

Future Success Scorecard

Future Success Scorecard

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FUTURE SUCCESS

All Connecticut Children Grow Up Prepared to Lead Successful Lives.

Time Period

Actual Value

Forecast Value

Current Trend

Baseline %Change

I

Headline

Reading Proficiency (NAEP)

PDF

PDF

Data Source: National Assessment of Educational Progress (NAEP) Results for Percentage of Connecticut 4th Graders Scoring At or Above Proficient in Reading

Year	Percentage
2011	42
2013	43
2015	43
2018 (Forecast)	44.25

2015	43.00%	44.25%	→	1	13%	↑
2013	43.00%	43.00%	↗	1	13%	↑
2011	42.00%	—	→	1	11%	↑
2009	42.00%	—	↗	2	11%	↑
2007	41.00%	—	↗	1	8%	↑
2005	38.00%	—	→	0	0%	→

Story Behind the Curve

According to the National Center for Education Statistics (NCES), the National Assessment of Educational Progress (NAEP) is the largest national assessment that gauges what students know and can do in various subject areas. These subjects include mathematics, reading, science, writing, the arts, civics, economics, U.S. history, and technology & engineering literacy. The test is administered biennially. For the purposes of the CT Kids Report Card, data has been compiled from 2005-2013 on the results of the statewide 4th grader reading assessments with the intention of providing trend line on reading proficiency that will bridge the gap between utilization of the Connecticut Mastery Tests and the Smarter Balanced Assessment Consortiums. The percentage of Connecticut students scoring at or above proficiency has stayed in the low 40s since 2007. Further disaggregation allows for deeper understanding of state-level achievement gaps by gender, race, free/reduced lunch eligibility, and English language learner (ELL) status.

Both the nation and Connecticut show a notable gap in reading scores between males and females. Female students have consistently held an advantage over their male counterparts. Connecticut struggles to close the gap among other student demographic groups as well. As with other measures of academic performance, much larger percentages of students who are white, native English speakers, or not participating in special education services score at or above proficient than students from other demographic groups.

The impact of reading proficiency on the outcomes of children and their communities has been substantial. Poor reading leads to a decrease in motivation to learn, continued educational struggles, hinders the ability to gain employment, and increases the degree of engagement in high-risk behaviors. SDE has added that proficiency in literacy is critical for an individual to lead a fulfilling and successful life, and for our state to have an educated community and productive workforce. Early childhood reading comprehension has been summarized in a variety of studies as critical to a child's success during the remainder of their primary education, a greater likelihood of enrollment in higher education, and subsequent successes in achieving meaningful employment. SDE has also cited a recent national longitudinal study by the Annie E. Casey Foundation involving 4000 students that linked high school graduation rates, reading proficiency levels, and poverty. The results showed that approximately 16% of students who were "not reading proficiently by the end of third grade did not graduate from high school on time."

SDE has noted that although Connecticut has had an array of supports and initiatives in place, the state must continue to strive to ensure that all students succeed. The state must continue to allocate resources to districts and provide technical assistance regarding the implementation of the Connecticut Common Core Standards, best practices in K-3 reading, and a comprehensive K-3 reading assessment system.

Partners

- National Assessment of Educational Process
- Department of Education
- Connecticut Coalition for Achievement Now (ConnCAN)
- Child Health and Development Institute of Connecticut
- Hartford Foundation for Public Giving
- Latino and Puerto Rican Affairs Commission

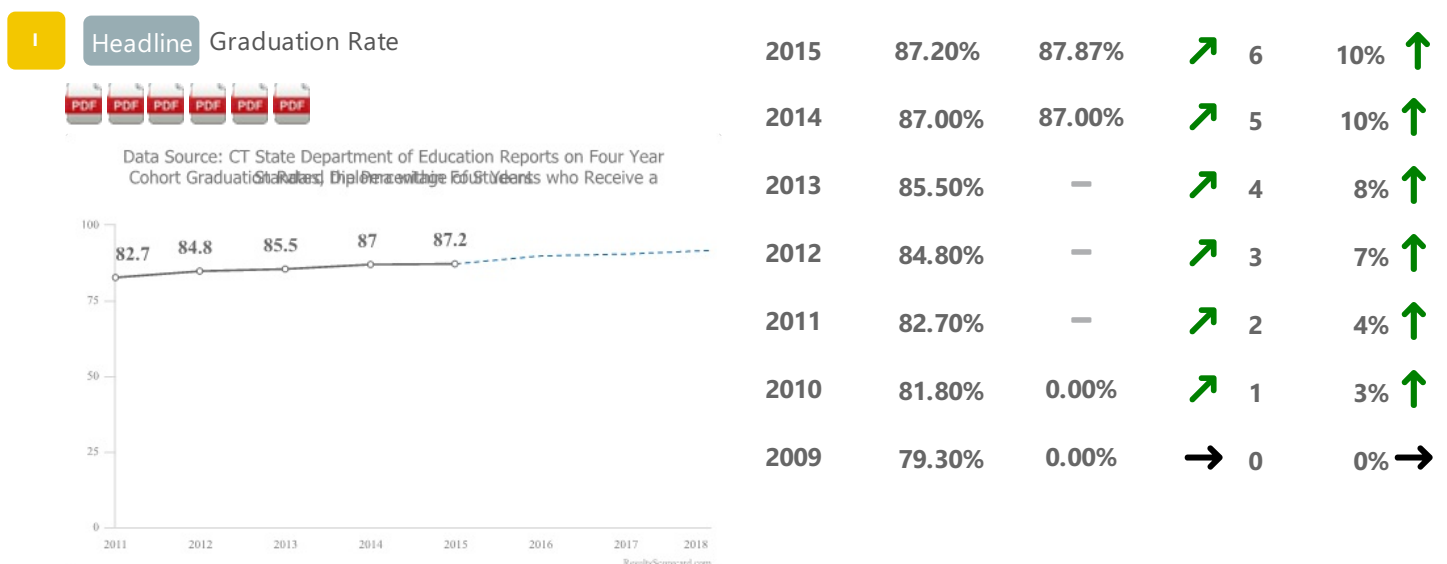
Strategy

- Increase early screening, surveillance and linkage to services for early identification and treatment of delays or developmental concerns. **(CHDI)**
- Provide a briefer and easier to access assessment to connect children to services. **(CHDI)**
- Encourage public/private partnerships to support community collaboratives to promote comprehensive early child development and school readiness. **(CHDI)**
- Incentive and prioritize K-3 literacy efforts within the current Alliance Districts program. **(ConnCAN)**
- Require teacher preparation programs to offer more robust programs on early reading and literacy instruction. **(ConnCAN)**
- Offer additional professional development and mentoring to support

differentiated early reading instruction. (**ConnCAN**)

