

Report

January 2006

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut



EARLY CHILDHOOD EDUCATION WORKFORCE SUPPLY

A REPORT TO THE GENERAL ASSEMBLY

ON

PUBLIC ACT 05-245

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Executive Summary

Public Act 05-245 called for the establishment of a committee to assess pathways to baccalaureate degree programs in early childhood education; make recommendations to increase access to initial certification in early childhood or child development; and make recommendations for strengthening articulation between two-year and four-year early childhood education or child development programs. Central to these early childcare initiatives is the recognition that preschool children need and deserve appropriately educated and trained teachers to ensure that they are ready and able to learn when they arrive at school.

The report that follows identifies statewide efforts underway to provide education and training to the early childcare workforce. The report identifies existing programs available to the early care workforce, barriers that present challenges to completion of programs, and suggested actions to be taken to eliminate barriers and increase degree completion.

The report identifies one of the most significant challenges ahead for the early care workforce in the state of Connecticut as it attempts to meet the mandate that requires at least one baccalaureate degree teacher in each preschool readiness program by 2015. The analysis of students in the educational pipeline, associated degree production, and the number of baccalaureate degrees awarded in this field suggests that extraordinary measures need to be implemented to meet Connecticut's statutory goals.

The Committee's recommendations are made in the areas of promoting access, articulation, education and training of the workforce, curricular standards and regulations and increasing the number of appropriately trained baccalaureate teachers to meet the 2015 mandate.

Recommendations include:

- *Expansion of early childhood program capacity, the development of accelerated and alternative routes into the field*
- *Innovative uses of distance education and the Connecticut Education Network, site-based learning, and flexible programming to increase numbers who move through the credential continuum*
- *Enhancing and enforcing the system-wide articulation agreements and processes that have been developed and communicating these to all parties*
- *Higher education collaboration with early childhood providers to offer bridge programs and innovative remediation efforts for those in the workforce who wish to progress to degrees*
- *The development of a framework for continuing and expanded professional development opportunities for child care providers in public K12 and private settings within regions*
- *Clarification of the viability of a Birth to Kindergarten certification endorsement*

- *Creation of an Ad Hoc Committee to redesign the early childhood, clarifying its curricular focus, identifying outcome competencies and building a pathway from Birth to Five credentialing programs to associate and baccalaureate certification programs*
- *Definition of programs beyond those labeled as early childhood that provide entry education for careers in the field and parity in the number of required credits for certification for early childhood majors*
- *Development of uniform program standards and student competencies for non-certification programs such as Family Studies and Child Development that state they are preparing graduates for careers in early childhood education.*
- *Establishing implementation and incentive strategies including pilot programs, providing financial aid to students moving to the baccalaureate level and staying in Connecticut to teach in the early childhood field*
- *Enhancing accountability both in timelines to completion of state determined goals and through annual reports to the Board of Governors for Higher Education, the Governor and legislative committees of cognizance*
- *Building a carefully defined information database to assure accurate annual information on the early childhood workforce pipeline and supply.*

If the state is committed to ramping up early childhood education programs and the early care workforce, then it must be committed equally to developing and funding an “Early Childhood Education and Workforce Fund.” As detailed in the report, the investment called for is \$1million annually from 2007-2012.

As a first investment, the Department of Higher Education will use the \$50,000 dollars accorded to it under the FY06 budget to offer, competitively, to higher education institutions, the opportunity to develop a high quality alternate route cross-endorsement program for baccalaureate degree holders with certification in elementary education.

Background

Public Act 05-245, Section 50, called for the establishment of a committee to review and assess pathways to baccalaureate degrees in early childhood education and child development to promote the professionalization of the early childhood education workforce. More specifically, the tasks of the committee are to review and assess the accessibility of Connecticut's programs by the early education workforce; make recommendations for increased access to initial teacher certification in early childhood education or child development; and make recommendations for strengthening the existing articulation agreement between two- and four-year colleges offering early childhood education or child development.

