 Kids waitlist.³³

Despite these recent victories, the Care 4 Kids program continues to remain underfunded in the fiscal year 2019 (FY 19) state budget.³⁴ Although Connecticut received new, unprecedented federal funding in 2018,³⁵ it is not sufficient enough to meet the additional \$33 million estimated to comply with the 2016 federal regulations. **Without additional state funding, Connecticut is likely to return to a Care 4 Kids waitlist.**



Care 4 Kids Enrollment



Source: CT Voices analysis of 2-1-1 Child Care's monthly Care 4 Kids enrollment data

Maximizing Children’s Potential and Building Resilience: Healthy Pregnancies & Newborns

Families expecting newborns need an early childhood system and supports that promote healthy births for both mothers and their babies. Healthy mothers and young children are a prerequisite to building a strong foundation in early childhood development.

Similar to national trends, Connecticut is currently experiencing some of the lowest birth rates in decades, providing us with a window of opportunity to meet the needs of fewer newborn babies and their families.

Supports for pregnant women and parents of infants offer an opportunity to impact the significant racial disparities that persist in Connecticut’s birth outcomes and in health and learning as children grow. Home visiting and other wrap-around supports provide expecting parents and parents of infants with resources and support for a healthy pregnancy, birth, and postpartum period for mother and baby.

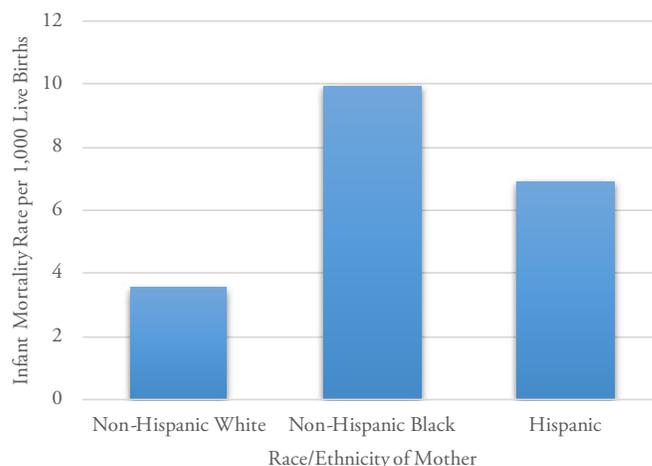
Such support can help women experiencing high-risk pregnancies to coordinate their health needs while working, studying, or caring for other children. Many programs continue to help parents in the first months or year of a baby’s life by monitoring development, providing parent education, and connecting parents with resources in their communities.³⁸

Home visiting works to improve the health of both the child and the mother, can prevent child abuse and maltreatment, and improves the coordination of other necessary services or resources that the family may need. For example, education and support to promote breast feeding can have lifelong health benefits for mother and child. In early 2018, the Office of Early Childhood launched a pilot intervention creating a home-visiting outcomes rate card, which is a first of its kind in the nation.³⁹ Through this effort, the Office of Early Childhood and the network of home visiting providers can work to improve the delivery of services to families across the state.

Additionally, wrap-around supports that may be offered in home visiting assist with coordinating services for parents who may be low-income and have difficulty to meet basic needs, struggle with substance use, or have mental health challenges. Supports for families with children under the age of one are the most vulnerable

