

EARLY CHILDHOOD INVESTMENT INITIATIVE

**Connecticut Appropriations Committee RBA Template
Part II, Early Childhood Investment System
Accountability Summary**

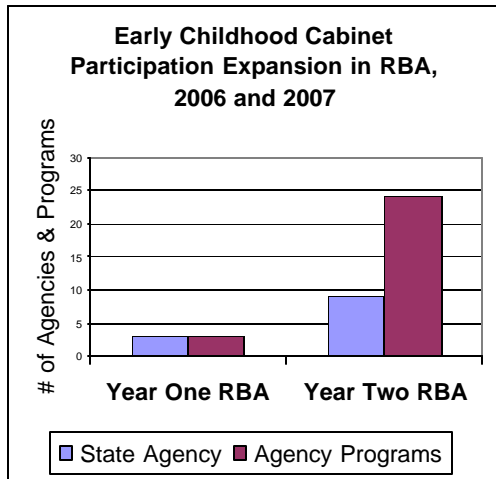
Program/Agency/System Purpose:

All children healthy and ready for school success at entry to K, by integrating, coordinating and reporting on services provided to children throughout the state

Program/Agency/System: Early Childhood Investment System/Early Childhood Cabinet

Performance Measure 1

RBA agency and program expansion



Performance Measure 2

Communities with formal B-5 plans or public reports on their young children

Public Plans	Public Reports	Plans/Reports in Progress
Bridgeport, Hartford, Norwalk	Meriden, Middletown, New London, Norwich, West Hartford	Branford, Danbury, Hamden, East Hartford, Naugatuck, Waterbury

Performance Measure 3

Cross-agency MOUs related to data

Key Budget Information	
Total Current Program Year Funding NOTE: For 3 large programs (HUSKY, DCF Child Protection & Foster Care funding is not available by age). If included the total would be significantly higher	286.5 million
Funding as Percent of All Funding for Population Result (est'd at \$533 million)	54%
Program Funding As Percent of Total Agency Budget	
Funding Distribution	
Total Federal Funds	92 million
Total State Funds	190 million
Capital Projects Subtotal	
Other Funding	4 million
Percent of Total Current Funding Contracted to Third Parties	

Story Behind the Baselines

The Early Childhood Cabinet, in partnership with Early Childhood Research and Policy Council, has made huge progress in articulating set of goals for young children's development and learning. Together, these bodies have also proposed a greatly improved system of accountability and improved management as well as a set of new state-local partnerships.

Cabinet agencies have also vastly increased their participation in the RBA process, and plan to continue in its use for Year Three (SFY 07-08). Through the RBA process, much more state funding is transparent for agencies and the general public.

Building "our" early childhood system in Connecticut, for children ages birth to nine, faces some substantial challenges, as seen through these five performance measures. These challenges, beginning with data, exist at the state and at the local levels of government and unless addressed will inhibit progress on accountability and service improvement.

Turning The Curves What do you propose to do over the next two years and why?

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At least 6 state agencies (DPH, DSS, SDE, DCF, DOIT and DMR) and the Center for Health and Health Policy (UCONN) have been involved in MOU development regarding data extraction and analysis.

Performance Measure 4

Percent of young children with unique health and education identifier(s)

Effective October 1, 2007 (and for the first time) all students in grades K-12 will be assigned a unique electronic educational identifier within the SDE Public School Information System.

Performance Measure 5

Number and percent of MOUs for cross-agency case management, service delivery coordination and quality improvement.

Presently being researched.

No cost/Low cost.

1. MOU Research. The Cabinet will undertake a survey of state agencies serving vulnerable young children and their families to identify and analyze existing case management MOU's and identify other areas for formal cross-agency program and practice agreements.

2. Systems Accountability Improvements. Implement vastly improved data processes and methods to allow for regular, public accountability and results documentation. Include a systemic "forms review" in this process.

3. Cohort Ownership. The Cabinet will identify and track the development of at least one specific cohort of children served across Cabinet agencies, to identify methods of improving service effectiveness and outcomes.