Integral to the tasks noted above is the expectation of the State Department of Education and PA 05-245 that, by 2015, each preschool classroom statewide in the school readiness program will be taught by an appropriately certified teacher and that high teacher standards, which may include a Bachelor of Arts degree in child development, will be required of teachers in all state-funded preschool programs. At a minimum, Priority School Districts (schools in need of additional academic assistance) and ERG I districts (which are low socio-economic and urban areas) should be targeted to meet the goal of having at least one appropriately qualified early childhood teacher in each preschool classroom. To meet the mandate will require a substantial state investment over a period of time.

The Commissioner of Higher Education chaired the Committee (hereafter Taskforce) and convened five meetings to gather information and review suggestions about appropriately meeting the state's expectations. The Taskforce also combined its work through active web-based exchanges. Members of the Taskforce are included in Attachment A.

Introduction

While this Early Childhood Education Taskforce Report responds to the specific charges identified in PA 05-245, there are a number of other legislative and private initiatives underway to address issues of workforce needs as they relate to early childhood education. Indeed, presentations before the Taskforce and a review of several national and state studies (see Attachment B) indicate that there is considerable overlap in findings and recommended solutions to issues facing access to educational opportunities, professionalization of the workforce, and articulation of early childhood education at all levels. Some of those important activities are:

- The Connecticut Early Childhood Cabinet (co-chaired by the Governors' Office and State Department of Education) will develop a strategic plan to ensure that all children (b-5) will arrive at school ready and able to learn; coordinate fiscal/budget requests and recommendations about early childhood education to the Governor by June 2006; promote quality and consistency in children's health and learning environments; make recommendations about fiscal issues, evaluation, and school readiness; and look at capital issues. The Cabinet is expected to present a framework for assuring children's readiness for kindergarten to the Governor in 2006. Commissioners of key agencies, legislative leadership from the Connecticut General Assembly's Education and Human Services Committees, and community representatives sit on the Cabinet.

- The Department of Higher Education’s Early Childhood Articulation Committee is composed of coordinators and faculty of early childhood, child development, and related programs at public and independent institutions. The educational mobility of students is accomplished under the Articulation Plan through the establishment of a recommended minimum transfer credit for graduates of the state's Associate degree level Early Childhood Education programs who want to continue their education toward a baccalaureate degree leading to state teacher certification in Early Childhood Education or child development. The goal of the Early Childhood Education Articulation Plan is to maintain an accessible pathway to career mobility for early childhood educators by facilitating the movement from one level of collegiate education to another. The recommended minimum transfer credit established by the Articulation Plan is based on the recognition that there is a common body of knowledge and programmatic outcomes in early childhood education that students acquire at both the Associate degree and baccalaureate levels.

The recommended process for award of credit described in the Articulation Plan is for program to program articulation rather than a course by course transfer of credit by which students are assessed on an individual basis. Program to program articulation is based on the common core of knowledge and programmatic outcomes which Early Childhood Education Associate degree graduates bring to their study of Early Childhood Education at the baccalaureate level. For a copy of the recently updated articulation plan, see Attachment C.

- The Connecticut Career Ladder Advisory Committee, of the Office for Workforce Competitiveness [established in Public Act 03-142 and chaired by the Office of Workforce Competitiveness] identified a number of challenges facing the early care workforce, including low wages, high turnover, barriers to pursuing higher education, and licensing requirements. In February 2004 that Committee developed a three-year strategic plan to strengthen and expand the early childhood workforce by increasing the number of staff who obtain credentials, increasing the number of people who enter the field with higher education degrees, supporting tuition and other forms of assistance, and promoting salary enhancements based on education and experience. The Committee currently is piloting initiatives to assist workers in moving up the career ladder. For a copy of the Early Childcare section of the three-year Strategic Plan, see Attachment D.
- The Connecticut Charts-a-Course (CCAC), established in 1991 and administered by the Community Technical College System, is the state’s professional development and program improvement system for early care and education. It administers a Scholarship Assistance Program that supports education and training along a career ladder continuum: from Child Development Associate credential (CDA), to a 30-credit Certificate, to the Associate degree, to the baccalaureate degree, and to the Master’s degree in Early

Childhood Education. The CCAC Accreditation Facilitation Project promotes program quality through the acquisition of state and national standards for accreditation. CCAC is funded through the Department of Social Services and is involved in a number of collaborative efforts with the Departments of Education and Labor, the Office for Workforce Development, and institutions of higher education. A more comprehensive list of activities is included in Attachment E.

