



Charting Our Course in Tough Economic Times

Challenges & New Opportunities to Promote Healthy,
Successful Young Children

**Connecticut State Board of Education
May 6, 2009**

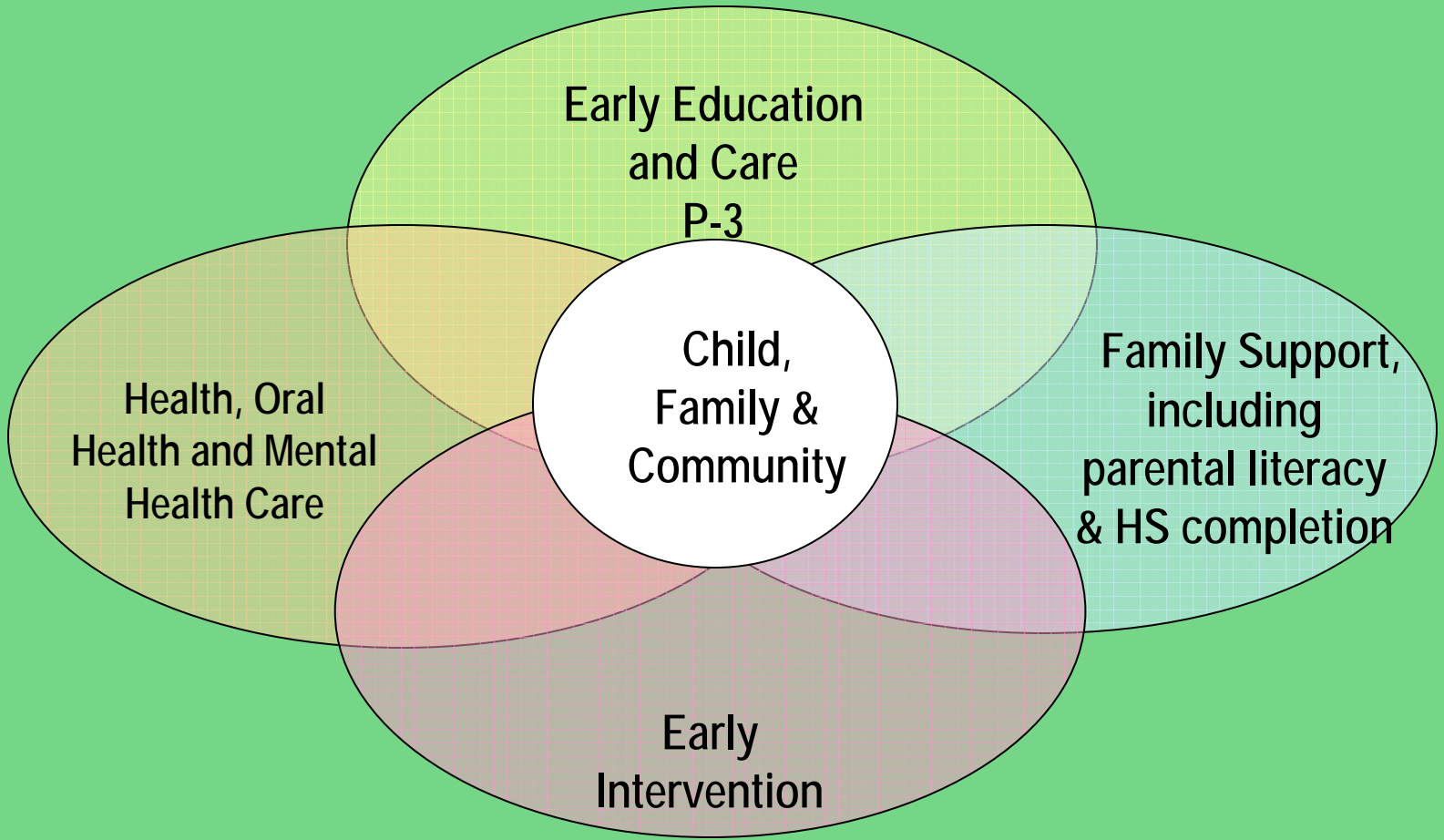
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Co-Chair, Early Childhood Education Cabinet**

Connecticut's Early Childhood Investment Goals

All children, beginning with those born in 2006 will:

- Reach age-appropriate developmental milestones each year, birth through five
- Enter kindergarten healthy and with the knowledge, skills and behaviors necessary for early school success, and
- Demonstrate reading mastery by the fourth grade.


