

# RBA Report to the CT General Assembly Appropriations Committee

## Early Childhood Investment Initiative February 7, 2008



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# The Gnarly Cycle of Un-Readiness

2. When preschoolers don't have quality early learning experiences, they enter kindergarten behind.

1. When infants and toddlers don't have quality interactions with caring adults and access to health care, they enter preschool behind.

3. When children enter school behind, they are much more likely to be held back, need special education, fail CT's Mastery Tests, drop out of high school, and become engaged with the welfare and corrections systems.

And when they have children, the cycle starts anew.

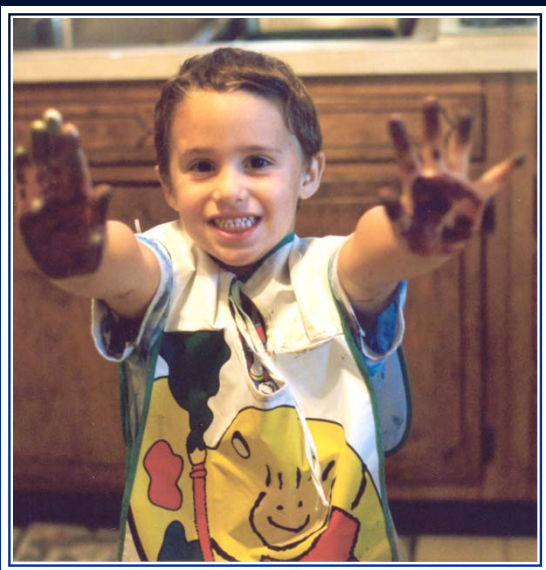
# Ready by 5, Fine by Nine: CT's Early Childhood Investment Initiative

## Core System & Service Principles

- Ready Child = Birth to 9
- Ready child requires ready family, community, school and State
- Three levels of engagement
  - Information and support for all
  - Early support and intervention where there is risk
  - Intensive service where there is HIGH risk/diagnosed problems
- Core service elements:
  - Early care & early education
  - Health care
  - Family and community supports
  - Early intervention

## Core Management Principles

- Anchor in the neuroscience of human development & the management science of outcomes accountability
- Focus on “systems” development and improvement
- Address the dual challenge of improving quality and expansion
- Do not lose commitment to program “fidelity” based on what works
- Data matters. Knowledge development and dissemination are key



## The Goals of “Ready by Five, Fine by Nine”

All Connecticut children born beginning in 2006 will enter kindergarten healthy, eager to learn, and ready for school success, and will demonstrate academic mastery in Grade 4

CT Early Childhood Education Cabinet

July 2006

# How will we measure progress in reaching these child outcomes?

## 1. Monitor age-appropriate development of vulnerable children

- Birth measures
- Results of pediatric visits
- Ages & Stages checklist for parents & providers

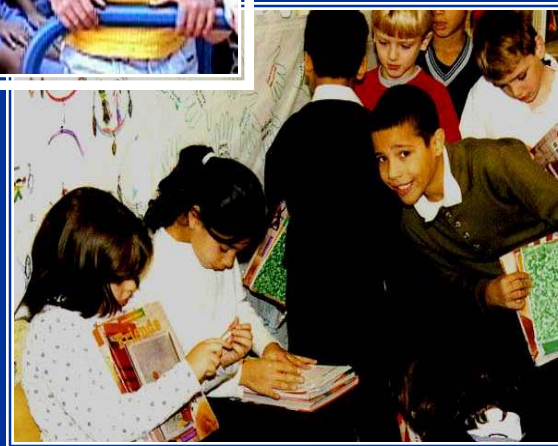
## 2. Assess the “entry to K” knowledge, skills & behaviors of all children who enter public kindergarten

- Entry to K indicator

## 3. Assess early reading success

- CT Mastery Test scores at 3<sup>rd</sup> and 4<sup>th</sup> grade

# What the Connecticut Early Childhood Education Cabinet is learning through 3 years of RBA...



# Goal I

## 2008 Population Indicators and Systems Measures

### Population Indicators

- Trends in births & diversity
- Births to infants with high risk indicators
- Well-child care (health & developmental status)
- Preschool enrollment
- Entry to K readiness