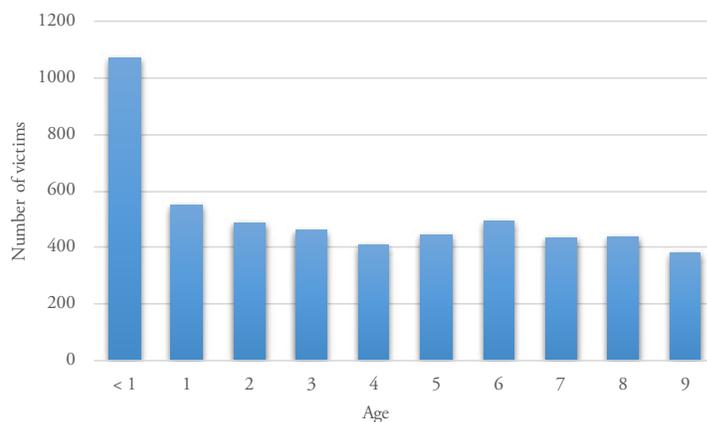
Geographic Area	# of Residence Births, 2006 ³⁶	# of Residence Births, 2016 ³⁷
Statewide	41,789	35,711

Infant Mortality Rate in Connecticut, 2013-2015



Source: Centers for Disease Control and Prevention

Unique Maltreatment Victims by Age in Connecticut, 2016



Source: U.S. Department of Health and Human Services, Children’s Bureau

to child maltreatment. **Resilience is built during early childhood through positive relationships and healthy environments, which can counter the harmful effects of trauma or stress. Connecticut must work to improve the links between communities and health and social service providers to prevent trauma and promote resilience for families and young children at high risk of experiencing trauma.** ⁴⁰

Infant and Toddler Care

High-quality infant and toddler care enhances development during a crucial stage and allows parents to return to meaningful work or continue their education.

A child’s brain is rapidly growing during the first three years of life.⁴¹ Infants and toddlers require an environment of supports and positive relationships that are stimulating for their cognitive, social, and emotional development.

These factors lay the foundation for their future growth and learning.

For families looking to return to work or continue their education, high quality child care should be an option that provides consistent, reliable, and safe care that promotes healthy development in children. In Connecticut, families should have the option of choosing licensed child care centers or licensed family and home child care to provide infant and toddler care. Unfortunately, many families are constrained in their choices due to lack of access to affordable child care throughout the state.

Yet, despite the great need for infant and toddler care, access to affordable high-quality

infant and toddler care remains both in limited supply and incredibly expensive in Connecticut.⁴² While slots for preschool have fluctuated with varying levels of funding, slots for infant and toddler care have remained low with a significant decrease in the last year, likely due to the Care 4 Kids closure. **It is time for Connecticut to prioritize access to high-quality infant and toddler care.**

Infant and toddler care is often the most expensive type of care due to the need of low child to teacher ratios and high operating costs to provide optimal care to infants and toddlers. Infant and toddler care is currently more expensive than yearly tuition at a public Connecticut university.

Available Infant and Toddler Slots



Source: CT Voices analysis of 2-1-1 Child Care Annual Accreditation Reports

Program	Average Annual Cost
Full-Time Infant and Toddler Center-Based Care ⁴³	\$15,600
In-State Tuition at UConn Storrs ⁴⁴	\$12,848
Full-Time Infant and Toddler Home-Based Care ⁴⁵	\$11,076
In-State Tuition at Central Connecticut State University ⁴⁶	\$10,616

Early childhood educators in infant and toddler settings may also assist with screening and detecting developmental delays that might otherwise have been missed. When developmental delays are detected sooner, early intervention programs, such as the state’s Birth to Three program, can enhance the development of a child who might be experiencing the delay.⁴⁷ Early intervention identifies developmental delays in children earlier in life to offer them greater support and opportunities upon entering school. A majority of families across Connecticut who were referred and eligible for Birth to Three accepted services in FY17.⁴⁸