To accomplish this, CT envisions a seamless system of service & support in the years B-9 where public education is a major institutional player



We face major challenges....

Too many students
enter kindergarten
w/out needed skills

More very young CT
children are at risk
for early developmental
challenges (B-3/5)



Child Health,
School
Readiness &
Success

Continued
elementary school
achievement
gap in reading

Current economics reduce
the likelihood of
new state fiscal
investments

We have major opportunities....

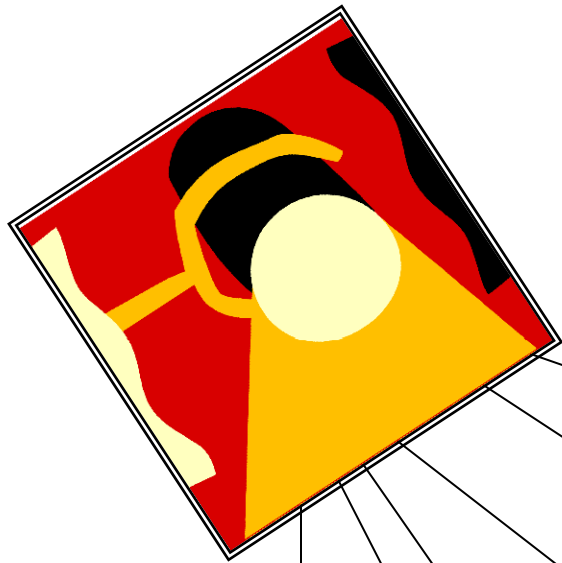
Continued partnership w/ National Science
to Policy Initiative (B – 3)
---- NGA, NCSL & Harvard Center on the
Developing Child

New data development,
analysis and reporting
opportunities

SDE,
State Board
& Cabinet or
successor
entities

2nd year continued
participation in
Kellogg Foundation
PreK-3rd grade initiative

New federal and private funding opportunities,
including through ARRA and philanthropic partnerships

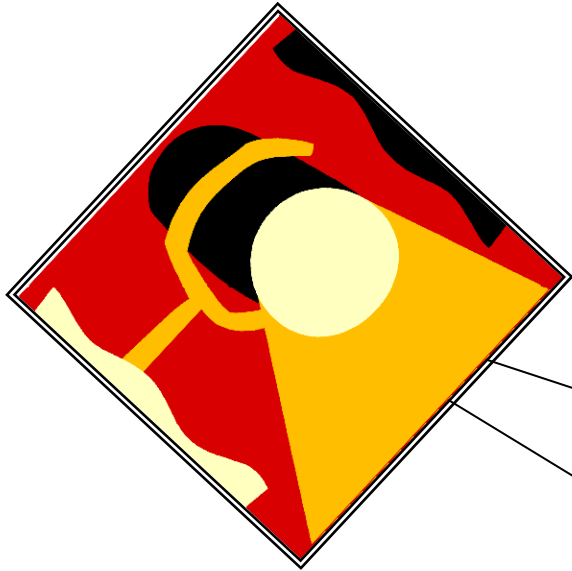


Part I: Data Matters SPOTLIGHT

Cabinet
Birth Cohort

Public
School
K's

Public
School 3rd
Graders



Data Matters
SPOTLIGHT on YOUNG CHILDREN

Goal: All of children born beginning in 2006 are healthy and ready for school at K and reading at the state goal in 3rd grade

2006: Born

2009: Enter Preschool at age 3?

2010: Enter Preschool at age 4?

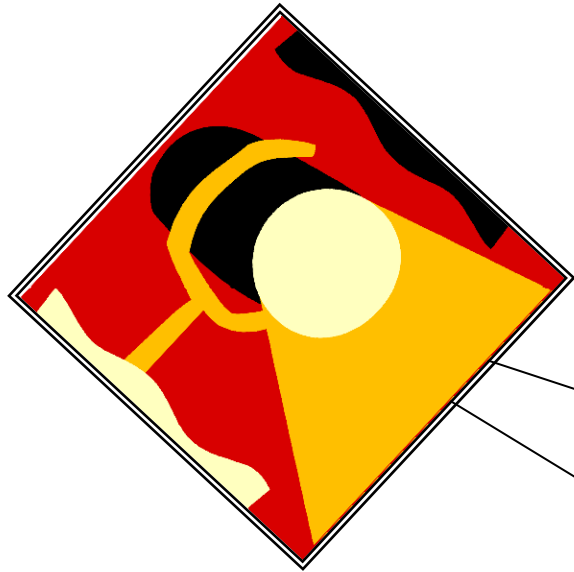
2011: Enter K

2015: Enter 3rd grade

2020: Enter HS

2023: Graduate from High School

Cabinet
Birth Cohort
2006



Data Matters
SPOTLIGHT on AT RISK CHILDREN

2006

41,789 Births

18,279 @ 185% FPL (44%)