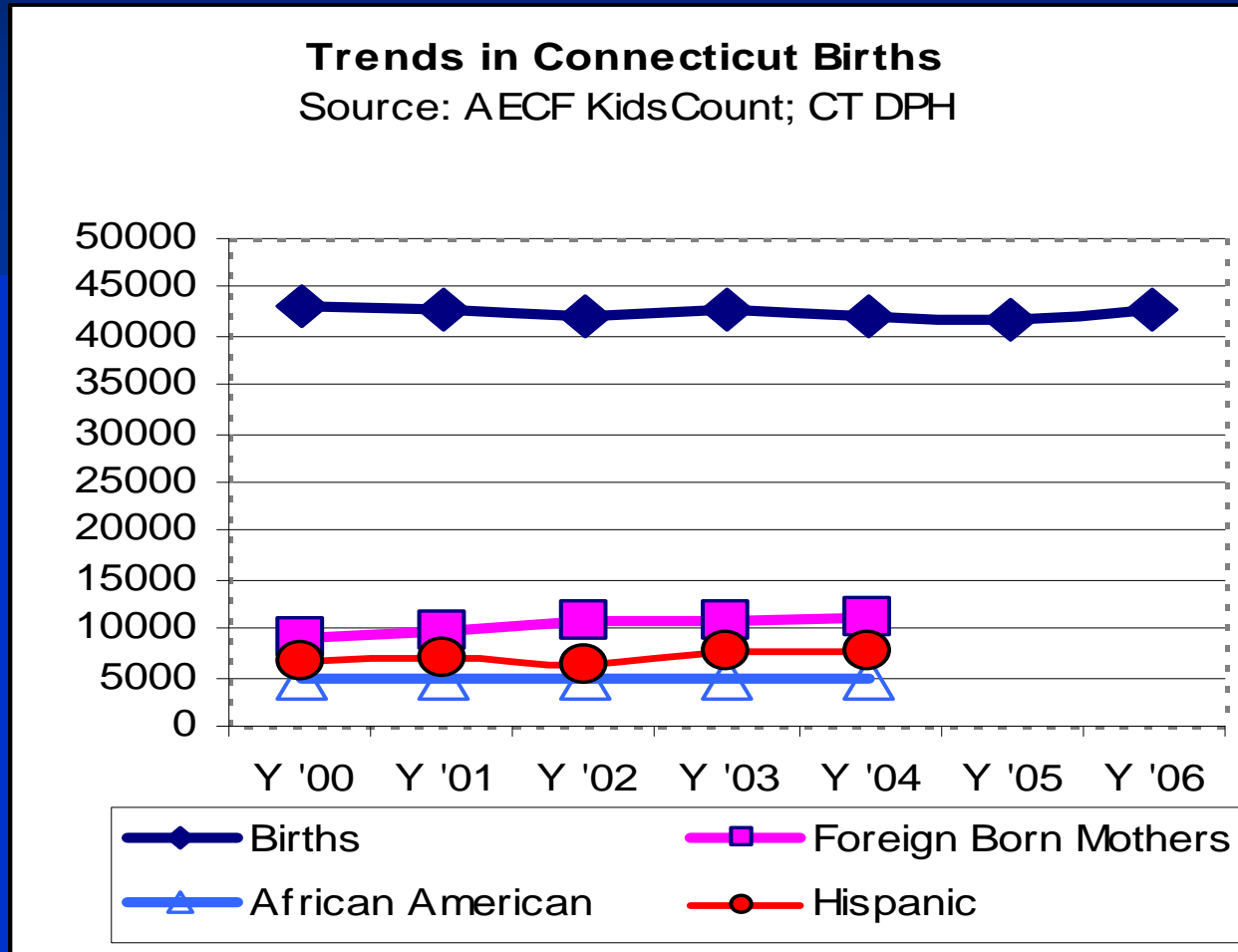
### Systems Measures

- Expansion of RBA
- Building Local Capacity
- Data development
- Increased investment in quality improvements
- Collaboration and partnerships
- Managing the investment well

# Population Indicator 1

## Trends in Births & Diversity

Connecticut's diversity is an important story (births plus immigration)