- The State Department of Education outlined a number of proposals in its report “Ed Life” (2004). The State Department of Education expects that, by 2015, each preschool classroom in the public school system statewide will be taught by an appropriately certified teacher and that high teacher standards, which may include a Bachelor of Arts degree in child development, will be required of teachers in all state-funded preschool programs. The State Department of Education also called for the expansion of existing teacher preparation programs and the development of innovative programs that are compatible with professionalizing the workforce. Strategies to do so include distance learning, off-campus and satellite learning centers, employment-based credit-granting courses, mentorship, coaching, and strong articulation agreements between community colleges and four-year institutions.

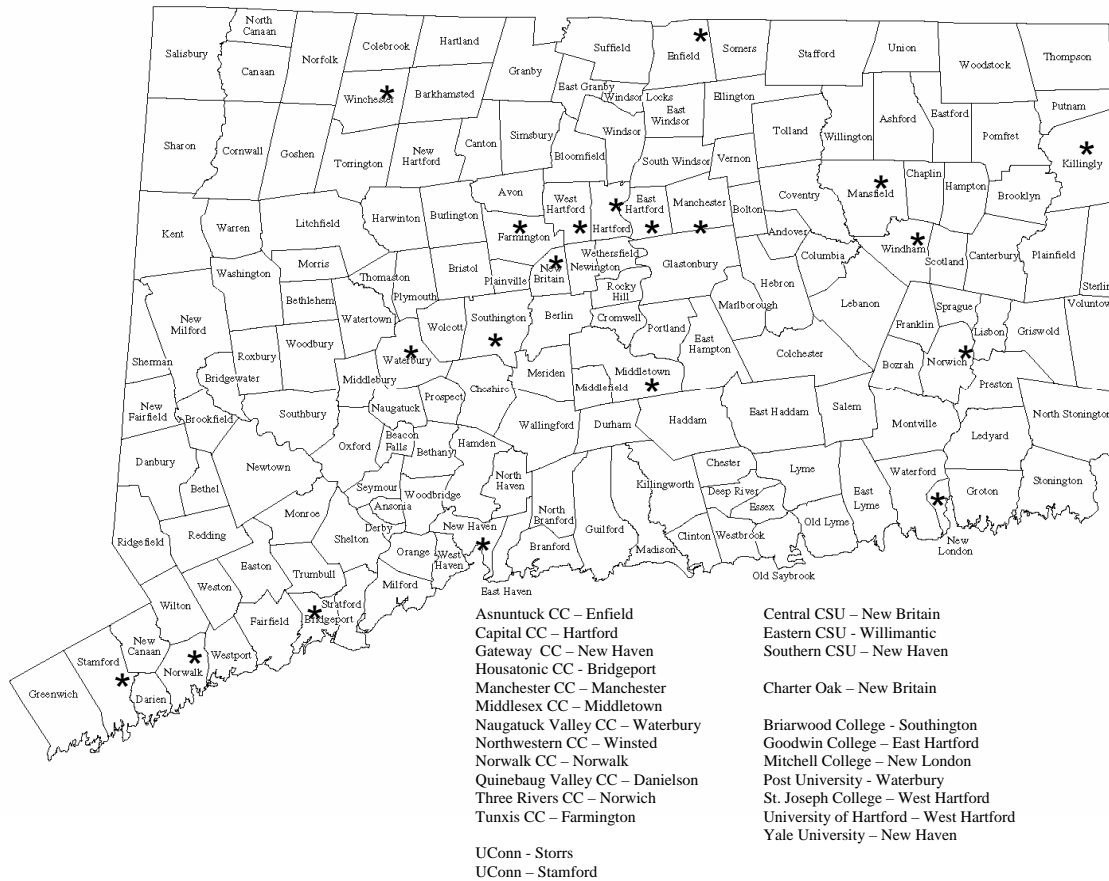
In a subsequent State Department of Education document, “Developing Certified Preschool Professionals for Priority School Districts and Districts Eligible for Competitive Grants” (November 2005), SDE projected that approximately 2,835 appropriately qualified early childhood teachers will be needed by 2015 to accommodate the needs of 19 Priority School Districts and 45 non-priority school districts that are eligible for competitive grants. The projected teacher need is based on serving 34,341 students @ 18 students per class (1,908 classrooms) @ 125% of need (477), resulting in 2,835 teachers. See Attachment F for the full calculation.