What are the available state-funded infant and toddler programs?^{49 50}

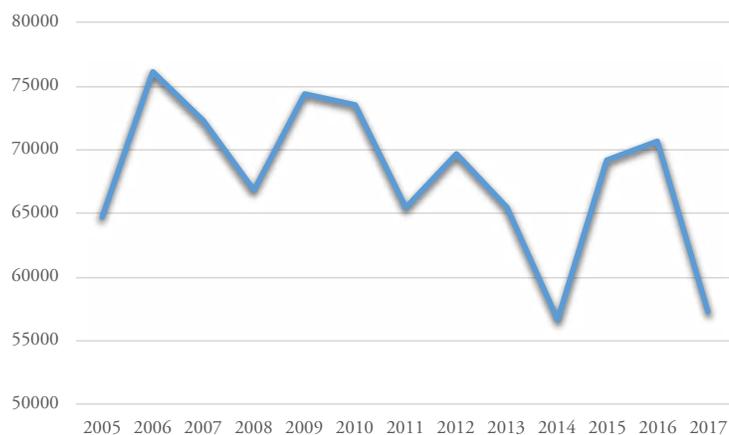
Program	Program Type	Eligibility Criteria	Number of I/T Served in FY17
Child Day Care Centers	Preschool and Infant and Toddler Spaces	Children with family income < 75 percent SMI	1,443
Early Head Start	Infant and Toddler Spaces	Families with income below the Federal Poverty Level and other criteria	1,782
Even Start	Early childhood education, adult education, and home visits	Eligible families have a child under age 8 and have a parent lacking a high school diploma and/or basic reading skills, or have a parent who needs English as a Second Language classes	45
Birth to Three	Programs for infants and toddlers with developmental delays	Families with children who may be experiencing a delay are referred to the program and further evaluated for eligibility	9,462 referred 5,557 eligible

Preschool & Kindergarten Readiness

All children should enter kindergarten ready to learn.

Preschool builds on the foundation developed in prior years of life. Preschool allows all children to continue to grow in a cognitively and socially stimulating environment. For each child, the earliest experiences may be vastly different. For children who have not benefitted from stimulating experiences in home or child care settings, preschool provides an opportunity to boost early learning and social and emotional development.

State-Funded Preschool Availability



Source: Source: CT Voices analysis of 2-1-1 Child Care Annual Accreditation Reports

For children who have not benefitted from stimulating experiences in home or child care settings, preschool provides an opportunity to boost early learning and social and emotional development.

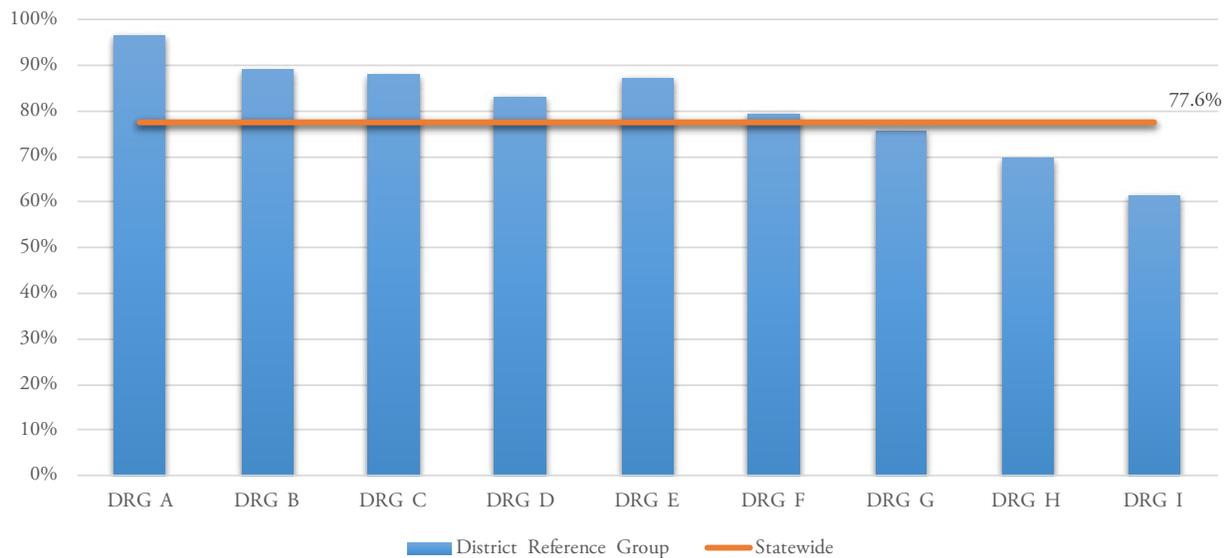
In Connecticut, preschool is offered in a variety of settings including within public schools, center-based preschools, and licensed family child care homes. While public school settings may serve as a way to increase access to preschool, it is important that families have options to choose a quality preschool program that meets their needs. Regardless of setting, access to high-quality preschool is imperative. As Connecticut works to