- Support meaningful parent engagement as a critical factor for children's development and early school success. (**HFPG**)
- Focus on the holistic development of the child and the broad array of conditions that impact their healthy growth and development. (**HFPG**)
- Ensure that families have their basic needs met including stable housing, transportation, opportunities for workforce readiness, and safety. (**HFPG**)
- Put more resources into improving education outcomes for English Language Learners. (**LPRAC**)
- Bolster core literacy instruction from kindergarten through third grade. (**SDE**)

Strategies provided by the Child Health and Development Institute of Connecticut (**CHDI**), the Connecticut Coalition for Achievement Now (**ConnCAN**), the Hartford Foundation for Public Giving (**HFPG**), the Latino and Puerto Rican Affairs Commission (**LPRAC**), and the Connecticut State Department of Education (**SDE**)



Story Behind the Curve

The Connecticut State Department of Education provides annual data on the graduation rates of students across the state through four-year cohort studies. The study structure is an agreed upon process that has been undertaken by all fifty states through the National Governors Association to maintain uniform data. The overall trend reported out of the State Department of Education has shown a steady increase since 2009 resulting in a current statewide 4-year graduation rate of 87%.

A leading factor in the gradual increase is that no major racial/ethnic group or gender saw a significant decrease in their rate over this time period. However, there are still areas for significant improvement for several demographic groups that hover at or below a graduation rate of 70%. English Language Learners and Special Education student groups have the lowest graduation rates, at 63% and 65.2% respectively. Also for both Hispanic and Black students, the achievement gap for graduation remains significant. The CT State Department of Education (SDE) has

noted that, since 2010, the gap in graduation rates between black students and white students has been reduced by 4.3 percentage points and the gap between Hispanic and white students has been reduced by 3.5 percentage points. One way in which the state has addressed the achievement gap is by tackling chronic absenteeism. In 2012 alone, SDE reported that Black/African American and Hispanic students who were chronically absent in the 9th grade had a 40% graduation rate vs. the 90% graduation rate of those same groups when they were not chronically absent. Knowing this, both state and local government have addressed the issue of chronic absenteeism, reducing its occurrence 30% between 2009 and 2014. Continued improvement on graduation rates is crucial, as high school graduation has a significant impact on the future success of Connecticut's children.

The consequences of not graduating are numerous. When a child does not successfully complete high school, they are not only less likely to obtain employment, but those who are employed are paid significantly less than their peers who have graduated. In turn, those who have jobs which fail to provide a living wage seek out assistance at much higher rates. Individuals seeking assistance because of their low income or lack of employment also lack extra income to spend within their community. Subsequently these individuals often cannot provide revenues through sales or income tax, which in turn fund state and municipal programs.

One policy that has been effective in supporting at-risk students is the Connecticut State Department of Education's Alliance District program. This program provides critical funding to the 30 lowest performing districts to supplement the state's Education Cost Sharing (ECS) program. According to a press release from the Governor's Office, "...over \$250 million has been invested into the Alliance Districts to help them strengthen their schools and improve outcomes for students." The Connecticut General Assembly has also sought to enact policies to improve graduation rates. In 2012 legislature established The High School Graduation Issues Taskforce to examine issues regarding graduation requirements and mandatory courses. Legislation was signed into law in 2015 to implement that task force's recommendations, expand access to receiving credit, and recognize students who contribute a significant amount of time towards community service.

Partners

- Department of Education
- Hartford Foundation for Public Giving
- Latino and Puerto Rican Affairs Commission
- Stamford Youth Services

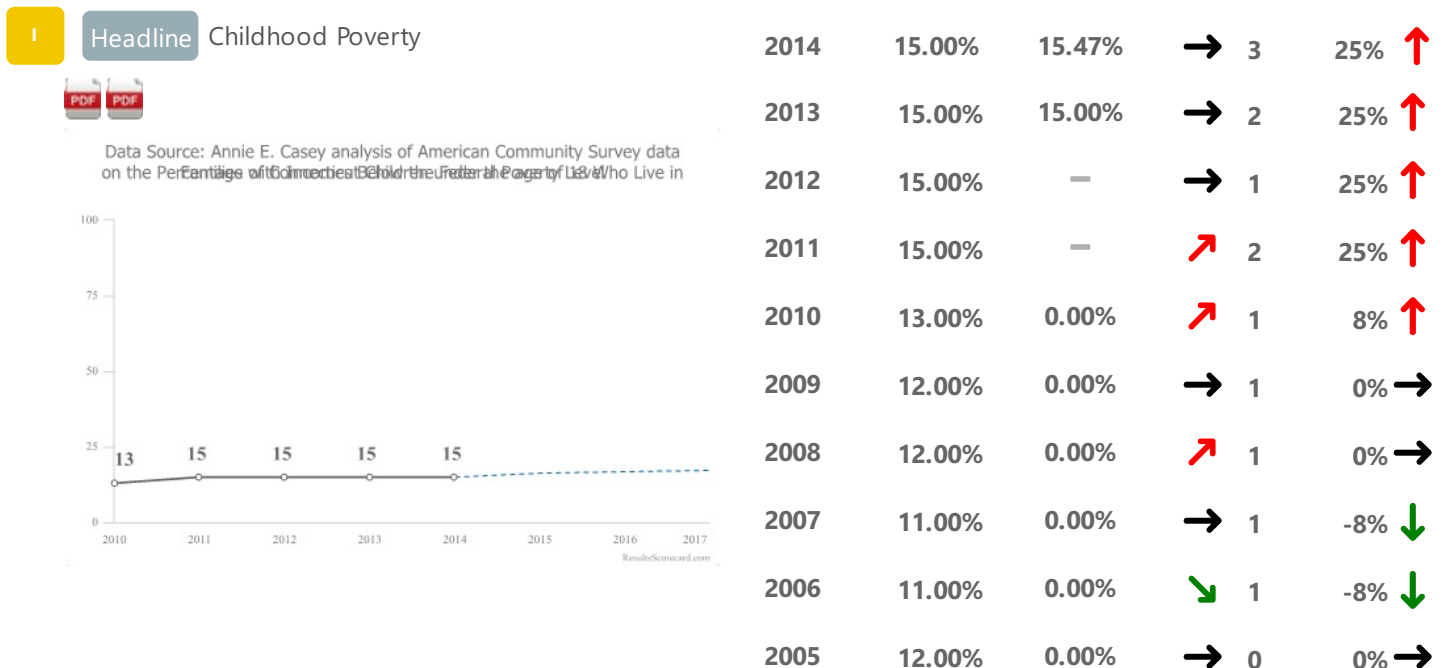
Strategy

- Provide relief to districts experiencing a significant increase in their special