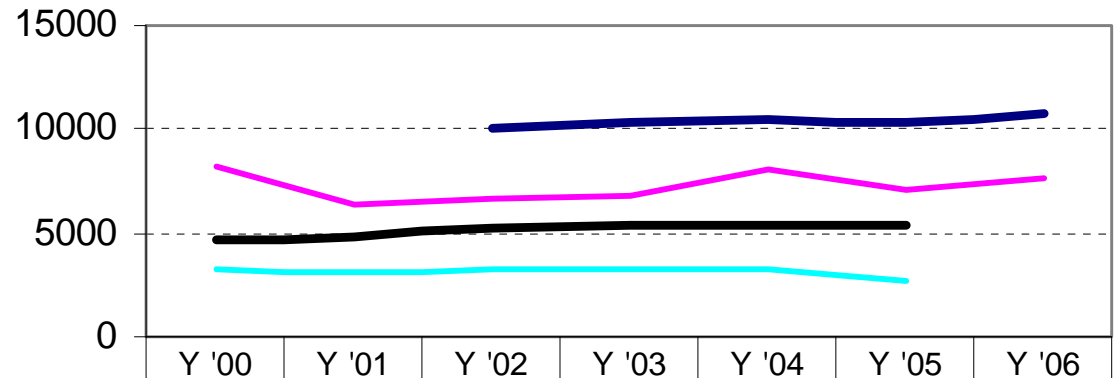


# Population Indicator 2

## Trends for Babies with High Risk Potential

Of CT's  
42,900 births,  
about 25%  
are at  
high risk

**Births with High Risk Indicators**

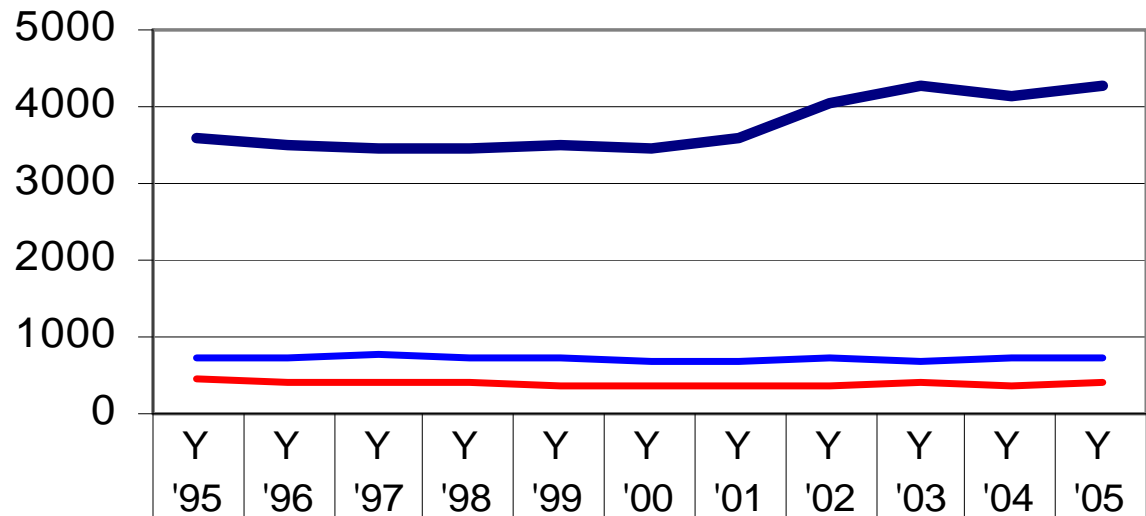


5+under 200% FPL			10080	10290	10524	10400	10711
Non-Eng Home Lang	8209	6397	6720	6860	7998	7072	7712
Mo W/O HS	4623	4777	5208	5402	5346	5417	
Low Birth Weight	3199	3143	3258	3218	3273	2619	

# Using the Data to Find At-Risk Babies

**Priority School Districts account for 79% of these births**

Births to Mothers W/out a HS Degree: 1995-2005



	Y '95	Y '96	Y '97	Y '98	Y '99	Y '00	Y '01	Y '02	Y '03	Y '04	Y '05
Priority	3589	3481	3471	3441	3492	3452	3608	4059	4259	4150	4294
Competitive	731	739	753	730	716	695	676	719	697	724	726
All Other	461	423	427	391	365	372	386	365	402	386	397

