

**TA Learning Table – Application**

**State/Territory Application for Participation in the Learning Table series on Creating an Effective Technical Assistance System to Develop High Quality Early Learning Programs.**

Instructions: By completing this online application, you are applying on behalf of your state or territory to participate in the Learning Table Series on Creating an Effective Technical Assistance System to Develop High Quality Early Learning Programs. Only one application per state or territory will be accepted and the due date is December 3, 2012. Please make sure you are coordinating with other leaders in your state/territory to assure that there is only one submission. The purpose of the application is to understand the state commitment to deep investigation of the TA system. States at a variety of levels in TA systems development will be considered for participation. The boxes for essay questions will only hold 2000 characters (about ½ page of print) so you might want to do it in a word document then cut and paste the essay into the application.

1. State/Territory Name: **Connecticut**

Is your state a RTT-ELC state?  No      \_\_\_ Yes Round 1      \_\_\_ Yes Round 2

2. Contact Person for Application:

Name              Carlota Schechter  
 Position/Title    Early Childhood Planner Team  
 Organization     State Department of Education  
 Email              Carlota.Schechter@ct.gov  
 Phone             860 713-6797

3. Do you have a Quality Rating and Improvement System? If yes, describe the current status. **No**

4. Technical Assistance Support Elements (Check the appropriate columns)

Technical Assistance Support Element	Yes	In Process	No	Not a Priority
A. Credentials: Have you established credentials for Technical Assistance Providers (TAPs) for your state/territory?		X		
B. Does your state specify entry level requirements for TAPs?	X			
C. Pathways/Lattice: Are TAPs part of the Professional Development (PD) pathway in your state/territory?			X	
D. Do you offer preparation for technical assistance (TA) roles or ongoing support and training?			X	
E. Data: Does your state/territory collect data on TAPs? (Outputs and outcomes)		X		
F. Common Terminology: Has your state/territory adopted the TA Glossary?			X	
G. Core Knowledge, Competencies (CKCs): Have you established CKCs for TAPS in your state/territory?		X		

<p><i>H. Notes on any of the above entries</i></p>	<p><i>Currently TA is delivered within the context of specific programs – Head Start, School Readiness, Public Schools, Special Education, and Family Child Care. Our primary goal is to coordinate these efforts under one umbrella to ensure that all providers have access to the TA that meets their needs. We have many excellent TA efforts in Connecticut, but they lack systemic coordination. As a result, TA is not distributed equally. There are sectors and parts of the state that are under served. All TA is not of consistent quality and there is redundancy. We do not have a centralized portal for information about TA state wide. In regards to the above selections, (A) Individual systems have their requirements. For example, the Early Childhood Consultation Project has requirements for mental health consultants. The State Department of Education and Accreditation Facilitation Project and Head Start TTA have requirements for those hired and employed to provide TTA on Accreditation, School Readiness (our state pre-K program) and Head Start related initiatives and processes, respectively. In addition, CT has the approval system within Charts-A-Course for trainers (TAP) which now includes direct observation of trainers; (B) CT has established licensing requirements for health, education, nutrition, social service and oral health consultants to programs; (E) The Charts-A-Course Registry collects some data on TAPs, with additional data being collected more recently related to health consultants and medication administration training.</i></p>
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5. Why is your state interested in being part of the TA Learning Table? What would your state most like to learn or gain from participation?

*This is a particularly propitious time for CT to work on a TA system. We are in the midst of two important efforts here in Connecticut that provides us with a window of opportunity to coordinate our early childhood technical assistance. We are currently engaged in:*