education costs. **(HFPG)**

- Encouraging sharing of services/costs such as employee benefits, special education services, or services for English Language Learners across districts and regions. **(HFPG)**
- Ensure a stronger state role in intervening in persistently low-performing schools and districts. **(HFPG)**
- Support structured out-of-school programs, both after-school and summer programs, that infuse innovative approaches to reinforce reading and other academic skills and promote positive youth development. **(HFPG)**
- Address underlying causes of truancy. **(HFPG)**
- Address policies and practice related to school suspensions and disciplinary procedures. **(HFPG)**
- Increase funding and resource equity and access to educational opportunity for all children across geographic bounds.**(HFPG)**
- Put more resources into improving educational outcomes for English Language Learners. **(LPRAC)**
- Utilize 'Restorative Practices' in schools **(Stamford Youth Services)**
- Implement 'Street Safe Programs' **(Stamford Youth Services)**
- Increase student engagement and reduce dropouts. **(SDE)**
 - Enhance family and community engagement.
 - Offer policy guidance, professional development, and opportunities for engagement with family and community organizations.

Strategies provided by the Hartford Foundation for Public Giving **(HFPG)**, the Latino and Puerto Rican Affairs Commission **(LPRAC)**, Stamford Youth Services bureau, and the State Department of Education **(SDE)**.



Story Behind the Curve

The federal poverty level is a measure of poverty within the U.S released annually by the Department of Health and Human Services. The poverty level is used to determine a family's eligibility for assistance programs that include but are not limited to Medicare, the Children's Health Insurance Program, Migrant Health Centers, Community Health Centers and Family and Planning Services. The data provided is a result of information collected on the percentage of children living in households under the federal poverty level by the U.S. Census Bureau's American Community Survey (ACS). This indicator has seen a gradual, but consistent increase since 2006.

CT Voices for Children have authored a number of studies that disaggregate this data into regions and by race/ethnicity. In 2013, the percent of children living in households under the federal poverty level disaggregated by race were as follows: Asian (5%), White non-Hispanic (6%), African-American (31%), and Hispanic (33%). These studies have consistently shown that there is a substantial gap in poverty levels amongst various ethnic/racial groups, and between the residents of larger cities and those from suburban or rural towns. The Connecticut Latino and Puerto Rican Affairs Commission (LPRCA) agree with these findings also noting that Hispanic and Latino Americans in Connecticut are concentrated in the urban areas, where educational attainment and quality, a key component to rising out of poverty, remain basic or substandard. In addition to regional and ethnic gaps, there is a systemic, statewide issue with the ability to maintain a living wage, causing single parents to struggle more than dual working parent households. According to a recent the Connecticut United Way ALICE (Asset Limited, Income Constrained, Employed) Report, 51% of jobs in the state pay less than \$20/hour.

Recently, the state of Connecticut has undertaken a number of measures to combat poverty, though this has proven difficult during the slow recovery from the Great Recession and the resulting budgetary constraints. The Connecticut Commission on Children has actively been a participant, alongside legislators and agency representatives with the Connecticut Office of Policy and Management's Child Poverty and Prevention Council, which was charged with reducing child poverty by 50 percent by July 2014. Having been in existence for a number of years, their recommendations have been utilized for Public Acts on a number of occasions. The Child Poverty and Prevention Council was slated for sunset in 2015, however Public Act No. 14-132 re-establishes it with additional membership from other state agencies and state offices to regularly report on long-term actions, respective findings, methodologies, and other relevant information to the council. It remains a substantial resource towards producing recommendations and policies to actively combat childhood poverty.

Partners

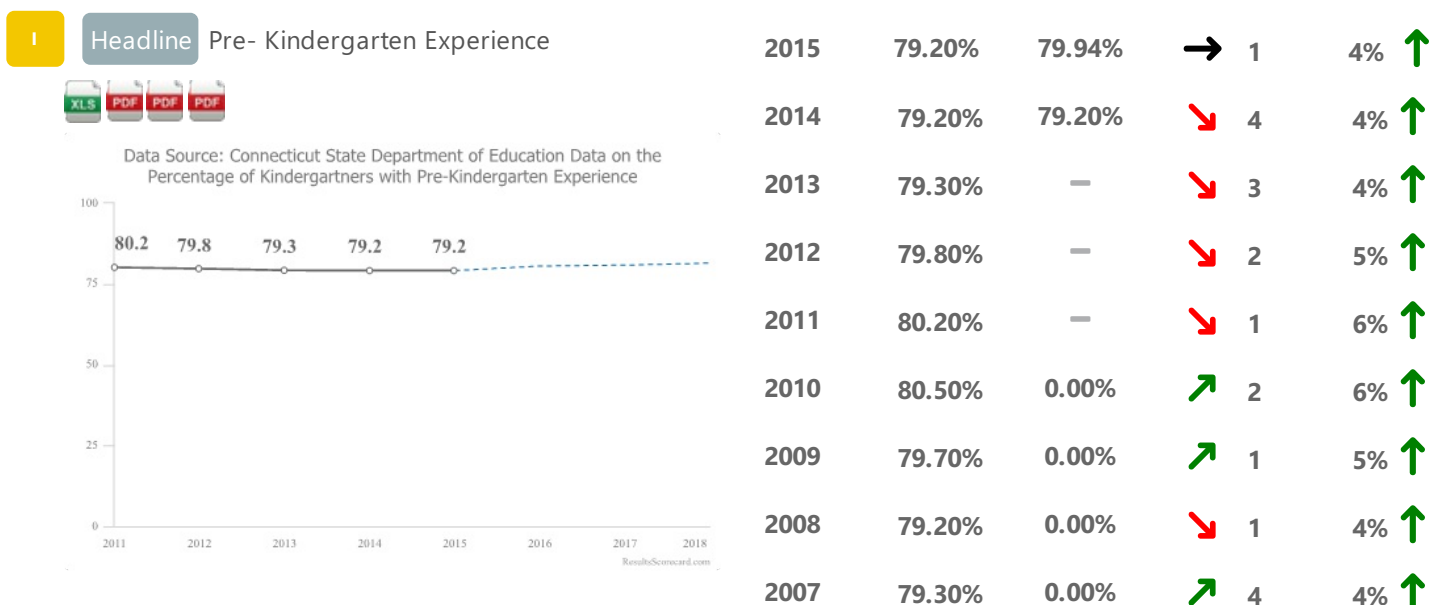
- Commission on Children

- Latino and Puerto Rican Affairs Commission
- United Way of Connecticut

Strategy

- Improve minimum wage standards (**CAP**)
- Increase the value of the Earned Income Tax Credit (EITC) of married couples with children (**The Heritage Foundation**)
- Establish pay equity between male and female workers. (**CAP**)
- Expand the accessibility of paid sick leave. (**CAP**)
- Create a transitional jobs program to allow employees with temporary restrictions to work in a modified, alternative, or reduced-hours capacity, for a defined period of time, while recuperating from an illness or injury. (**Children's Defense Fund**)
- Expanded Housing Assistance for families with children. (**CDF**)
- Increase the level of SNAP maximum benefits for families with children. (**CDF**)
- Establish a fully refundable Child Tax Credit. (**CDF**)
- Engage employers in every aspect of pathway development: sector selection, course and curricula design, cross-institution alignment, oversight and evaluation and career advancement. (**Annie E. Casey Foundation**)
- Utilize employer organizations as communication channels to reach smaller businesses and mobilize support for career pathways. (**Annie E. Casey Foundation**)
- Promote opportunities to advance adult literacy. (**CSSP**)
- Increase subsidized childcare opportunities (**CSSP**)