# The Priority District & Competitive Districts Towns

## ■ The 19 Priority School Districts

Ansonia, Bloomfield, Bridgeport, Bristol, Danbury, East Hartford, Hartford, Meriden, Middletown, New Britain, New London, New Haven, Norwalk, Norwich, Putnam, Stamford, Waterbury, West Haven, Windham

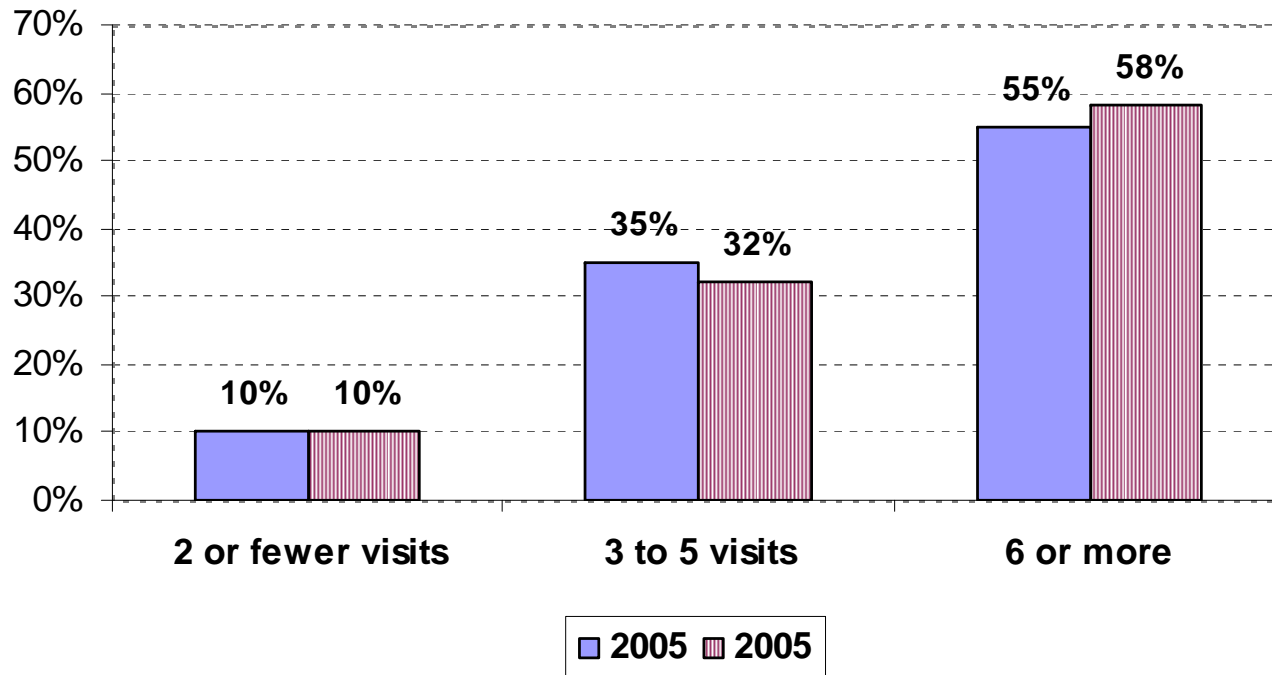
## ■ The 44 Competitive School Districts

Andover, Ashford, Branford, Brooklyn, Canterbury, Chaplin, Colchester, Coventry, Derby, East Haven, Eastford, Enfield, Greenwich, Griswold, Groton, Hamden, Hampton, Killingly, Ledyard, Lisbon, Manchester, Mansfield, Milford, Naugatuck, North Canaan, Plainfield, Plymouth, Preston, Shelton, Sprague, Stafford, Stratford, Scotland, Seymour, Winchester/Winsted, Windsor, Wolcott, Woodstock

# Population Indicator 3

## Well-Child Visits for Young Children in HUSKY

Well-Care Visits Received Among Continuously Enrolled HUSKY Children (to 15 months of age)