8,112 mothers w/inadequate prenatal care (19%)

14,132 have an unmarried mother (34%)

3,881 have a teenage mother (9.3%)

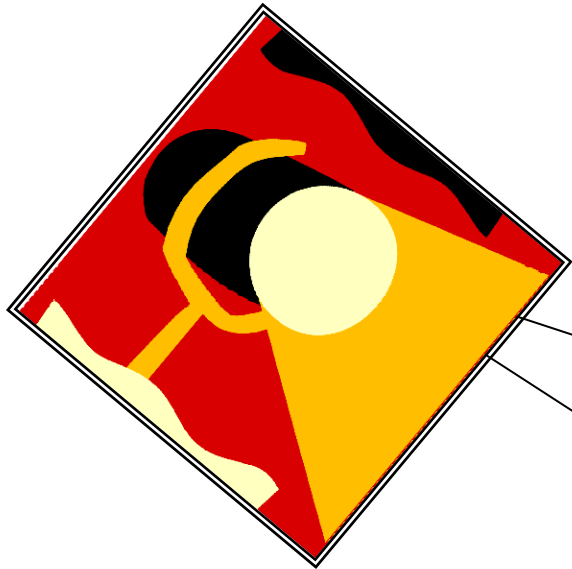
4,597 have a mother w/o HS degree (11%)

7,036 referred to B-3 for delays (16.8%)

4,150 accepted/enrolled B-3 as of 3.1.09 (10%)

Cabinet
Birth Cohort
2006

How many will be “ready at 5” in
2011 and “fine by 9” in 2015?



Data Matters
SPOTLIGHT on AT RISK CHILDREN

Entering Kindergartners

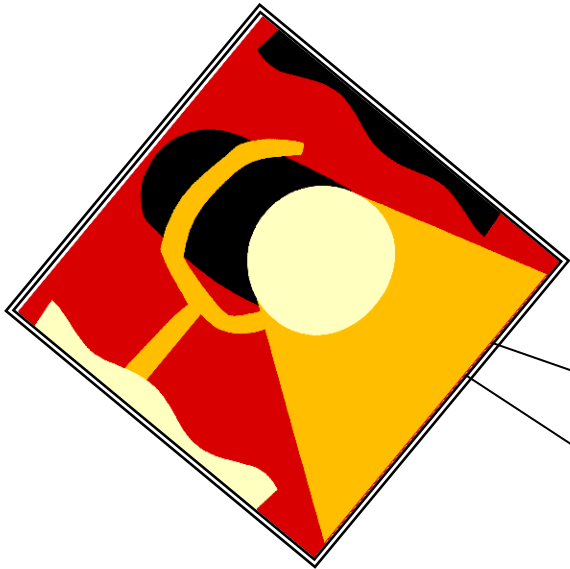
2006
No Teacher Rating Entry to K Inventory Scores by Student

2007: Total rated by K teachers: 38,674
11,345 Lowest Skill Literacy Level (29%)
9,699 Lowest Language Level (25%)

2008: Total rated: 40,258
10,111 Lowest Literacy Skill Level (25%)
9,263 Lowest Language Level (23%)

Public School K's

This IS the “preparation gap” ...
Is it also the pre-achievement gap?



Data Matters
SPOTLIGHT on AT RISK CHILDREN

Third Graders in Public Schools

2006
12,760 Reading Basic/Below (30.8%)
Total tested: 41,460

2007
12,787 Reading Basic/Below (30.7%)
Total tested: 41,652

2008
12,998 Reading Basic/Below (31.6%)
Total tested: 41,133Th

Public
School 3rd
Graders

This IS the achievement gap...
How can we prevent it?