4. RBA Resource Analysis and Recommendations. The Cabinet will review all state and federal fiscal resources identified through the past two years of RBA work, for population outcomes and program performance measures, and identify funds that can be relocated or reallocated for maximum efficiency and effectiveness

5. Goal Two RBA Implementation. Over the coming year, the Cabinet will continue work to utilize RBA as the framework for the 2nd Cabinet goal focused on children's progress from kindergarten through 3rd grade. Finally, the Cabinet will identify additional state agency programs that serve children birth to nine and add them to our Year Three RBA work.

6. Data Infrastructure Partnership, B-21. The Early along with the Research and Policy Council, will participate with the CT Youth Vision Team and Youth Futures Committee to host a cross-agency data infrastructure forum in the summer of 2007. The purpose is to educate executive and legislative branch policy makers on current "data interoperability" projects, explore cross-agency data development, and solicit agency support.

7. Plan for and Manage Expansion Funding. The Cabinet, with the assistance of the Research and Policy Council, will implement such early childhood investment expansion funds as authorized in the 2007 legislative session

8. Biannual Council Reports. The Council will

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	<p>report twice annually on the status of its work with the Cabinet and other agencies to finalize design and begin development of (a) the Early Childhood Investment Assessment and Accountability Package, and (b) the CT Quality Rating System.</p> <p>9. Expanded Cabinet Membership. Cabinet membership should be expanded to include five additional agencies without whose expertise and resources it will be more difficult to attain the desired population outcomes. Agencies presently on the Cabinet are: DMR, DSS, SDE, DPH, DCF, Commission on Children, and OPM. Additional appointees should include DHMAS, CHEFA, Children’s Trust Fund, Office of the Child Advocate, and the Office for Workforce Competitiveness. Two parent representatives should also be added.</p> <p>New Cost Items Recommended in the CT Early Childhood Investment Plan (Part 1), December 7, 2006.</p> <p>The Early Childhood Research and Policy Council proposed a set of “systems” quality and accountability investments in its December 2006 Early Childhood Investment Plan. Across these recommendations in data, quality improvement, and research capacity \$6.9 million was recommended for SFY 07-08 and \$9.0 for SFY 09-10.</p> <p>Performance outcomes from this investment include:</p> <ul style="list-style-type: none">(a) Development of a statewide Quality Rating System(b) Local program funding to systematically improve ECE quality(c) Creation of a more effective statewide governance structure and a process for improved local TA(d) Establishing of a first-ever CT Early Childhood Research Institute (virtual)(e) Funding for a series of data expansion and networking efforts, including implementing the SDE unique education child identifier for all younger children in state funded services. <p>The Council also urged strengthening state management and governance, and offered seven models by which this could be accomplished along with a projected cost for strengthening governance.</p> <p>*Indicates, low-cost, no-cost action steps, including reallocation of existing resources.</p>
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Connecticut Appropriations Committee RBA Template Part II, Early Childhood Investment System Accountability

System

Early Childhood Investment System/Early Childhood Cabinet

Contribution to Population Result

No single state or local agency can accomplish the population result -- all young children healthy and ready for school success by entry to kindergarten -- by working alone, or working without family involvement.

Over SFY 06-07, Cabinet agencies began to evolve as a team. "Ready by 5, Fine by 9: CT's Early Childhood Investment Framework" was unanimously approved by Cabinet members as first evidence of a new collaborative working strategy. Additionally, the Cabinet and the newly established Early Childhood Research and Policy Council created two joint working groups: one on Building Local Capacity and one on Strategic Communications. In addition, the Cabinet's Year Two RBA work has expanded to involve 9 agencies representing 24 programs -- establishing a base from which to build a true birth to five system.

To work as a "system" requires a higher level of trust, commitment, flexibility, and access to information. Work as a system also requires a joint public commitment to common quality and accountability measures, data development and sharing, and agreement on governance processes or structures. Recommendations for next steps in these areas of systems development are included in the Early Childhood Research and Policy Council's "Investment Plan."

Finally, the systems work is at the core of quality improvement, essential to achieving the desired child outcomes. Within the context of early care and education programs in particular, a robust body of research indicates that only high quality programs result in the desired levels of child growth among children at risk. Elements of this necessary work are outlined in the Early Childhood Investment Plan in the sections requesting investment in a quality improvement and rating system and in Appendix B, An Assessment and Accountability Plan.