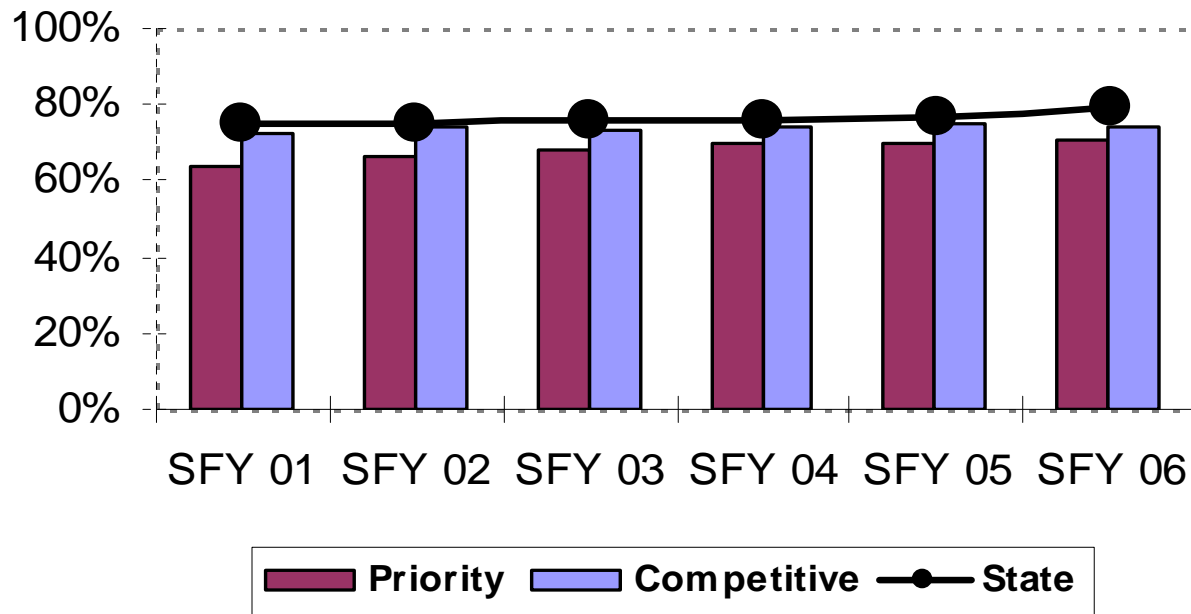
Four in ten very young children in HUSKY did not get the recommended number of well-child visits

# Population Indicator 4

## Preschool Attendance at Age 4

### Trends in Preschool Attendance Among 4 Year Olds

Source: SDE Parent Reports



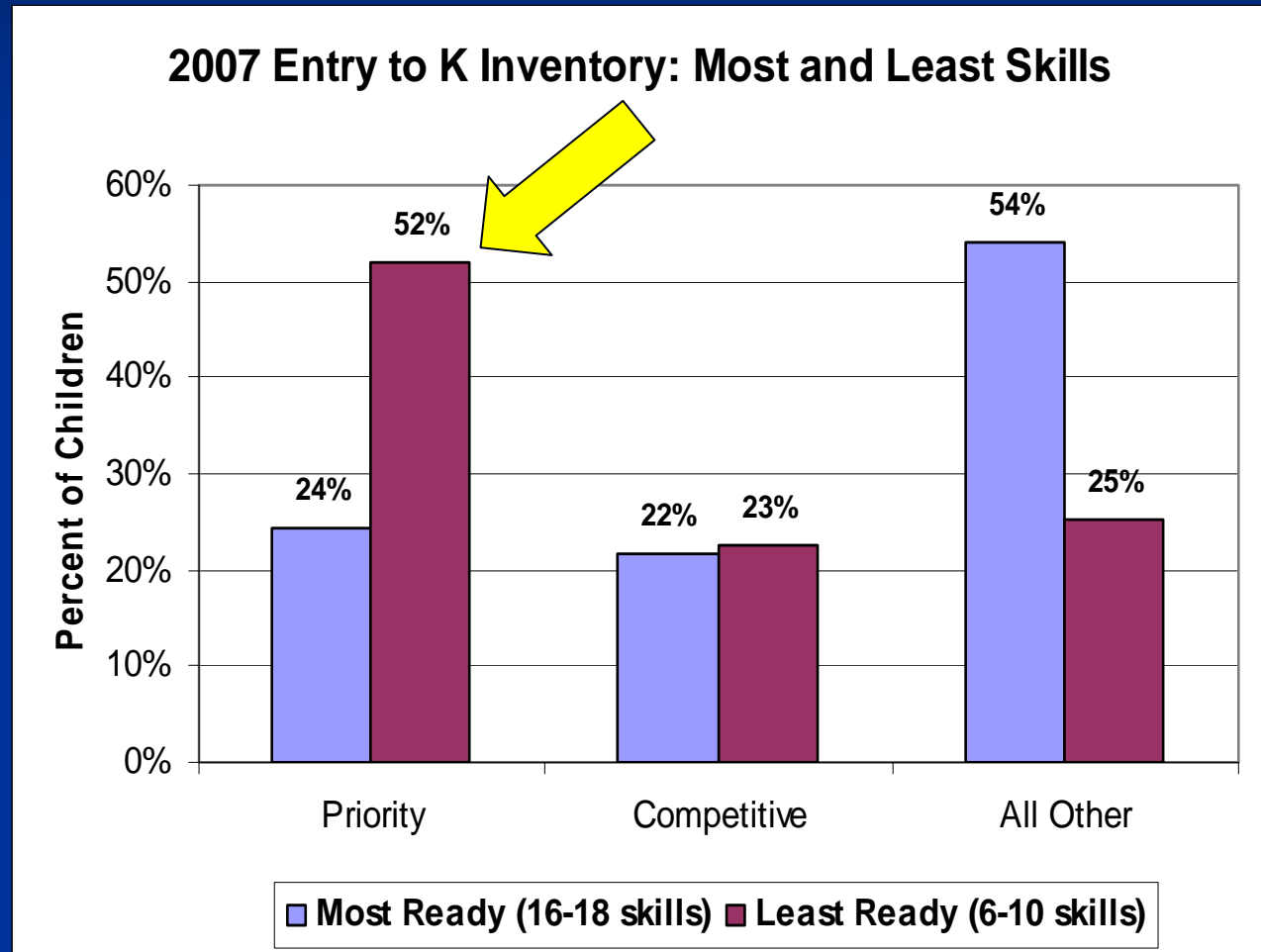
**E. Hartford 48%**  
**N. London 59%**  
**Waterbury: 60%**  
**Ansonia: 62%**  
**N. Britain: 64%**