- The study “Shaping Young Lives: A Profile of Connecticut’s Early Care and Education Workforce” was commissioned by Early Childhood DataCONNECTIONS, the Connecticut Career Ladder Advisory Committee, and the Connecticut Women’s Education and Legal Fund. The report notes that “despite a few bright spots, Connecticut’s child care workforce is still characterized by meager compensation, modest qualifications and low job retention. This is troubling, given the body of research indicating that low levels of educational attainment lead to low wages, which in turn leads to staff turnover and, ultimately, compromised child care quality.” For a summary of the report’s findings, see Attachment G.

These documents, national research and a continuing dialogue among Connecticut leaders about the efficacy of early learning both for individuals and for the state, formed the resolve that has led to this study. Clearly, no progress can be made to improve early learning without a highly qualified workforce sufficient in numbers to the state need, compensated reasonably for their efforts, and focused upon high performance. In light of these goals, the Early Childhood Workforce Committee visited the issues of access, barriers to participation and advancement to credential, the current status of the early childhood workforce, projections of need, and means to effect progress both in supply and quality.

Access and Barriers

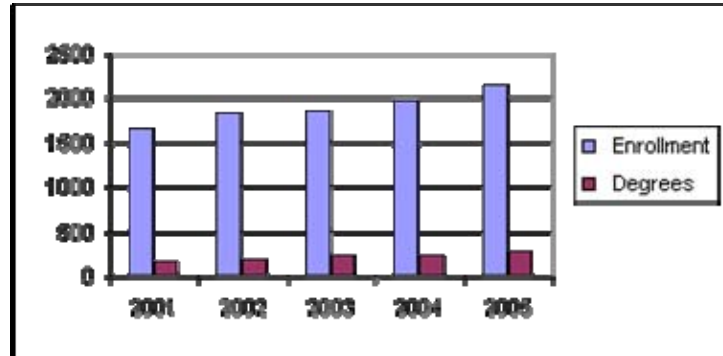
Access to Early Childhood Education Programs



As depicted in the map above, presently, there appears to be sufficient geographic access to early childhood and related programs at public and independent colleges and universities that lead to a CDA credential, the 30-credit Certificate, the Associate’s degree, the Bachelor’s degree, and the Master’s degree. There are 24 institutions offering early childhood programs; 15 offer the Certificate, 16 offer the Associate’s degree, 8 offer the Bachelor’s degree, and 5 offer the Master’s degree. See Attachment H

The following degree chart lists degree production over the most recent five years, 2001-2005:

**Enrollment and Degrees Awarded in Early Childhood Education
at Connecticut Community Colleges
2001-2005**

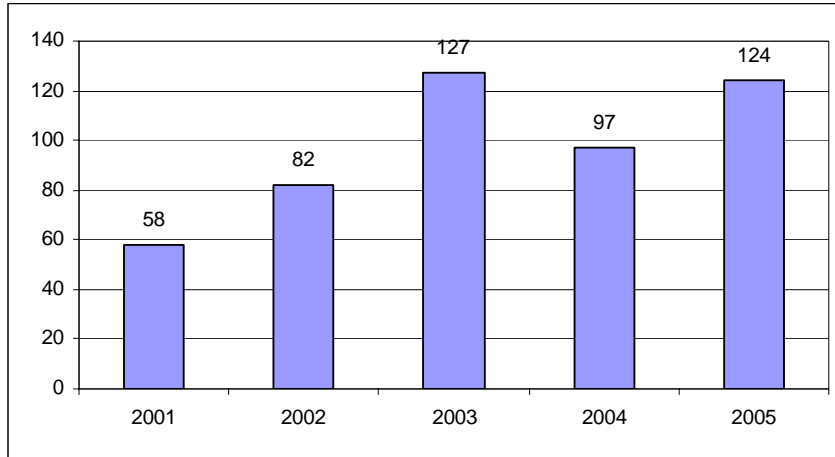


	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
Enrollment	1643	1827	1856	1966	2141
Degrees	155	186	229	224	274

Enrollments and degrees conferred over the past five years have steadily increased at the Community Colleges. Moreover, there is significant enrollment in the pipeline. However, when measuring the number of students enrolled in programs and the number of degrees conferred, there is significant disparity. Many students work full-time and attend college on a part-time basis, thus taking a long time to complete the program. Also, some students drop out before completing the course of study. See the section below on “Barriers to Access” and responses to the Department of Higher Education Institutional Survey question regarding barriers to completing programs.