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Key Budget Information (<i>Dollars reported in millions</i>)	
Total Current Program Year Budget	286.5 million
Funding as Percent of All Funding for Quality of Life Result	54%
Program Funding as Percent of Total Agency Budget	
Budget Distribution:	
Federal	92 million
State	190 million
General Fund	
Capital Project Funds	
Other State Funding	
Other Funds (Not Federal or State)	4 million
Percent of Total Current Funding Spent on Direct Service	
Percent of Total Current Funding Contracted to Third parties	

Basic System Facts

The Connecticut public and its policy makers have been dissatisfied with the state's persistent achievement gap over a decade. Yet at the same time, many children in Connecticut are doing quite well, a contrast that sometimes lead to complacency in addressing well-documented issues related to the "Two Connecticuts."

Disparities in child and family health, well-being, safety, learning and earning are most graphically seen when a group of 19 Connecticut towns is compared with all other Connecticut communities. Poverty, poor educational outcomes, and health challenges are concentrated in these communities, designated by the state as "Priority School Districts." Although children with challenges live in all Connecticut towns, these 19 towns -- when compared with other communities -- most vividly represent the Two Connecticuts.

A robust body of national research shows that identifying **and addressing** challenges to children's health, growth and learning **early** provides the greatest opportunity to "turn the curve" on poor outcomes and to obtain the best "return on our investments." The work of the Early Childhood Education Cabinet, over SFY 05-06, identified a set of specific risks to children's development and identified a group of communities where child outcomes were not acceptable. We also identified specific points in the lives of young children where challenges were clearly apparent and intervention would be most effective. The *Ready by 5, Fine by 9 Framework* report outlines these ages, risks and opportunities.

Research studies also reveal that the health, learning and safety challenges of our young children can best be addressed by families and in communities, but not without a coordinated, data-informed system of services and support at the state (and local) levels.

The State of Connecticut already makes a substantial investment in young children up to the age of five years, nearly \$535,000,000 (in FY 2006), and the

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Early Childhood Research and Policy Council has requested an expanded two-year investment of \$102 million in the coming biennium. The Governor's biennial budget proposes \$74 million to begin this process over the next biennium.

To assess the effectiveness of current state expenditures as well as to assure the wise use of propose new resources, systems challenges must be addressed. These include cross-agency collaboration and service coordination, data gathering, analysis, and reporting, authority for population outcomes, and knowledge development and dissemination.

The general public wants "smart government," well-managed agencies, and demonstrable outcomes. If supported, the Early Childhood Investment Initiative, through the Cabinet, the Council and the RBA experience, can continue to be this kind of case example.

Barriers that remain to be overcome include:

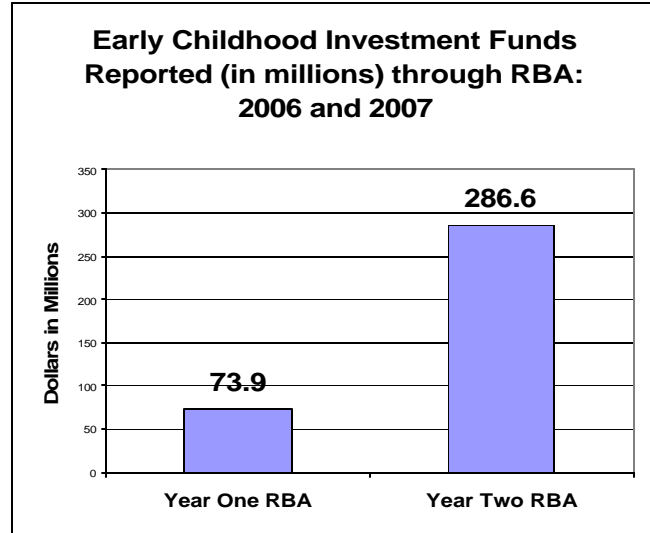
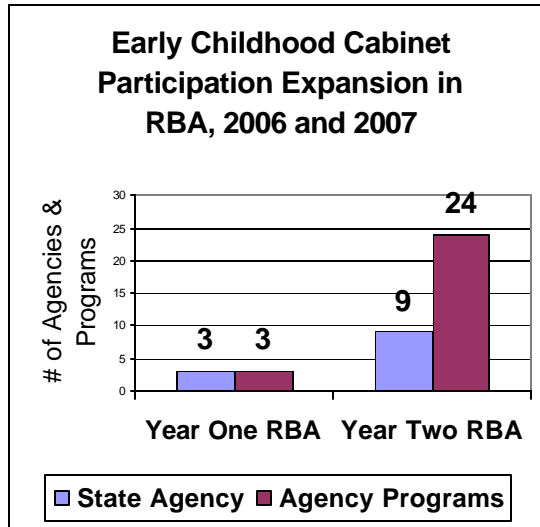
- **Data** methodologies, platforms, and privacy issues across agencies hinder client service improvement, resource leveraging, strategic planning and policy deliberation
- **Lack of unique child health and education identifiers** makes it impossible to track and share information on specific groups of individual children for the purpose of resource allocation, outcomes tracking and program evaluation
- **Lack of systematic, formal memoranda of understanding and/or an authority structure** across agencies results in agency inefficiencies and struggles over turf. When accomplished, strengthening system governance will improve management, accountability, and interagency resource alignment.
- **Lack of systematic, intentional support and technical assistance for local communities** hinders state-local strategic planning, local ownership of individual family challenges, and the development of family friendly state and local policies and programs