expand access to preschool, it must bear in mind that high-quality preschool includes evidence-based curriculum that improves language, literacy, and numeracy skills and enhances children’s social and emotional skills.⁵⁶

Despite the large amount of evidence about the benefits of preschool, children’s access to preschool have fluctuated over the last decade. The data show that enrollment has declined in 2017, likely in part due to the Care 4 Kids closure.⁵⁷

The likelihood that a child will attend preschool is dependent upon the town they live in. Children in low-income school districts continue to miss out on the opportunity to attend preschool compared to children in wealthy school districts. While families do have the option to not enroll their child in preschool for a variety of reasons, our historical analysis continues to show that preschool experience remains concentrated in wealthier districts.

Preschool Experience by District Reference Group 2016-17 School Year



Source: CT Voices analysis of State Department of Education data

Although disparities in access across District Reference Groups (DRGs) began to close during the 2015-2016 school year, DRG I composed of the state’s 7 lowest-income school districts, experienced a significant drop in preschool experience. This result is likely due to the Care 4 Kids closure and may continue to have a lasting effect.

School Year	DRG I Preschool Experience (percent)
2012-2013	67
2013-2014	64
2014-2015	66
2015-2016	73
2016-2017	61

What are the available state-funded preschool programs?⁵⁸

Program	Program Type	Eligibility Criteria	# of Pre-K children served in FY17
Child Day Care Centers	Preschool and infant/toddler spaces	Children with family income < 75 percent SMI	2,260
School Readiness (Priority)	Preschool spaces	Priority School Districts include: eight towns with the largest population, the top 11 towns with highest of number of children whose families receive Temporary Assistance for Needy Families (TANF), and towns that were priority school districts in the past. At least 60 percent of children enrolled must live in families whose income is < 75 percent SMI	10,575
School Readiness (Competitive)	Preschool spaces	Competitive School Districts include: school districts containing a 'priority school' or in the 50 least wealthy towns. At least 60 percent of children enrolled must live in families whose income is < 75 percent SMI	1,419
Head Start	Preschool spaces	Families with income below the Federal Poverty Level and other criteria	5,757
Smart Start	Preschool spaces	Preference for funding programs with 75 percent of spaces for children with family income < 75 percent SMI or 50 percent of spaces allocated to children who are eligible for Free or Reduced Price Lunch	489
Even Start	Early childhood education, adult education, and home visits	Eligible families have a child under age 8 and have a parent lacking a high school diploma and/or basic reading skills, or have a parent who needs English as a Second Language classes	0
Public School	Preschool classrooms within charter and magnet schools and programs for children receiving special education	Varied criteria for eligibility – some programs have no income requirements. Other programs are specified for children with special education needs.	Number unavailable

Solutions

Connecticut must invest in creating a dynamic early care and education infrastructure that promotes resilience and is responsive to the needs of all of our state's children and their families.