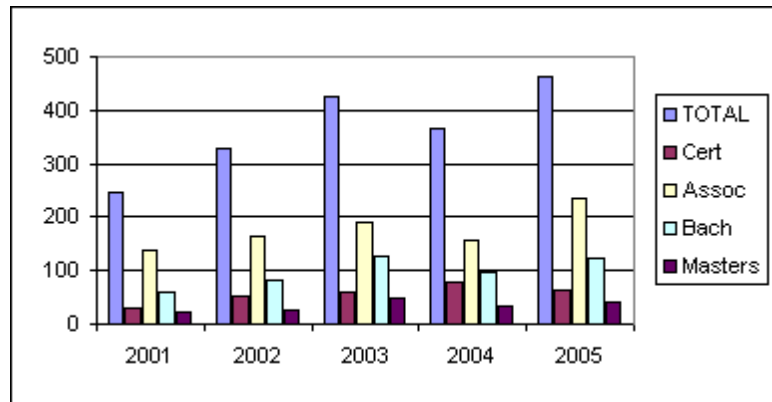
The significant challenge at this level is to increase the number of students who complete the Associate’s degree and who are then in a position to enroll in and persist through to complete baccalaureate degree programs. There is strong potential in the educational pipeline if retention and transfer are realized.

Baccalaureate Degrees in Early Childhood Education Awarded 2001-2005



When looking at the total number of baccalaureate degrees awarded, it is clear that immediate measures must be taken if the 2015 goal that there be a qualified holder of an appropriate bachelor's degree in each early child care classroom is to be achieved. The chart below indicates that certificate and associate degree holders, if continuing, would help to meet state goals, but not in entirety.

Total Certificate, Associate, Baccalaureate, and Master's Degrees Awarded 2001-2005



	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
Cert	29	52	59	79	63
Assoc	137	166	190	156	235
Bach	58	82	127	97	124
Masters	22	27	48	35	40
TOTAL	246	327	424	367	463

Barriers to Access

As part of any analysis or review of Associate and baccalaureate degree programs, which are accessible to the early childhood workforce for professional development and advancement toward a collegiate degree, both the educational infrastructure and overall benefit to the workforce must be considered.

The Department of Higher Education conducted a survey (see Attachment I) of all institutions offering an early childhood education or related program and asked early childhood coordinators (at all levels) to identify what they perceived to be barriers to students completing early childhood education programs. Institutions reported the following:

- Students' basic skills deficiencies;
- Time-to-degree (sometimes 5-7 years for the Associate's degree) because of part-time study and work requirements;
- the challenge of meeting certification requirements (PRAXIS examinations, State Department of Education certification, NCATE, and NAEYC);
- personal responsibilities, which interfere with attending classes; or limit many students to minimal course completion rather than the whole program;
- a lack of financial resources which prevents students from completing a program;
- student decisions to change their major or to transfer before completing the degree;
- student teaching stipulations that require many hours without pay and the concomitant difficulty securing release time from work for those who are employed;
- student difficulty in finding courses to meet work and family schedules.

The barriers noted are illustrative of and consistent with other state and national findings. Issues of basic skills proficiency, financial support, flexible scheduling, release time, and certification requirements all result in barriers to completing early childhood education programs.

Necessary Support Services

The Department of Higher Education's survey also asked what kinds of support services were needed to make programs more accessible and to help students complete programs. Institutions reported the following:

- there is a need for more credit programs online that are offered in the evenings and on weekends;
- there needs to be better transferability of credits;

- there is a need for new alternative routes to certification to broaden the pool of candidates;
- there is a need for earned credit for work experience that is equivalent to course work;
- there needs to be improved access and service related to financial aid, tutoring, academic advising, services for students with disabilities, and other student support services;
- there is a need for more tutoring for the PRAXIS I test;
- there is a need to develop programs and to leverage resources to support paraprofessionals in earning a degree credential.