**Woodbridge 90%**  
**Simsbury 92%**  
**Westport 96%**

# Population Indicator 5

## Entry to K Inventory “Readiness”

Half of entering kindergartners from Priority School Districts lack most of the skills needed for K success



# The Story Behind Goal I Population Indicators

- The numbers of children living with risk indicators for school un-readiness and health challenges are increasing
- We know where they live
- We need to focus on poor children regardless of their town of residence
- We need to focus on towns with concentrations of children at risk and work across agencies to address their needs beginning at birth
  - The 19 Priority School Districts (SDE designation)
  - The 44 Competitive School Districts (SDE designation)

# A Sampler of State Early Childhood Fiscal Investments for SFY 08 & 09

## Early Intervention

- Birth to Three Expansion: \$ 913,000 → \$ 2.1 Million

## Preschool Expansion and Improvement

- Preschool Slot Expansion: \$6.5 Million → \$21.5 Million
- Preschool Space Expansion: \$2 Million → \$ 4 Million
- SRP Rate Parity for DSS Centers: \$2 Million → \$4 Million
- Head Start Increase: \$1 Million each year
- Higher Ed ECE Workforce: \$ 500,000 each year

## Health Care Expansion

- HUSKY Expansions: \$\$\$\$\$\$

## Early Childhood Education Cabinet: Quality, Management, Data Improvements, Research Network, Local Investment

- \$8 million over two years



# How Did the Cabinet Allocate its SFY 08 Funds?

## 1. Family and Community Support

- Parent Trust Fund (\$100,000) with WCGMF co-investment (\$100,000)
- Community Capacity Building Grants (\$525,000) with WCGMF co-investment (\$300,000+)

## 2. Preschool Expansion and Quality Improvement

- Preschool Quality Improvement: ECERS and Local Program Improvement Funds (\$900,000)
- Statewide Preschool Quality Rating & Improvement Plan and public Quality Rating Scale (\$175,000)
- Develop ECE Workforce Plan (\$50,000)
- ECE Workforce Data Registry (\$100,000)
- Support PreK Facilities Expansion (\$275,000)