- Planning for a new early childhood system, and*
- Developing a QRIS.*

*Both efforts are on a fast track and are important priorities of our Governor and have legislative support. In addition, they are both inclusive of all sectors. The QRIS will involve the development of an integrated TA model which crosses program and provider types. The Governor has appointed a three-member Early Childhood Planning Team to propose an integrated structure for EC governance for Connecticut. The Early Childhood planners are building on the foundational work of the Early Childhood Cabinet (State Advisory Committee) and the many workgroups who have prepared the Early Learning Challenge application for Connecticut (not funded). These groups are developing new early learning standards, have proposed a QRIS model, and are engaged in many other activities which will form the basis of an integrated TA model. The Planners have been working with BUILD to develop a governance plan which is due to the Governor early in 2013. This plan will support the implementation*

*of a cross-sector TA model. As Connecticut is currently in the process of developing an early childhood governance and QRIS system, there is an increased level of flexibility to learn and implement key considerations offered through participation in the learning table.*

6. Share information about where your state is in development of your TA system. (e.g. Are you considering or doing a redesign? Are you expanding TA because of QRIS? ) What are 3-5 primary goals or outcomes of your work on your TA system building in the next few years?

*In accordance with recent legislation for the establishment of an early childhood education and development system (P.A. 11-181), the Governor issued an executive order creating an Early Childhood Planning Office that is charged with making recommendations for a coordinated early childhood system and a respective governance structure. Included in those plans for an early childhood system will be the recommendation for a Quality Rating and Improvement System that reflects a coordinated system of training and technical assistance to effectively promote program improvement. This learning table presents the opportunity to connect with additional knowledge and resources needed for our state to continue moving forward with those goals. Connecticut has strong interest in the lessons learned from other states that are further along in this process.*

*The desired outcomes of our work toward systemic TA delivery include, but not limited to, (1) increased collaboration across EC sectors to create a unified TA model, (2) minimized duplication of efforts, (3) expanded scope of technical assistance to be more inclusive of the diversity of early care settings, and (4) pool limited resources to increase sustainability of existing TA initiatives.*

7. Describe opportunities and challenges in your state with regard to TA system development. (e.g. funding, collaboration, public will)

*Connecticut is currently in the process of planning, developing and implementing key pillars of an effective delivery system for early childhood and development services which poses a challenge to ensure that the tenets of those pillars, such as an effective the TA system, are integrated into the system in a functional and sustainable way. While there is public and political will for the development of a system of Technical Assistance, the current landscape of multiple sectors, with a wide range of priorities, and the magnitude of aligning and integrating the elements of the systems with limited state resources, pose significant challenges. These challenges are not unique to the development of a TA system and are the very challenges that are being addressed in our broader early childhood systems building efforts. As we put a new EC governance structure in place for Connecticut we will be poised to address the challenges to developing a coordinated TA system.*

8. Do you use a specific Technical Assistance framework? (e.g. specific coaching model (s), principles that guide onsite consultation) If so describe this and how you orient new TA practitioners.

*The varying TA initiatives in Connecticut are grounded in frameworks specific to the programs targeted; our State Department of Education, for example, has developed a specific coaching model but other TA models are used in other programs. This learning table will provide us with the rare opportunity to bring together important stakeholders representing current TA activities in the state in an effort to begin the process of coordination that will be called for in the development of our QRIS and in the roll out of our new early childhood governance structure. As we are in the planning process for both these efforts we will particularly benefit from the lessons learned as other states have worked through these same issues.*

9. Does your state have or are you working on Cross systems TA development? (e.g. Head Start, Early Intervention, Pre-K, Infant Toddler, Health and Safety, Early Childhood Mental Health) if so, describe

Connecticut utilizes a cross sector approach to training and technical assistance whenever feasible. Most recent is the joint Technical Assistance process that took place with the Office of Child Care, the State Department of Education, the Department of Health and the Early Childhood Education Cabinet in the development and implementation of a Technical Assistance Plan with cross sector participation. Through the Child Care T/TA Plan, CT has been able to participate on learning tables and acquire guidance on developing and validating a QRIS. Such collaborative efforts with T/TA have also been the evident in several infant toddler initiatives, including a 3-day Infant Toddler Institute and an upcoming year-long head Start CSEFEL cross-sector training initiative that includes Head Start--TTA Center, Collaboration Office, State Association, Part C, Part B-619, and the state's ECCP Mental Health Consultation Network. Participants also include Early Head Start managers and teachers, non-Head Start child day care staff, Early Childhood Consultation Project staff, local mental health consultants, and Part C and Part B-619 partners.