Strategies collected from the Center for American Progress (**CAP**), The Heritage Foundation, The Children's Defense Fund (**CDF**), The Annie E. Casey Foundation and The Center for the Study of Social Policy (**CSSP**).



Story Behind the Curve

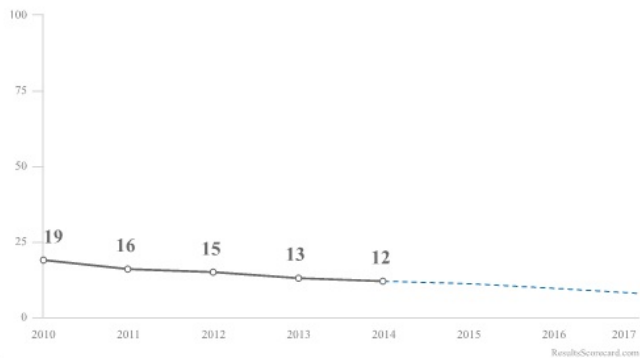
The data for this indicator is collected on an annual basis from the state's Department of Education, measuring the percentage of five year olds that are now in kindergarten who were previously enrolled in preschool. The earliest age recommended for children to be enrolled in preschool is two-and-a-half years; however most data that covers children who were enrolled or not enrolled pertains to children ages three or four years old. This data has shown an overall climb from 76% 2003 to 79% in 2014. However, the past three years have shown minor declines since a peak of 80.5% in 2010. Through the 2014-15 school year, preschool programs that Connecticut children could enroll in fell under the following categories: State-funded Child Day Care Centers, School Readiness Priority School Districts, School Readiness Competitive School Districts, Head Start, and Public School Districts. Starting in school year 2015-16, two additional preschool options became available: Smart Start and the federal Preschool Development Grant classrooms. Children who have not had pre-school experience prior may not have attended for a variety of reasons.

Some of the reasons children are not enrolled in preschool include the following: difficulties with the enrollment process, transportation/distance barriers, schedule conflicts for working parent(s), lack of understanding regarding the importance of preschool, preschool affordability, and available preschool slots within a given city/town/region. What makes this indicator notable and drives the need for universal preschool is the widespread agreement amongst scholarly works that preschool effectively prepares children for primary school, ensures desired enrollment in secondary programs, and promotes success in the workforce.

In Connecticut, affordability and availability have been some of the most frequently cited reasons for not enrolling a child in pre-school. Federal funding has sought to alleviate those burdens in regions where the funding has the highest impact. As of 2014, one in four children in Bridgeport did not have access to preschool education, and there are unmet needs in over a dozen other towns. State funding access has also seen an increase of 11% since 2011; ensuring 12% more eligible children have gained access to preschool over the past three years. The Connecticut Smart Start Program signed into law in 2014 will spend \$2 million on operations funding plus \$1.6 million on capital improvements funding to provide preschool for 416 children in 28 classrooms. The state also received \$12 million in federal funding from the Preschool Development Grant to provide an additional 430 new preschool spaces for 4-year-olds. However, current budgetary issues have slowed the previously proposed expansions.

Public Act 14-39 required the Office of Early Childhood to develop a preschool experience survey to be used statewide in order to gather data about children who have or have not attended a preschool program. P.A. 14-39 and P.A. 15-134 require

Data Source: Annie E. Casey Analysis of CDC, National Center for Health Statistics Data on the Rate of Births per 1,000 to Mothers Aged 15-19 years



2011	16.00	—	↘ 3	-30% ↓
2010	19.00	—	↘ 2	-17% ↓
2009	21.00	—	↘ 1	-9% ↓
2008	23.00	—	→ 1	0% →
2007	23.00	—	↘ 1	0% →
2006	24.00	—	↗ 1	4% ↑
2005	23.00	—	→ 0	0% →

Story Behind the Curve

The CT Kid's Report Card reports the annual rate of births per 1,000 to young women 15 to 19 year of age, as collected through the CDC's National Center for Health Statistics and the U.S. Census Bureau. The trend has seen a significant decline over the last eight years, from a rate of 23 per 1,000 in 2005 to 13 per 1,000 in 2013. The rate has also gone down across all ethnic/racial lines, however, significant disparities remain.

Hispanic teens are nearly 300% more likely, per 1,000, to give birth before age twenty than the overall population of teen mothers and over seven times more likely than white teen mothers. Black teens are roughly 56% more likely, per 1,000, to give birth before age twenty than the entire population of teen mothers and just over four times more likely than white teens. These disparities have also been highlighted as being geographic in nature. Several cities, including Bridgeport, Hartford, New Haven, and Waterbury have had some of the highest rates of teen births, whereas suburbs and rural regions have the lowest. The rate of teen pregnancy has a strong correlation with the future success of young women in terms of education and personal income. Nationally, teen mothers are significantly less likely to receive a diploma or earn their GED, and fewer complete a college program than their peers, stunting their ability to financially support themselves and their child. In turn, this greatly impacts the likelihood of success for their own child, as studies have noted children born to teen mothers have lower levels of achievement and preparation for school, increased emotional or behavior problems, and an increased likelihood of becoming teen mothers or fathers themselves.

Current policies initiatives have been undertaken to reduce teen pregnancy and provide positive education to teen mothers in major cities as well as statewide. The Hartford Teen Pregnancy Prevention Initiative was established through a CDC grant and is managed by the city's Department of Health and Human Services to reduce teen births 10% by 2015. The State Department of Education also provides a school-based grant program to school districts with the highest rates of teen pregnancy to assist teen mothers and improve their graduation rates. These

initiatives, while recent, are a part of the positive direction the state is moving in regarding the reduction of teen pregnancy. However, the 2015 biennial budget did enact cuts to teen pregnancy programs.