Expanding the Cabinet membership and participation, expanding joint work with the Early Childhood Research and Policy Council, and policy level resolution of governance alternatives will enable individual agencies and cross-agency efforts to better support the health, well being, safety and learning of all of the state's young children.

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Performance Measures and Story Behind the Baselines

Systems Measure 1. RBA agency and program expansion



Story Behind Measure 1. Agency participation in the RBA process utilized by the Early Childhood Education Cabinet increased significantly from Year One to Year Two, increasing from three agencies with one program each to nine agencies responsible for a total of 24 programs. Similarly, funding included within the RBA framework increased more than 300%, from \$73.9 million in Year One to more than \$286.5 million in Year Two.

Context and Detail. Established in law in 2005, the Early Childhood Education Cabinet met first in September 2005. In late fall of 2005, CT General Assembly's Appropriations Committee selected the Cabinet as one of its first-year RBA "case examples." Three programs were presented in 2006, one per agency (by SDE, DSS and DPH). All were related to the provision of state funded center-based early education programs.

In July 2006, the Cabinet adopted *Ready by 5, Fine by 9: CT's Early Childhood Investment Framework*, having prioritized 10 top investment items from the 50 action items identified as necessary over time to achieve two key population outcomes:

- All children are healthy, meet developmental milestones and reach kindergarten fully ready for early school success.
- All children make continued academic progress in reaching the state's "goal" in reading performance at entry to 4th grade.

Over September and October 2006, *Ready by 5, Fine by 9* was reviewed by about 950 citizens who attended 14 Local Listening Forums. Public support was

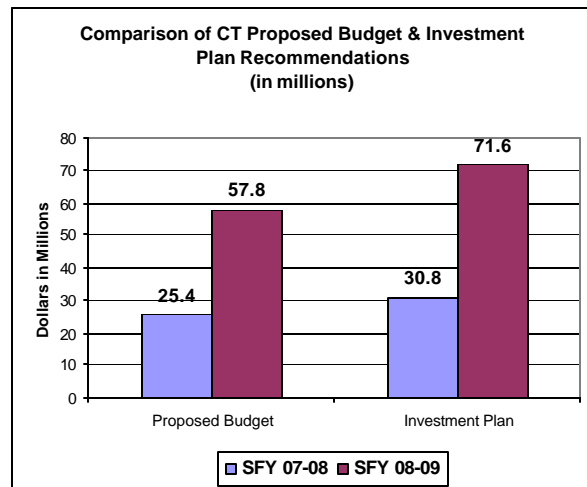
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strongly positive. Over 5,000 copies of the 28-page *Framework* were distributed by request in October 2006 alone.

Early in the fall, the Cabinet was selected to participate in the second year of RBA work by the Appropriations Committee and with the Office for Fiscal Analysis. The Cabinet allocated its own funding to support this critical 2nd year work (see below). In December, CT's Part I of CT's first ever early *Childhood Investment Plan* was released, recommending the appropriation of \$102 million in new funds for (a) increased accountability and systems management, and (b) the top priority items identified by the Cabinet.