- 1. Prioritize investments in early care and education for Connecticut's working parents today, and to build a strong workforce of tomorrow.** These crucial investments include:
 - a.** Improving quality of early care and education programs by offering support and incentives for earning NAEYC or NAFCC accreditation;
 - b.** Supporting the OEC in its implementation of a Quality Recognition and Improvement System (QRIS);
 - c.** Raising wages for early childhood educators and simultaneously offering a pathway for early childhood head teachers to obtain further education to meet the 2020 deadline;
 - d.** Preserving and fully funding Care 4 Kids to help low-income families access child care when they need it most.
- 2. Provide the opportunity for families to remain at home with their newborns by implementing paid family and medical leave.** Paid family and medical leave enables families to care and attend to their newborn during the most important time of a new child's life and then successfully return to the work force or continue to their education if they choose.
- 3. Expand family supports, such as home visiting,** that promote healthy births and reduce risk factors in order to reach families with the full range of community-based, health, and social services they need to prevent trauma and promote resilience.
- 4. Improve access to reliable, affordable, and high-quality infant and toddler care that meets families' cultural, scheduling, and financial needs.** This begins with articulating an intentional strategy for improving access to high-quality infant and toddler care, potentially through a new mechanism of funding that funds high-quality programs rather than individual children and expanding the supports available to family child care providers.
- 5. Reduce disparities in access to preschool by implementing universal preschool.** Universal preschool throughout Connecticut should offer preschool in a variety of high-quality settings to preserve the number of community center-based and home-based care providers throughout the state.



Endnotes



- 1 Center on the Developing Child. (2009). *Five numbers to remember about early childhood development (Brief)*. Cambridge: Harvard University. Retrieved from: <https://developingchild.harvard.edu/resources/five-numbers-to-remember-about-early-childhood-development/>.
- 2 Connecticut Office of Early Childhood. (Rev. 2018). *Connecticut Early Learning and Development Standards (CT ELDS)*. Hartford: State of Connecticut. Retrieved from: <http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726>.
- 3 Connecticut Office of Early Childhood. (Rev. 2018). *Home Visiting Consortium*. Hartford: State of Connecticut. Retrieved from: <https://www.ct.gov/oec/cwp/view.asp?A=4547&Q=568464>.
- 4 Connecticut Office of Early Childhood and the United Way of Connecticut. (2017). *Thrive! Through Quality Early Learning*. Retrieved from: <http://www.thrivect.org/>.
- 5 Connecticut Office of Early Childhood. (Rev. 2016). *CT launches education effort to prevent shaken baby tragedies*. Hartford: State of Connecticut. Retrieved from: <http://www.ct.gov/oec/cwp/view.asp?Q=585798&A=4545>.