# How Did the Cabinet Allocate its SFY 08 Funds?

## 3. Accountability, Research and Management

- Data Improvements (\$200,000)
- Early Childhood Research Network and studies (\$300,000)
- Cabinet 3<sup>rd</sup> Year RBA TA/training and Accountability Plan (\$100,000)
- Cost-modeling support for the Child Poverty and Prevention Council (\$50,000)
- Early childhood health systems cost modeling (\$25,000); Foundation match (\$50,000)
- Office of the Cabinet: 4 staff members (\$360,000)
- Early Childhood Research and Policy Council cost-modeling and management studies (\$100,000)

# RBA Systems Measures Summary

## 1. Expanded RBA

- Added 23 more RBA programs from Year 1 to Year 3
- Goal I (Ready by Five in Year 1). Goal II (Fine by Nine in Year 3)

## 2. Increased Local Capacity Investment

- Year 2: 3 communities with plans
- Year 3: Public-private investments in 27 communities
- Year 3: Public-private investments in Parent Trust Funds

## 3. Increased Data Development: Year 3

- 10,200 preschool students have unique student identifiers
- Early Childhood Workforce Registry online and 2,650 preschool teachers entered into Registry
- Cross-agency data development project launched

# RBA Systems Measure Summary

## 4. Increased ECE Quality Investment: Year 3

- \$1.3 more for SRP quality evaluation and improvement
- Begin Quality Rating & Improvement Systems Plan

## 5. Cabinet Collaborations & Partnerships: Year 3

- New public-private partnership with Graustein Fund
- 12 formal interagency agreements
- 3 collaborations with national foundations

## 6. Resource Management & Accountability: Year 3

- Public-private investments in 27 communities
- Public-private investments in Parent Trust Fund
- Preschool expansion on target (2,000 over two years; more possible)
- Legislatively-mandated plans under development: PreK Facilities, ECE Workforce, QRIS and Accountability Plans

# The Story Behind Goal I Systems Measures

- The Early Childhood Education Cabinet, and its member organizations/partners, constitute an increasingly effective “collaborative management” organization
- RBA is helping us to focus on our data needs and to improve our capability for outcomes analyses. Substantial data work remains, within and across agencies
- We are becoming effective in finding co-investment partners
- We are managing our resources well but have identified some important management barriers (e.g., data sharing; contracting process and timeframes; time to payment)
- We have identified some legislation changes that would enable the preschool expansion to better meet its five year goals.

# A Sample of Some Legislative Changes That Will Help Us Move Forward

- Refinements to the School Readiness Program. NOTE, we do not need new funding for these:
  - Flexibility in formula allocation across Priority Districts
  - Common rate structure for Priority and Competitive Districts
  - COLA for SFY 08 and SFY 09
  - Increase in administrative funds so communities can manage the increased program expansion (slots & spaces)
  - Pilot portability of funds in Sheff-proximate districts (e.g., dollars follow the child – Investment Plan recommendation)
- Assigning SASIDs (unique student identifiers) to all preschool-enrolled children
- Pilot “master contracts” in one or more of 27 communities that develop approved B-9 plans using RBA (Infant-Toddler framework recommendation)
- Adding parent representation to the Cabinet
- Making a legislative commitment to a multi-year period of school readiness expansion

# Still to Come in SFY 08

## 1. K-3<sup>rd</sup> Grade Systems Framework (Goal II)

- Under review now by the Cabinet

## 2. SFY 08 Preschool Expansion

- 600 slots sought by CGA; 1,000 expected to open in SFY08
- Expect 1,000 additional in Priority Districts in SFY 09
- Could open nearly 1,000 more in Competitive Districts with additional funding
- Analysis transmitted in January to Appropriations Committee

## 3. PreK-3<sup>rd</sup> Transition and Alignment Institute with Kellogg Foundation

- Co-hosted with Cabinet and State Department of Education
- Funds for spring 2008 Institute to be contributed by Kellogg

## 4. PreK-3<sup>rd</sup> Grade Longitudinal Study

- National Institute for Early Education Research is preparing designs, expected by end of February 2008; Study to begin around 7.1.08

## The Last Word...

“Policies that seek to remedy deficits incurred in early years are much more costly than early investments wisely made, and do not restore lost capacities even when large costs are involved. The later in life we attempt to repair early deficits, the costlier the remediation process.”

James H. Heckman, Ph.D.  
Nobel Laureate in Economics, 2000