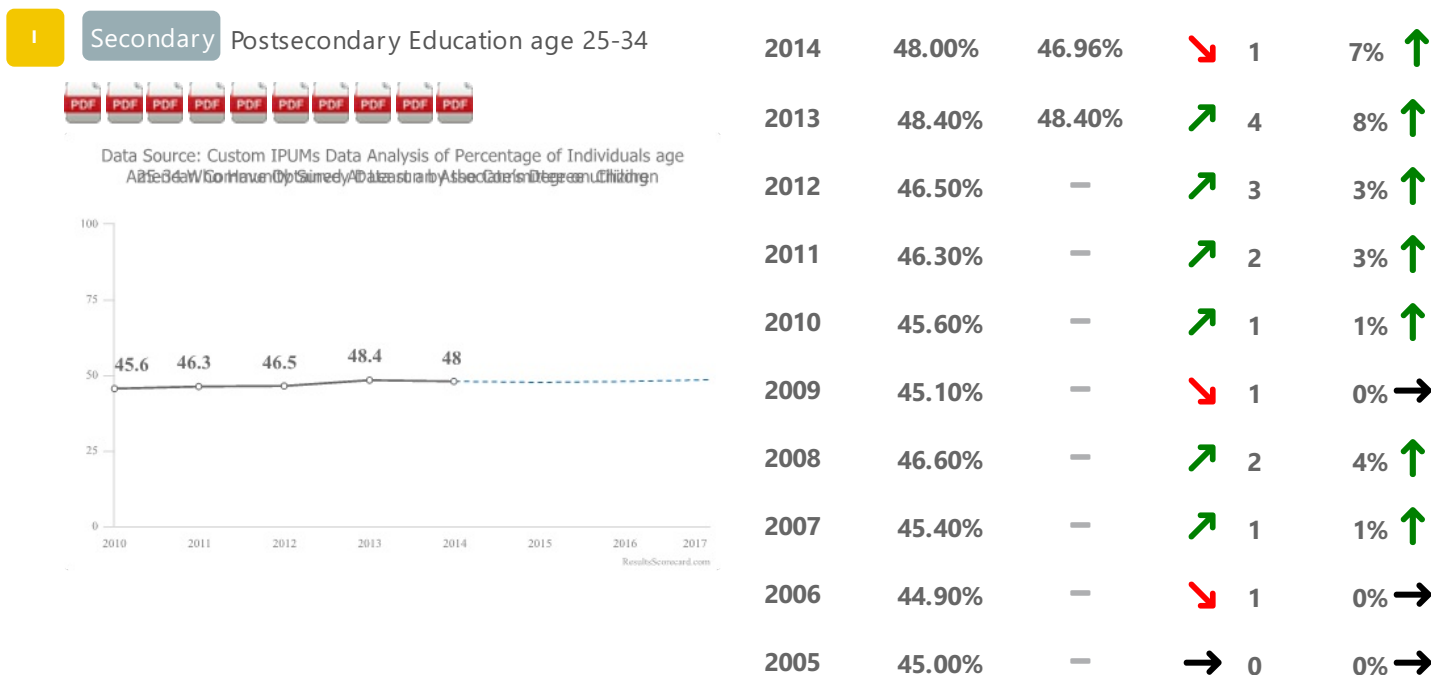
Partners

- Latino and Puerto Rican Affairs Commission
- Department of Public Health

Strategy

- Increase access to contraception for low-income teens.
- Provide sufficient and consistent funding for teen pregnancy prevention programs.
- Implement comprehensive and developmentally appropriate school-based sexual health education starting in elementary school for girls as well as boys.
- Increase the availability of licensed maternity group homes with comprehensive resources for homeless teen mothers to graduate from high school and become economically self-sufficient.

Strategies collected from the Latino and Puerto Rican Affairs Commission (**LPRAC**)



Story Behind the Curve

This indicator identifies residents in Connecticut, 25-34 years old, with at least an Associate's Degree. This data is collected by the Population Reference Bureau and the American Community Survey, both of which serve under the U.S. Census Bureau. Based upon the timeline of data collected, the percent of residents with an Associate's degree or higher has slowly been increasing since 2005. Bachelor Degrees have consistently been the largest segment of degree holders in

Connecticut, followed by graduate degrees, and lastly associate degrees. This gradual increase has maintained Connecticut's top rankings for individuals 25-34 years old with an Associate's Degree or higher, placing third in the nation in 2013. This consistent ranking has been built up over the years as a result of having higher than national averages for Bachelor's and Graduate degrees despite being at, or sometimes below the national average for Associate's Degrees.

Connecticut's data matches much of the nation when broken down by ethnicity and gender. Women have consistently been more likely than men to have an Associate's Degree or higher. According to further disaggregation by the ACS, men still hold a slight advantage over women at the state level for Professional school degrees and Doctorate degrees. Along racial/ethnic lines, the percentage of black/African American adults obtaining an Associate's degree or higher continues to be substantially less than the percentage of white, non-Hispanic adults.

The impact of obtaining at least an Associate's is felt immediately upon the wallets of individuals and can be felt for years to come. On average, an individual 25 years or older working full-time in the U.S. makes anywhere from 19% more with an Associate's degree to around 238% more with a Doctoral degree, per week, than full-time workers with only a high school diploma. Those pay increases are matched by a greater likelihood to be participating in the work force. These individuals go on to have a better standard of living for themselves, their spouses, and any children they may raise.

To ensure Connecticut continues to maintain some of the highest levels of educational achievement in the United States, the Connecticut General Assembly's Committees on Education and Higher Educational are responsible for actively crafting and shepherding legislation that will improve and expand the opportunities for all children in the state to obtain the highest level of education possible.