- 6 Connecticut Voices for Children. (2017). *A better approach to the state budget: Analyzing four budget proposals*. New Haven: Connecticut Voices for Children. Retrieved from: <http://www.ctvoices.org/sites/default/files/CB%20analysis%20FINAL.pdf>.
- 7 Connecticut Office of Early Childhood. (2017). *What is Connecticut's School Readiness Program?* Hartford: State of Connecticut. Retrieved from: https://www.ct.gov/oec/lib/oec/school_readiness_overview_2017.pdf.
- 8 CT Voices for Children (2018) analysis of State Department of Education Bureau of Grants Management expenditures on School Readiness (Priority) and School Readiness (Competitive). Retrieved from: <https://www.csde.state.ct.us/public/dgm/grantreports1/paydetlMain.aspx>.
- 9 Connecticut Office of Early Childhood. (Rev. 2017). *Smart Start*. Hartford: State of Connecticut. Retrieved from: <https://www.ct.gov/oec/cwp/view.asp?a=4547&q=550948>.
- 10 The Center for High Impact Philanthropy. (2015). *High return on investment*. Philadelphia: University of Pennsylvania. Retrieved from: <https://live-penn-impact.pantheon.io/wp-content/uploads/2016/2015/06/Why-Invest-High-Return-on-Investment.pdf>.
- 11 Garcia, J.L., Heckman, J.J., Leaf, D.E., Prados, M.J. (2016). The life-cycle benefits of an influential early childhood program. *Working Paper 2016-035*. Chicago: The University of Chicago. Retrieved from: https://heckmanequation.org/assets/2017/01/Garcia_Heckman_Leaf_etal_2016_life-cycle-benefits-ecp_r1-p.pdf.
- 12 Noonan, R., Updegrove, N., Long, D. (2017). *The economic benefits of high-quality early care*. New Haven: Connecticut Voices for Children. Retrieved from: [http://www.ctvoices.org/sites/default/files/CC-%20ECE%20Economic%20impact%20\(part%20of%20ECE%202017%20series\).pdf](http://www.ctvoices.org/sites/default/files/CC-%20ECE%20Economic%20impact%20(part%20of%20ECE%202017%20series).pdf).
- 13 The American Academy of Child & Adolescent Psychiatry. (2002). *Best principles for early childhood systems of care*. Retrieved from: https://www.aacap.org/App_Themes/AACAP/docs/clinical_practice_center/systems_of_care/Best_Principles_for_Early_Childhood_SOC.pdf.
- 14 National Association for the Education of Young Children. (No date). *The 10 NAEYC program standards*. Retrieved from: <https://www.naeyc.org/our-work/families/10-naeyc-program-standards>.
- 15 Connecticut Voices for Children (2018) analysis of a 2017 report executed by 2-1-1 Child Care and commissioned by Connecticut Voices for Children annually. Report provided by Valerie Grant, 2-1-1 Child Care, United Way.
- 16 Whitebook, M. (2003). *Early education quality: Higher teacher qualifications for better learning environments – A review of the literature*. Berkeley: Center for the Study of Child Care Employment at the University of California Berkeley. Retrieved from: http://cscce.berkeley.edu/files/2003/early_ed_quality_summary.pdf.
- 17 Connecticut General Assembly. (2018). *Public Act No. 18-123 An act concerning the staff qualifications requirement for early childhood educators*. Hartford: State of Connecticut. Retrieved from: <https://www.cga.ct.gov/2018/ACT/pa/pdf/2018PA-00123-R00HB-05450-PA.pdf>.
- 18 Bureau of Labor Statistics. (Rev. 2018). *May 2017 state occupational employment and wage estimates – Connecticut, occupation code 39-9011 'childcare workers'*. Retrieved from: https://www.bls.gov/oes/current/oes_ct.htm.