Comparing Investment

Proposals. The Governor's proposed biennial budget, released on February 7th, would appropriate a total of \$ 83.2 million over SFY 07-08 and SFY 08-09. The Early Childhood Investment Plan recommended a total of \$102.4 million over the same period, the 1st years of a five-year expansion.



An item by item comparison of the two sets of proposals follows in Appendix C at the end of the Systems Template.

Cabinet Expenditures. The Cabinet was appropriated \$450,000 in each of the present biennium (SFY 05-06 and SFY 06-07). It has been frugal in its use of these funds. A summary of expenditures through February 11, 2007 follows. Additional detail is available.

- Development and Printing of *Ready by 5, Fine by 9* \$ 16,000
 - Development of *Ready by 5, Fine by 9 Infant & Toddler Plan* \$ 25,000
 - Printing/Summit for *CT Early Childhood Investment Plan* \$ 20,000
 - Year Two Cabinet staffing/consultant support \$ 75,000
 - Year Two RBA Technical Assistance \$ 80,000
 - Strategic Communications/ Public Information \$ 45,000
 - Continuation of Data CONNections \$150,000
 - Data Interoperability Project \$ 50,000
 - Community Preschool Facility Technical Assistance \$100,000
 - Cabinet-Bridgeport Leadership in Action Program \$ 75,000
- [Note: This 1st state-local partnership effort leveraged \$160,000 in philanthropic funding.]

Total: July 2005 through 13 February 2007 \$636,000

Total Available: July 2005 through June 2007 \$900.000

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Measure 2. Communities with formal B-5 plans or public reports on their young children

Public Plans	Public Reports	Plans/Reports in Progress
Bridgeport, Hartford, Norwalk	Meriden, Middletown, New London, Norwich, West Hartford	Branford, Danbury, East Hartford, Hamden, Naugatuck, Waterbury

Story Behind Measure 2.

In order to receive funding as part of Connecticut’s School Readiness Program, eligible communities must establish a School Readiness Council. There are currently 58 Councils, led by the school superintendent and the mayor or their designees. Councils in the 19 Priority School Districts (only) receive administrative funds annually as part of the School Readiness grant that are generally used to cover administration, coordination and evaluation of the local School Readiness Program. Just over a million dollars was utilized across the 19 Priority School District Councils in each of SFY 06 and SFY 07.

School Readiness Councils are mandated to identify local resources, encourage public participation, facilitate coordination among providers, and make recommendations to the chief elected official and school superintendent on school readiness issues. While some of the Councils also receive philanthropic support, there are no state funds available to support comprehensive strategic planning or population outcomes analysis. No state support is provided for the 39 Councils in non-Priority School Districts.

At the present time, three communities have completed and published formal “birth to five” strategic plans. Five communities have produced annual public reports on the status of their young children, and six additional communities have begun the process of developing either a formal plan or annual public report.

The broadest source of philanthropic support local early childhood capacity building is the Discovery Initiative, a \$15 million multi-year commitment of the William Caspar Graustein Memorial Fund to 50 communities and other partners to build a broad base of support for the early school success of all children. All but 12 of the 58 School Readiness Council communities are also supported by the Discovery Initiative. This fall, the Trustees of the Graustein Memorial Fund authorized additional fiscal and technical support for communities that wish to undertake development of a birth to five strategic plan for their town.

The Early Childhood Investment Plan recommended a \$10 million two-year investment in building local capacity for policy and program planning, systems development, public accountability, leadership, and resource allocation in the 58 School Readiness communities (19 Priority Districts and 39 other districts at risk

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of poor school readiness outcomes). The Governor's budget proposed \$450,000 in SFY 07-08 and \$600,000 in SFY 08-09 to support the first stage of this local capacity building process.

Measure 3. Number and percent of MOUs related to data that have been finalized and implemented.

At least 6 state agencies (DPH, DSS, SDE, DCF, DMR and DOIT) and the University of Connecticut Center for Public Health and Health Policy have been involved in MOU development regarding data extraction and analysis.

Story Behind Measure 3. Access to aggregate data related to children, in a health or educational context, for use in the 2007 RBA process has been extremely difficult. Without the assignment of unique child identifiers, it will not be possible to track the trajectory of individual children over time and across service agencies. Similarly, without individual data that can be variously categorized and analyzed in the aggregate, state and local policy and program planning will continue to be impaired.