Partners

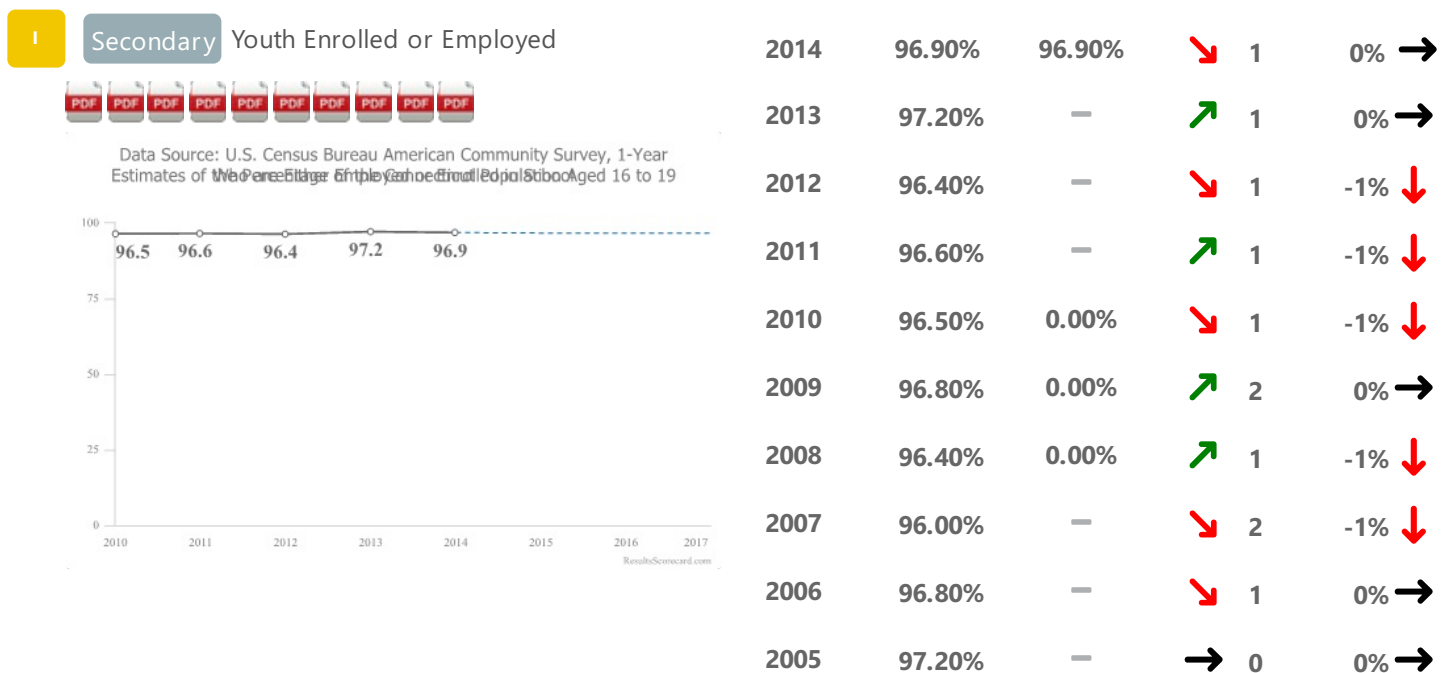
- Office of Higher Education
- Connecticut Women's Education and Legal Fund) CWEALF
- Board of Regents
- CT Students for a Dream

Strategy

- Increase the reach, funding, and capacity of college access programs.
- Focus on retention, completion and increased use of student support services.
- Support competency-mastery based learning and Recognition of Prior Learning (RPL) for admissions and for college credit toward program completion.
- Implement universal free tuition for community college and first two years of 4-year college.

- Increase place-based local scholarship and support programs.
- Increase partnerships with local colleges and universities
- Incentivize completion through conversion of loans to grants upon completion of course or program of study.
- Increase integration of work and learning.
- Increase support for full-time college attendance.
- Reward and incentivize institutions for serving and graduating low-income and less academically prepared students.

These strategies were collected from the *Sixteen Strategies for Widening Equity of Participation in Higher Education in the United States: Reflections from International Comparisons* Section of "Indicators of Higher Education Equity in the United States 45 Year Trend Report 2015 Revised Edition" by The Pell Institute for the Study of Opportunity in Higher Education & The University of Pennsylvania Alliance for Higher Education and Democracy.



Story Behind the Curve

This data set is collected by the U.S. Census Bureau's American Community Survey. Overall a vast majority of youth ages 16-19 are either in school or employed. The percentage of youth enrolled or employed has remained steady for nearly a decade.

According to the Connecticut Commission on Children (COC), notable factors that affect this segment of the population include: teen parenthood, immigration status, mental or physical disability, juvenile justice or child welfare involvement, and homelessness. CT Voices for Children has noted that Connecticut's teen pregnancy rate has seen a substantive decline for several years. Unfortunately, despite the trend, we have not seen a significant impact on the 3percent of youth who are unemployed and out of school. Many youth in Connecticut, especially those in more urban areas, face the systemic barriers to success mentioned above regarding

immigration status as well as juvenile justice and child welfare involvement. CT Voices for Children has added that urban school students, especially Black/Hispanic youths, are disproportionately more likely to be suspended or expelled than their white counterparts. Their involvement in school and attaining a diploma is crucial to future success for children.

Each involvement with the juvenile justice system brings a child one step closer towards not being enrolled in school and subsequently hinders their job prospects. According to the COC, individuals without a high school diploma are twice as likely to be unemployed compared to those with a diploma, and five times more likely to be unemployed compared to those with a bachelor's degree or higher. COC adds these rates are similar in regards to underemployment for youth in Connecticut. CT Voices on Children concurs with these negative results, and adds that continued youth involvement in the juvenile justice system leads to adult incarceration and a greater reliance on state programs for assistance. The very low rate of youths not employed or enrolled in school may be due in part to a variety of policies and programs that seek to improve youth employment, and eliminate truancy or chronic absenteeism.

One such program is the Connecticut State Department of Education's Alliance District program. This program provides funding to the 30 lowest performing districts to supplement the Education Cost Sharing (ECS) program funds. Providing funds to lower-income cities/towns and underperforming school districts supports investments in staffing, programs, and tools that will positively impact a student's perception of primary education. The Connecticut General Assembly has also sought to enact policies to improve graduation rates and maintain student enrollment, including the High School Graduation Issues Taskforce established in 2012.

For the purposes of teen employment, The Connecticut Commission on Children has actively sought to partner with the Connecticut Workforce Development council to improve summer employment opportunities for all children, and prepare youth in the care of DCF for employment opportunities once they are no longer of age to receive DCF support. The Department of Labor's Youth Employment Committee meets quarterly to discuss youth employment issues.