10. List the proposed members of your learning table team. Include position, agency and a brief explanation of why they would be important to include on your team. List up to eight people. Team members should include (but not limited to) leaders who are involved in QRIS administration; involved in planning and implementing your state's professional development system; and involved in your state's training and technical assistance system. You might also consider including funders, a representative of an early learning program, and cross-sector program representatives

Name	Job title and agency	What this person brings to our team
1. Deb Flis	Director, Accreditation Facilitation Project (AFPS) and Quality Initiatives, Connecticut Charts-A-Course (CCAC) <a href="mailto:dflis@ctcharts.org">dflis@ctcharts.org</a> 203-407-6648	Directs all regional AFPS which offers technical assistance to programs to achieve NAEYC accreditation and co-chairs the QRIS workgroup of the State Advisory Council.
2. Michelle Levy	Early Childhood Education Consultant, State Department of Education <a href="mailto:michelle.levy@ct.gov">michelle.levy@ct.gov</a> , (860) 713-6756	Coordinates Professional Development and Technical Assistance to early care and education programs and public school districts; developed statewide model of training on Cycle of Intentional Teaching and serves as program manager for the state funded Child Development Centers
3. Peter Palermينو	Program Manager, Department of Social Services <a href="mailto:Peter.Palermينو@ct.gov">Peter.Palermينو@ct.gov</a> , 860-424-5006	Oversees the Child Care and Development Block funding that outlines some of the state's training and technical assistance through quality enhancement funding.
4. Joan Parris	Director, Early Childhood Education, Norwalk Community College <a href="mailto:Jparris@ncc.commnet.edu">Jparris@ncc.commnet.edu</a> , 203-857-3381	Co-chairs the Professional Development/Workforce Workgroup of the State Advisory Council and is the designee of the Commissioner Board of Regents (Higher Education) on the Council.
5. Darlene Ragozzine	Executive Director, Charts-A-Course(CCAC) <a href="mailto:dragozzine@ctcharts.org">dragozzine@ctcharts.org</a> , 203-407-6644	Oversees all components of CCAC which includes the Connecticut's Registry of Early Care Providers and Consultants, Scholarship Assistance Program, Career Counseling, Training Program in Child Development and Accreditation

		<i>Facilitation Project.</i>
6. <i>Carlota Schechter</i>	<i>Member of the Early Childhood Planning Team, Early Childhood Planning Office, State Department of Education</i>	<i>Active in the development of plans for a statewide governance structure and a system for early childhood education and development. In addition, she brings a historical knowledge of CT's Higher Education System.</i>
7. <i>Sherri Sutera</i>	<i>Program Manager, 211 Child Care, United Way of Connecticut <a href="mailto:Sherri.Sutera@ctunitedway.org">Sherri.Sutera@ctunitedway.org</a>, 860 571-7544</i>	<i>Oversees the state Child Care Resource and Referral Service and the professional development offerings to family friend and neighbor care, licensed center based and family child care providers. Administers the state child care subsidy program.</i>
8. <i>Grace Whitney</i>	<i>Director, Head Start Collaboration, State Department of Education <a href="mailto:Grace.Whitney@ct.gov">Grace.Whitney@ct.gov</a>, 860-713-6767</i>	<i>Provides funding to Head start programs and provides trainings to promote effective consultation within and amongst Head Start and Early Head Start programs.</i>

11. Is there any additional information not included above that you would like the review team to know to support your application?

*Connecticut is committed to the development of a robust delivery system of training and technical assistance and seeks out resources to support that goal. One such resource has come through active participation of a CT team at each of the NAEYC pre-Institute State Professional Leadership Team Work Days that facilitates continual work on our professional development systems.*