The CT Health Information Network is being developed by the Center for Public Health and Health Policy at the University of Connecticut and a number of state agencies as a "federated data architecture," reports having secured MOU's with participating agencies, including DCF, DMR, SDE, DPH and DOIT. All data accessed through CHIN will be "de-identified" and is therefore not usable for case management or service delivery improvements.

e-Health CT, just announced in January 2007, will develop – over a 10 year period – "a master person registry, a statewide provider registry, a record locator service, and privacy and security policies and applications...Patient problems, medication history, laboratory results, allergies, and radiology results are examples of information that will be available through the exchange. While individual medical records will remain decentralized, eHealth Connecticut will build de-identified databases for analysis and reporting of quality, disease status and cost, across the population."

There is also a multi-agency data working group emerging, hosted by the Office for Workforce Competitiveness and the Bureau of Rehabilitation Services (within the Department of Social Services). This effort was initially directed at similar data challenges related to youth, but representatives of Early Childhood Cabinet agencies have joined to assist in identifying what an effective cross-agency data development initiative would involve.

The Early Childhood Research and Policy Council recommended a \$6 million, two-year investment in the coming biennium to foster a federated database that could work across Cabinet agencies to improve data on individual case coordination, on program operation, and on strategic planning. The initiative would also support the application of State Department of Education student

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identifiers to all young children enrolled in early care and education settings funded by the State of Connecticut.

The proposed biennial budget includes \$2 million over two years to begin this work and also to begin work on a quality rating, public accountability system.

Measure 4. Percent of young children with unique health and education identifier(s)

Effective October 1, 2007 (and for the first time) all students in grades K-12 will be assigned a unique electronic educational identifier within the SDE Public School Information System.

Story Behind the Measure.

The Department of Public Health and Department of Social Services have a MOU regarding joint data analysis of birth and HUSKY A data, lead screening, and children with special health needs. While data runs on individual children are exchanged on an annual basis, the MOU restricts the public release of any information developed except for specific federal reporting purposes.

The State Department of Education is required to have unique identifiers for all students in the K-12 state system actively in place and accessible to local school districts by October 1, 2007. There are currently insufficient fiscal resources within the State Department of Education to apply unique identifiers to younger children. This issue was addressed in the Early Childhood Investment Plan's data recommendation. [Note: The proposed biennial budget eliminates funding now in the State Department of Education's current budget for this purpose, postponing its implementation until 2010.]

The CT PreK-16 Council, an initiative of the Department of Higher Education, Board of Governors of Higher Education, and the CT State Department of Education, was launched in January 2007. An initiative of the National Governors Association, one of the key tasks of the Council is to develop a longitudinal database that operates with unique student identifiers from preschool through college.

Measure 5 Number and percent of MOUs for cross-agency case management, service delivery coordination and quality improvement.

Being researched at this time.

Story Behind the Measure. The Cabinet will undertake a survey of existing and needed client- and service-based MOUs across agencies in the spring of 2007. As one example, however, the State Department of Education has shared a MOU between itself and the Department of Public Health that provides the transfer of \$25,000 from SDE to DPH to support the Department of Public Health's awareness campaign for school officials about the CT School Health

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Survey. The MOU further presents the Department of Education's agreement to help identify key stakeholders for the 2007 Survey and to collaborate with DPH in creating a plan for results reporting. The MOU is in effect for the SFY 06-07 fiscal year.

Partners and Their Roles

- **Cabinet** agencies, existing and proposed: This group holds resources of many types (fiscal, human, and data) necessary to achieve the population outcomes in a five to eight year period.
- **Early Childhood Research and Policy Council:** This group brings significant business, philanthropic, education, local government, workforce and economic development assets to the Systems Development table.
- **CT Poverty and Prevention Council.** This group is charged with developing strategies to reduce child poverty and also ensure that by 2020 10% of key agency budgets are allocated to prevention initiatives.
- **CT Youth Vision Team, Youth Futures Committee, and CETC Youth Committee:** These entities focus on youth needs and challenges, some of whom are teen or young single parents at risk of raising children in environments and conditions that could threaten youth children's health, safety, and learning success.
- **Interagency Data Working Group:** This informal group is working to develop methods and procedures for improved data definition, gathering and sharing across state agencies as well as to advance development of a federated technology architecture that will serve children and youth, B-21/24.
- **School Readiness Councils:** The Councils are represented on the Cabinet but we will need to develop a more inclusive process for state-local partnership and involvement including increased parent representation.