Data Matters SPOTLIGHT on AT RISK CHILDREN

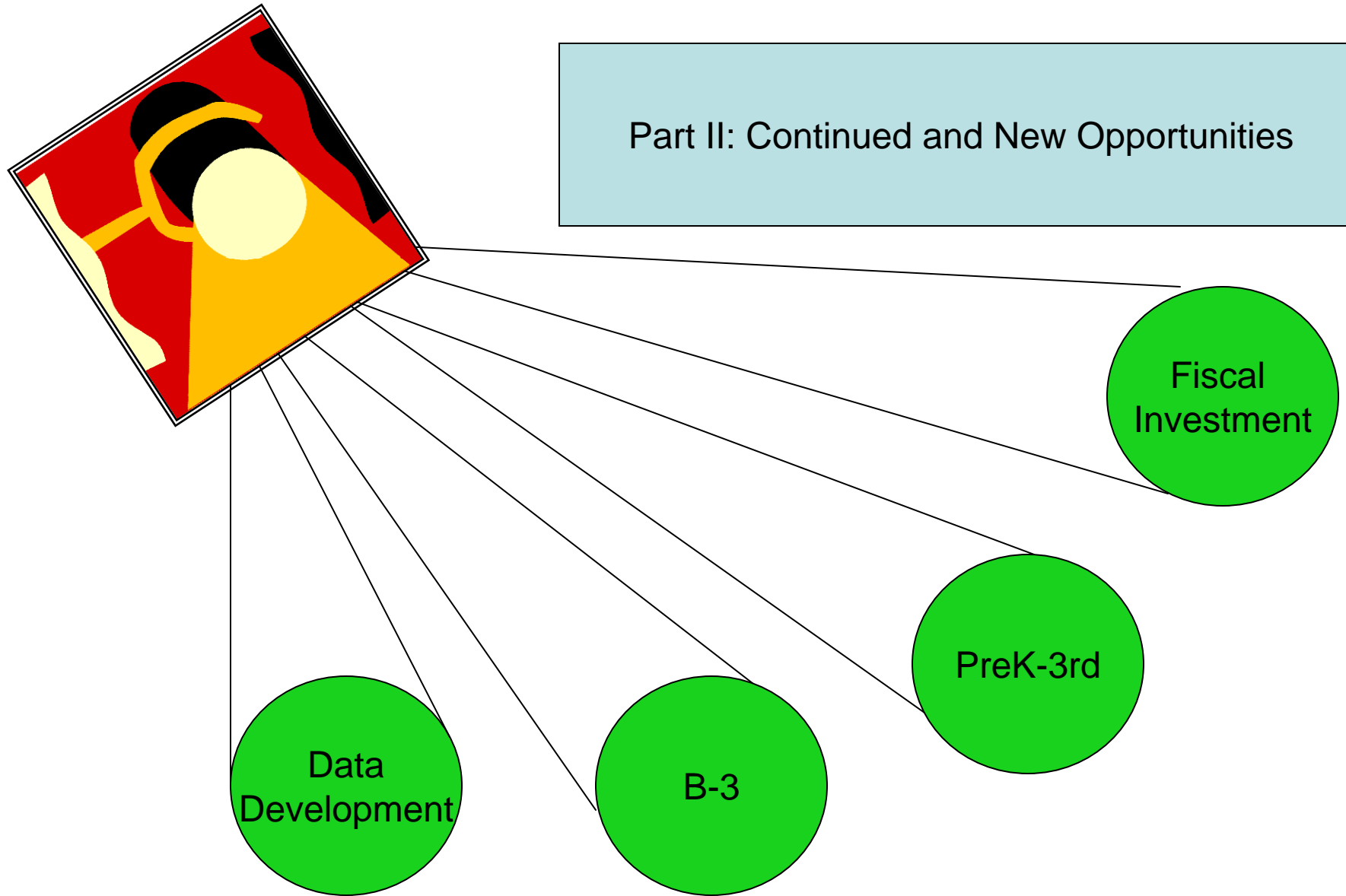
1. We can now identify very young children with significant and multiple risks in the first 3 to 5 years of life (likely 10,000 to 18,000 children in each age group). We need to improve, coordinate, assess and track the results of our interventions with these children (and their families) so they are "Ready by 5."

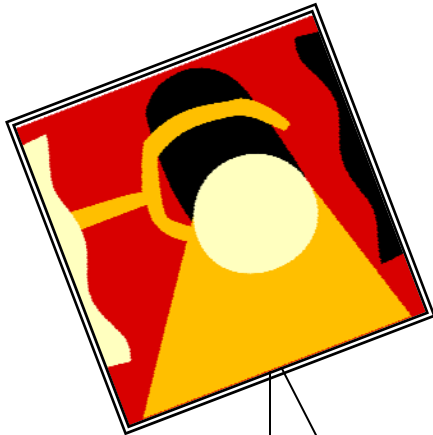
The Bottom Line?
Focus on the Kids
B through
3rd Grade

2) We can now identify those kindergartners -- by teacher, school & district -- who **already need** intensive help to achieve expected skill levels (in language, literacy & math). This cohort is about 9,000 to 10,000 five year olds in the public schools. Using the evolving Early Childhood Information System, we must track their progress K-3 so that they are "Fine by 9."