- 19 Connecticut Voices for Children (2018) analysis of early childhood education staffing qualifications provided by Margaret Gustafson, Office of Early Childhood.
- 20 Connecticut Voices for Children (2018) analysis of 2-1-1 Child Care Program Closure Reasons Report for FY18 provided by Sherri Sutera of 2-1-1 Child Care, United Way.
- 21 Silbermann, R., Noonan, R., Mills, J., Shemitz, E., Hudson, C.S., Ruth, L., Siegel, K., & Updegrove, N. (2018). *Impact of the final FY 2019 budget adjustments on children and families*. New Haven: Connecticut Voices for Children. Retrieved from: http://www.ctvoices.org/sites/default/files/2018_06_11_Final%20FY%2019%20Analysis%20FINAL.pdf.
- 22 Connecticut Voices for Children (2018) analysis of 2016 American Community Survey 5-year estimates, Table B17001 and B01001. Poverty is defined by the Census Bureau's poverty thresholds.
- 23 Ratcliffe, C. & McKernan, S.M. (2012). *Child poverty and its lasting consequence*. Washington, DC: The Urban Institute. Retrieved from: <https://www.urban.org/sites/default/files/publication/32756/412659-Child-Poverty-and-Its-Lasting-Consequence.PDF>.
- 24 Connecticut Voices for Children (2018) analysis of 2016 American Community Survey 5-year estimates, Table B23008.
- 25 Connecticut Voices for Children (2018) analysis of 2-1-1 Child Care's "Average Child Care Cost" and of Census micro-data. 2-1-1 Child Care data retrieved from: <http://www.211childcare.org/reports/average-child-care-cost/>.
- 26 Connecticut Voices for Children (2018) analysis of 2-1-1's "Average Child Care Cost". The average annual cost of infant care was determined by averaging the weekly costs of both full-time infant/toddler center care and full-time infant/toddler home care then multiplied by 52 weeks. The weekly pay of 1 parent earning the state minimum wage of \$10.10 was multiplied by 40 hours. The annual pay of one parent earning the state minimum wage multiplied the weekly pay rate by 52 weeks.
- 27 Connecticut Voices for Children (2018) analysis of 2-1-1's "Average Child Care Cost". The average annual cost of infant care was determined by averaging the weekly costs of both full-time infant/toddler center care and full-time infant/toddler home care then multiplied by 52 weeks. The weekly pay of 2 parents earning the state minimum wage followed the same calculation above and then multiplied the result by 2.
- 28 Connecticut Voices for Children (2018) analysis of 2-1-1's "Average Child Care Cost". The average annual cost of infant care was determined by averaging the weekly costs of both full-time infant/toddler center care and full-time infant/toddler home care then multiplied by 52 weeks. The median income for families with children in Connecticut was determined by an analysis of 2016 American Community Survey 5-year estimates, Table S1901.
- 29 Connecticut General Statutes. (Rev. 2017). Chapter 319rr, Sec. 17b-749c. Retrieved from: https://www.cga.ct.gov/2015/pub/chap_319rr.htm.
- 30 Connecticut Voices for Children (2018) analysis of May 2018 Care 4 Kids enrollment data retrieved from: <http://www.ctcare4kids.com/care-4-kids-program/reports/>.
- 31 Long, D., Updegrove, N., Gay, M., Ciparelli, J. & Calderon, M. (2017). Care 4 Kids in Connecticut: The impact of a program closure on children, parents, and providers. New Haven: Connecticut Voices for Children. Retrieved from: <http://www.ctvoices.org/sites/default/files/Care%204%20Kids%20Brief%20-%20TFinal.pdf>.
- 32 State of Connecticut. (2017). Governor Malloy announces families on Care 4 Kids waitlist can now apply for child care support. Retrieved from: <https://portal.ct.gov/Office-of-the-Governor/Press-Room/Press-Releases/2017/11-2017/Gov-Malloy-Announces-Families-on-Care-4-Kids-Wait-List-Can-Now-Apply-for-Child-Care-Support>.
- 33 Connecticut Voices for Children (2018) analysis of May 2018 Care 4 Kids enrollment data retrieved from: <http://www.ctcare4kids.com/care-4-kids-program/reports/>.
- 34 Connecticut Voices for Children (2018) analysis of Care 4 Kids enrollment data beginning in January of 2016 and ending in May of 2018. Retrieved from: <http://www.ctcare4kids.com/care-4-kids-program/reports/>.
- 35 State of Connecticut. (2018). Public Act No. 18-184 An act concerning the administration of certain early childhood programs and the provision of early childhood services by the Office of Early Childhood. Retrieved from: <https://www.cga.ct.gov/2018/act/pa/pdf/2018PA-00184-R00HB-05449-PA.pdf>
- 36 Silbermann, R., et al. (2018). Impact of the final FY19 budget adjustments on children and families.
- 37 Center for Law and Social Policy. (2018). Budget deal includes unprecedented investment in child care. Retrieved from: <https://www.clasp.org/sites/default/files/publications/2018/02/Budget%20Deal%20Includes%20Child%20Care%20Investment%20.pdf>.