What do you propose to do to improve performance in the next 3-5 years and why?

1. Review all state and federal fiscal resources identified through the past two years of RBA work, for population outcomes and program performance measures, and identify funds that can be relocated or reallocated for maximum efficiency and effectiveness
2. Implement a comprehensive, cross-agency system of program accountability
3. Implement vastly improved data processes and methods to allow for regular, public accountability and results documentation
4. Identify and track the development of at least one specific cohort of children served across Cabinet agencies, to identify methods of improving service effectiveness and outcomes
5. Implement such early childhood investment expansion funds as authorized in the 2007 legislative session

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6. Develop budget proposals for years three and four of the Early Childhood Investment Plan, including recommendations that arise from the Infant & Toddler Strategic Plan (due by June 2007)
7. Continue to develop improved statewide and state-local governance processes
8. Fully implement the CT Quality Rating System, pending resource allocation

Appendix A, Data Development Agenda

State agencies participating in the RBA process have identified a long list of data needs as part of their RBA program templates. These are summarized below:

- Development of program measures for all agencies currently lacking them and develop data dictionaries across all agencies to ensure a common understanding of how program, evaluation and outcome terms are used by each agency
- Early care and education workforce: Data registry of all individuals employed in ECE and their education and training status
- Unique child identifiers: In health and education, with the capability of linking across them using middle-software and proper privacy agreements, waivers and consent
- Linking child identifiers with learning, development and health outcomes
- Electronic program data, including fiscal, workforce, and performance measures – capable of being shared across state agencies that fund the same programs
- Common data elements (and definitions) across agencies serving the same children and families
- Access to aggregated data for use in more sophisticated strategic planning, including community and neighborhood mapping
- Increased use of online application processes and public accountability reports
- Participation in further development of a federated data platform to produce a coherent B-21 policy and framework for data collection and use

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Appendix B, Link to Budget

RBA Program Agencies 2007	08 New Gov	Council 08	09 NewGov	Council 09
Family Strengthening				
Child Development/School Information & Targeted Outreach to Families	0	892,792	0	1,208,975
Birth to Three (Net to State)	913,507	1,224,655	1,267,912	8,298,652
Child Health, Development and Safety				
HUSKY	8,100,000	0	13,000,000	0
Early Care and Education Quality Improvement & Preschool Expansion				
Care Centers Rate Equity	2,160,000	2,163,495	4,460,000	4,456,800
School Readiness Program	11,050,000	11,080,374	30,500,000	30,514,618
Preschool Space Expansion	2,000,000	2,450,000	4,000,000	6,600,000
Quality enhancements	0	2,417,500	0	3,000,000
Early Childhood Consultation Network	0	287,000	0	323,000
Teacher Preparation	1,108,000	1,285,703	2,957,500	3,298,387
Building Local Capacity				
Building Local Capacity, including Technical Assistance on Facility Expansion	450,000	3,504,770	600,000	6,991,360
Management & Accountability Improvements				
New Management/Governance Structure	120,000	437,510	120,000	915,090
Quality rating System	1,000,000	201,000	1,000,000	350,000
Data Architecture Improvements, including unique ed identifiers to preschool children	-1,540,000	3,150,000	-160,000	3,550,000
Early Childhood Research	0	703,500	0	1,059,000
K Assessment	0	1,000,000	0	1,000,000
Totals	\$25,361,507	\$29,905,507	\$57,745,412	\$70,356,907

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Appendix C, Information and Research Agenda

State agencies participating in the RBA process have identified a substantial list of research questions that they believe will improve the quality of services, population outcomes, fiscal accountability and resource leveraging, and workforce preparation.

The Early Childhood Research and Policy Council proposed the establishment of a network of Connecticut researchers to address the following agenda in partnership with the Early Childhood Cabinet. This recommendation, available within the Early Childhood Investment Plan and posted online at www.ecpolicycouncil.org, was not funded in the SFY 07-08 or SFY 08-09 budget proposals now under consideration.

Appendix E, What Works (Optional)