3) We can also identify -- at K and at 3rd grade -- those students who are at "goal" but are living in circumstances that would predict otherwise. This cohort is about 3,900 3rd graders. We need to "look backward" and identify what worked to build resilience and what propelled them to school readiness and early academic success.

Part II: Continued and New Opportunities

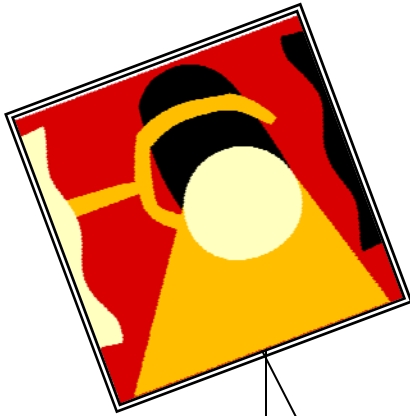




Data
Development

Part II: Continued and New Opportunities: DATA MATTERS

1. Early Childhood Data Systems development continues
 - Unique child identifiers (SASIDs)
 - Early Education and Care Workforce Registry
 - Unique program ids to be built
2. National partnerships being formed re data
 - Data Quality Campaign
 - National Governors Association
 - Multi-site Open Indicators Initiative
3. Partnership with University of CT CHIN as cross-agency federated data system moving forward



B through 3

Part II: Continued and New Opportunities Birth Through Three (or 5)

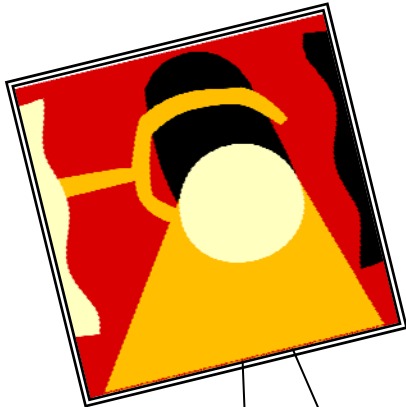
1. Gruendel continues role as one of 11 policy leaders nationally to serve on Working Advisory Group to the National Early Childhood Science to Policy Initiative
2. Professor Pat Levitt, USC, will spend two days in CT – June 17 and 18 – presenting latest neuroscience findings on B-3/5 to Judicial Branch, DCF, CT Pediatricians & child psychiatrists
3. CT expects to receive \$4 million over three years from RW Johnson Foundation to replicate and learn from CT's Child FIRST early intervention model, beginning summer of 2009



PreK-3rd

Part II: Continued and New Opportunities PreK-3rd Framework & Partnership

1. CT is highlighted at national Kellogg Foundation and Education Commission on the States Forum in March. Gruendel – McQuillan article one of two state reports included
2. ECS has requested 2nd year Kellogg funds for the 5 states in this partnership (CT, OH, PA, MS, AZ) for continued peer learning across states
3. CT's next steps to move to a PreK-3 framework is outlined in CT Case Study above
4. New SDE Entry to K data allows us to look at curriculum, alignment, and professional development needs at the intersect of PreK and K-3 across the state



New
Funding

Part II: Continued and New Opportunities Fiscal Investments

1. SDE is moving forward with comprehensive ARRA planning and funds guidance, linked to early investment as one priority area
2. We are actively pursuing opportunities to develop grant applications for Race to the Top ARRA funds, esp. re data development
3. We have just formalized a partnership with CPTV to apply for federal funds to test the use of public broadcast learning materials as a curriculum support
4. 14 of the Needs Improvement Districts under NCSL are among the 23 Cabinet-foundation funded B-9 planning communities. We are linking these two areas of work to leverage funding and community involvement.
5. We are actively engaging the national and CT foundation sector in specific initiatives related to early investment, including RWJ, Annie E. Casey and Kellogg.



This glass represents
Connecticut. It is more than half full.

That is good to remember
in these tough economic times.

We must have better outcomes for our young
children. SDE can, and must, lead the way.