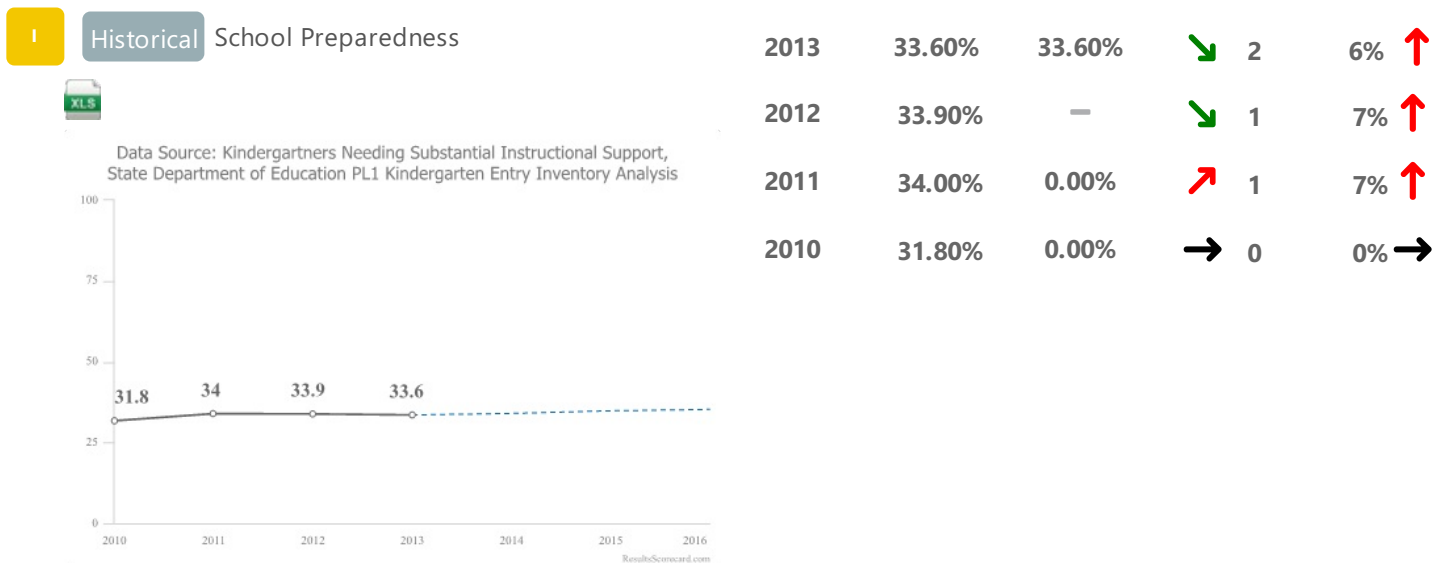
Partners

- Hartford Foundation for Public Giving
 - Latino and Puerto Rican Affairs Commission
 - Commission on Children
 - Connecticut Voices for Children
 - Department of Education
 - Department of Labor
-

Strategy

- Support structured out-of-school programs that infuse innovative approaches to reinforce reading and other academic skill and promote positive youth development. **(HFPG)**
- Increase the number of internships and summer jobs for low-income youth. **(LPRAC)**

Strategies provided by the Hartford Foundation for Public Giving **(HFPG)** and the Latino and Puerto Rican Affairs Commission **(LPRAC)**



Story Behind the Curve

In the scope of kindergartners, substantial instructional support can be defined as those services provided to children when learning difficulties are apparent and there is a potential the child needs remedial or special education services. To determine the need for support and services, teachers use KEI (Kindergarten Entrance Inventory) based upon six domains: *Language; Literacy; Numeracy; Physical/Motor; Creative/Aesthetic; and Personal/Social*. Within these six domains, there are three performance levels (PL) from one to three that gauge the level of support needed. In the case of this indicator, PL1 is when the degree for instructional support is large, or substantial. Since 2009, Connecticut has seen an increase of 17% in the baseline trend. Recently, some districts have begun using an alternative assessment to determine the need for support and services. The shift by these districts has created an inability for the CT Kid's Report Card to aggregate 2014 results to the statewide level.

The variety of disaggregations have played a significant role in understanding why our numbers are the way they are. On the basis of gender, males are significantly more likely than females to require substantial instructional support at the kindergarten level. From an ethnic standpoint, Black and Hispanic kindergartners were roughly 1.5 times more likely than white kindergartners to need substantial instruction support. The gap widens amongst children who are eligible for

free/reduced lunch versus those who are not, as well as English language learners versus those who were not. Nearly every disaggregation has seen an overall increase since 2009 as well. Those areas that saw decreases were Black students, Native American/Alaskan Native students, and those not eligible for free or reduced lunch.

The immediate impact of shifts in or the amount of children in kindergarten needing substantial instructional support is the financial cost to local schools that will need to dedicate more resources to the child in district, or require outplacement. These shifts also impact the spending per pupil on the remainder of the student population within the school district. The long term impact of a kindergartner needing substantial instructional support varies based on whether the child receives instructional support or is appropriately designated as a special education student, if the support is adequate or appropriate for the child's identified needs, and if the support is maintained through their primary education until such a time when it is no longer necessary. It can be assumed that if any of these factors is negatively impacted, the need for support will not subside and may worsen, impacting their continued education and their level of success outside of school.

Despite the gradual increase in needs, policies have been undertaken by the legislature and the Connecticut Department of Education to curb those trends. One such policy is the expansion and financing of pre-kindergarten through the 2012 education reform initiatives undertaken during that legislative session. These policy changes regarding early childhood education included an early childhood facility study, a quality rating and improvement system, an early childhood literacy pilot, and other programs. Based upon a study conducted by the department in 2013, children who are enrolled in pre-kindergarten program are roughly 10% less likely to need substantial support when entering kindergarten. Other legislative and governmental areas of involvement towards addressing early childhood education include: The Connecticut Commission on Children, The Education Committee, OEC Development, The Early Childhood Cabinet, DCF, Early Childhood Comprehensive System, among others.

Partners

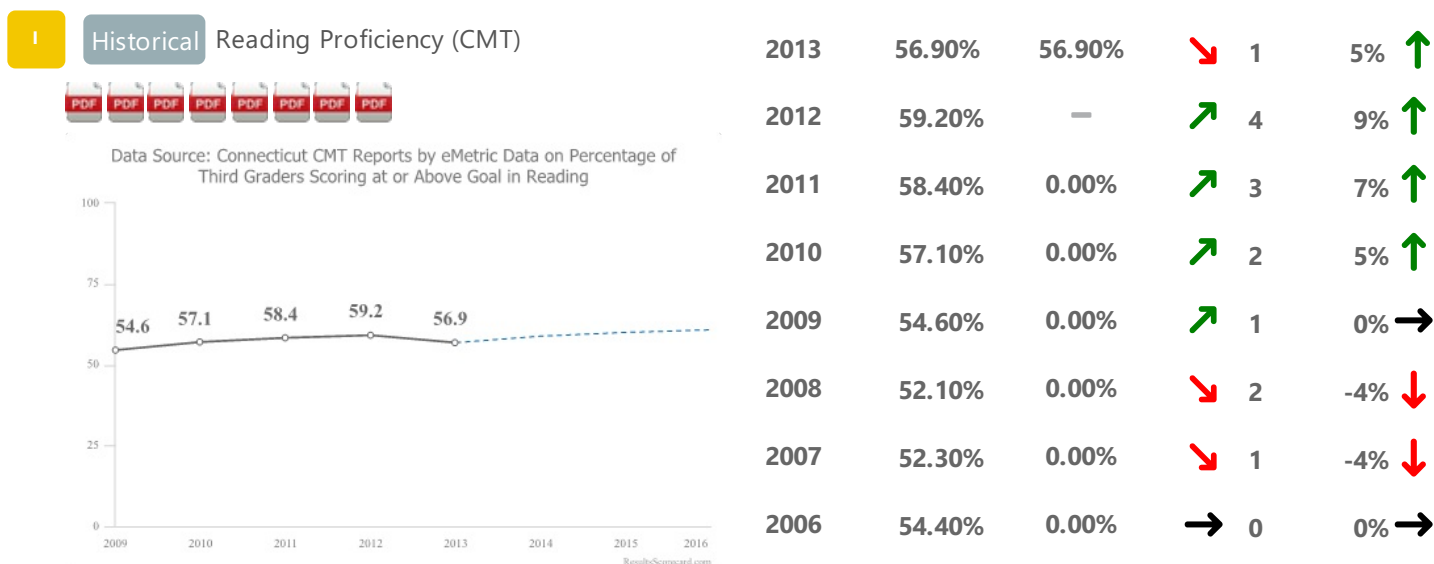
- Department of Education
- Child Health and Development Institute of Connecticut
- Commission on Children
- Office of Early Childhood