- 38 Connecticut Voices for Children (2018) analysis of 2006 Connecticut Department of Public Health Vital Statistics Table 2B retrieved from: <https://portal.ct.gov/DPH/Health-Information-Systems--Reporting/Hisrhome/Vital-Statistics-Registration-Reports>.
- 39 Connecticut Voices for Children (2018) analysis of 2016 provisional birth data provided by the Connecticut Department of Public Health.
- 40 Mathews, T.J., Ely, D.M., & Driscoll, A.K. (2018). State variations in infant mortality by race and Hispanic origin of mother, 2013-2015. Atlanta: Centers for Disease Control and Prevention. Retrieved from: <https://www.cdc.gov/nchs/data/databriefs/db295.pdf>.
- 41 Connecticut Office of Early Childhood. (2018) Maternal, infant, and early childhood home visiting outcomes rate card pilot. Fact Sheet. Retrieved from: http://www.ct.gov/oec/lib/oec/ct_oec_miechv_rate_card_fact_sheet.pdf.
- 42 U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth, and Families, Children's Bureau. (2018). Child maltreatment 2016. Retrieved from: <https://www.acf.hhs.gov/sites/default/files/cb/cm2016.pdf>.
- 43 Center on the Developing Child. (2009). *Five numbers to remember about early childhood development (Brief)*.
- 44 Connecticut Voices for Children (2018) analysis of a 2017 report executed by 2-1-1 Child Care and commissioned by Connecticut Voices for Children annually. Report provided by Valerie Grant, 2-1-1 Child Care, United Way.
- 45 Connecticut Voices for Children (2018) analysis of 2-1-1 Child Care "Average Child Care Cost," average cost of full-time infant/toddler center based care multiplied by 52 weeks. Retrieved from: <http://www.211childcare.org/reports/average-child-care-cost/>.
- 46 University of Connecticut. (2018). Tuition & fees: 2018 – 2019 estimated direct cost of attendance for full-time undergraduates, Storrs main campus. Retrieved from: <https://admissions.uconn.edu/cost-aid/tuition>.
- 47 Connecticut Voices for Children (2018) analysis of 2-1-1 Child Care "Average Child Care Cost," average cost of full-time infant/toddler home based care multiplied by 52 weeks.
- 48 Central Connecticut State University. (2018). Fees for full-time students, Connecticut resident (undergraduate). Retrieved from: <http://www.ccsu.edu/bursar/fullTimeFees.html>.
- 49 World Health Organization & UNICEF. (2012). Early childhood and development and disability: A discussion paper. Retrieved from: http://apps.who.int/iris/bitstream/handle/10665/75355/9789241504065_eng.pdf;jsessionid=B4B9258B96DCA85234016F683E608ADA?sequence=1.
- 50 Connecticut Office of Early Childhood & Connecticut Birth to Three System. (2017). FY17 annual data report. Retrieved from: <http://www.birth23.org/wp-content/uploads/AboutB23/FY17-Annual-FINAL.pdf>.
- 51 Connecticut Voices for Children (2018) analysis of number of infants and toddlers served in state-funded programs provided by Harriet Feldlaufer, Office of Early Childhood.
- 52 Connecticut Voices for Children (2018) analysis of number of infants and toddlers referred to and eligible for Birth to Three services retrieved from: <http://www.birth23.org/wp-content/uploads/AboutB23/FY17-Annual-FINAL.pdf>.
- 53 National Association for the Education of Young Children. (No date.) What does a high-quality preschool program look like? Retrieved from: <https://www.naeyc.org/our-work/families/what-does-high-quality-program-for-preschool-look-like>.
- 54 Connecticut Voices for Children (2018) analysis of a 2017 report executed by 2-1-1 Child Care and commissioned by Connecticut Voices for Children annually. Report provided by Valerie Grant, 2-1-1 Child Care, United Way.
- 55 In 2006, the State Department of Education created District Reference Groups, which are groupings of the state's school districts based on an index that measures several socioeconomic factors of students and families in the school district.
- 56 Connecticut Voices for Children (2018) analysis of State Department of Education data provided by Ajit Gopalakrishnan.
- 57 Connecticut Voices for Children (2018) analysis of number of preschoolers served in state-funded programs provided by Harriet Feldlaufer, Office of Early Childhood.