Strategy

- Increase early screening, surveillance and linkage to services for early identification and treatment of delays or developmental concerns. (**CHDI**)
- Provide a briefer and easier to access assessment to connect children to services. (**CHDI**)

- Increase public/private partnerships to support community collaboratives to promote comprehensive early child development and school readiness. **(DPH)**
- Distribute health education materials on the early signs of developmental delays. **(DPH)**

Strategies provided by the Child Health and Development Institute of Connecticut **(CHDI)** and the Connecticut Department of Public Health **(DPH)**



Story Behind the Curve

Prior to 2014, the Connecticut Mastery Test (CMT) was administered to Connecticut students annually. One of the results derived from the CMTs was the percentage of Connecticut third graders who were reading at or above the state goal. Five performance levels are reported for each tested content area: Advanced, Goal, Proficient, Basic, and Below Basic. The 'at or above' goal designation includes both the Advanced and Goal levels. The trend has displayed an overall increase, though the percentage of third graders reading at or above goals did not reach 60% in any year between 2006 and 2013.

The seven-year average provided by CT Open Data shows a five percent advantage between genders, with third grade girls more likely to meet the goal range than boys. Gaps amongst various ethnicities have consistently occurred as well. White, Non-Hispanic students were two, sometimes three times more likely to score at or above CMT reading goals compared to Black and Hispanic students. An even larger gap exists between students who are English Language Learners or enrolled in special education programs and students who are not. Evidence such as the 2013 state test results elucidates the persistence of an achievement gap in Connecticut. This inequity continues to be a major focus of district and statewide educational efforts.

The impact of the CMTs on the outcomes of children and their communities has been substantial. For educators, administrators, and local boards of education, these scores result in shifts in the school curriculum. Realtors have utilized these test results

as a selling point for young families considering a move to a new town. Poor reading also leads to a decrease in motivation to learn, continued educational struggles, hinders the ability to gain employment, and increases the degree of engagement in high-risk behaviors. SDE has added that proficiency in literacy is critical for an individual to lead a fulfilling and successful life, and for our state to have an educated community and productive workforce. Early childhood reading comprehension has been summarized in a variety of studies as critical to a child's success during the remainder of their primary education, a greater likelihood of enrollment in higher education, and subsequent successes in achieving meaningful employment. SDE has also cited a recent national longitudinal study by the Annie E. Casey Foundation involving 4000 students that linked high school graduation rates, reading proficiency levels, and poverty. The results showed that approximately 16% of students who were "not reading proficiently by the end of third grade did not graduate from high school on time."

SDE has noted that although Connecticut has had an array of supports and initiatives in place, the state must continue to strive to ensure that all students succeed. The state must continue to allocate resources to districts and provide technical assistance regarding the implementation of the Connecticut Core Standards, best practices in K-3 reading, and a comprehensive K-3 reading assessment system.

It should be noted that the implementation of the Connecticut Common Core Standards has precipitated a change in testing. The CMTs will be replaced by the Smarter Balanced Assessment Consortium (SBACs). For the purposes of the CT Kids Report Card, the National Assessment of Educational Progress (NAEPs) will be utilized to monitor reading proficiency until enough data on the SBACs has been collected to establish a baseline.

Partners










- Department of Education
- Connecticut Coalition for Achievement Now (ConnCAN)
- Child Health and Development Institute of Connecticut
- Hartford Foundation for Public Giving
- Latino and Puerto Rican Affairs Commission

Strategy

- Increase early screening, surveillance and linkage to services for early identification and treatment of delays or developmental concerns. **(CHDI)**
- Provide a briefer and easier to access assessment to connect children to services. **(CHDI)**
- Encourage public/private partnerships to support community collaboratives to promote comprehensive early child development and school readiness. **(CHDI)**

- Incentive and prioritize K-3 literacy efforts within the current Alliance Districts program. (**ConnCAN**)
- Require teacher preparation programs to offer more robust programs on early reading and literacy instruction. (**ConnCAN**)
- Offer additional professional development and mentoring to support differentiated early reading instruction. (**ConnCAN**)
- Support meaningful parent engagement as a critical factor for children's development and early school success. (**HFPG**)
- Focus on the holistic development of the child and the broad array of conditions that impact their healthy growth and development. (**HFPG**)
- Ensure that families have their basic needs met including stable housing, transportation, opportunities for workforce readiness, and safety. (**HFPG**)
- Put more resources into improving education outcomes for English Language Learners. (**LPRAC**)
- Bolster core literacy instruction from kindergarten through third grade. (**SDE**)

Strategies provided by the Child Health and Development Institute of Connecticut (**CHDI**), the Connecticut Coalition for Achievement Now (**ConnCAN**), the Hartford Foundation for Public Giving (**HFPG**), the Latino and Puerto Rican Affairs Commission (**LPRAC**), and the Connecticut State Department of Education (**SDE**)

	Historical	Percent of Live Births in Connecticut to Mothers Less than 20 Years of Age	2013	4.50%	5.33%		5	-34%	
	Historical	Postsecondary Education age 25+	2014	45.30%	44.93%		4	8%	
	Development	Reading Proficiency (SBAC)	2015	53.60%	—		0	0%	

Data Source: State Department of Education Smarter Balanced Testing Results for Percentage of English Language Learners Above Achievement Level for



Partners





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	Development	Percent with Vocational/Certificate/Professional Licensure program completion	—	—	—	—	—
	Development	Percent of infants/toddlers who are achieving developmental milestones	—	—	—	—	—
	Development	Youth Unemployment Rate	—	—	—	—	—
	Development	Percent of infants/toddlers identified for services who are receiving services	—	—	—	—	—