Meeting Projected Need for Early Childhood Teachers, 2015

A review of current degreed early childhood workers provided by the State Department of Education indicates that a sustained and targeted phase-in process will be needed to meet the manpower projections that are mandated for 2015: that at least one teacher in each classroom have an appropriate baccalaureate degree in early childhood education or child development.

To meet that mandate, Connecticut's colleges and universities will need to produce sufficient numbers of graduates to maintain, minimally, a pool of 2,385 teachers. A pool of qualified teachers of that size will meet the needs of the State's Priority Districts and of districts eligible for competitive grants, which is being described as the first target for state investment. It will also address projected attrition rates in that early care workforce.

Based on current production, creating and sustaining such a large pool of qualified teachers means that Connecticut's institutions will need to graduate about 270 baccalaureate degree qualified early childhood workers annually between 2006-2009 and 500 annually in 2010 and 2011.

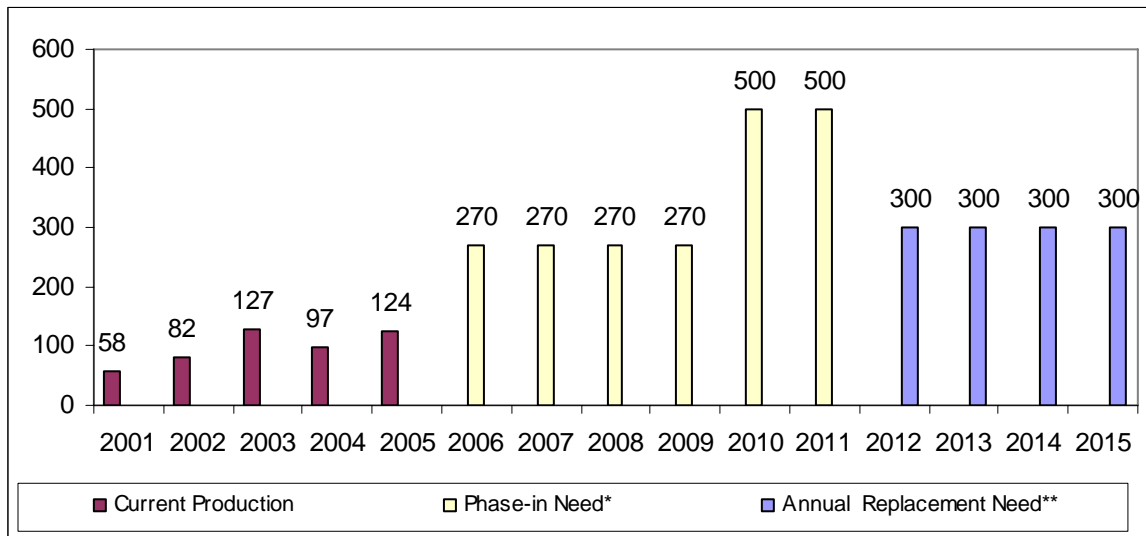
This essential need is highlighted in the following chart, which illustrates three fundamental dimensions of the Early Care Teaching force Connecticut must develop and sustain.

(a) The figures from 2001-2005 define the current number of baccalaureate degrees awarded annually at public and independent institutions of higher education.

(b) The figures from 2006 to 2009 indicate the projected annual rate of early childhood teacher production in the next four years in the phase-in period as increasing numbers of 3 and 4 year-olds move into the early care public system. The numbers in 2010 and 2011 – which are twice the annual number for the early phase-in need -- address projected retirements and other workforce changes and lay the foundation for the sustainability of a larger and certified workforce during the following years. The spike of production required in 2010 and 2011 obviously cannot come in entirety from traditional early childhood programs where sharp increases for two years would disrupt a capacity plan, but rather would require additional supplement from accelerated routes.

(c) The figures for 2012 through 2015 (and beyond) indicate the annual production needed to sustain this commitment to a professional and highly-trained baccalaureate-prepared workforce in early care settings.

Baccalaureate Degree Early Care Teaching Force



It is clear, from this chart, that if Connecticut is to meet the objectives of 2015, we must without delay commit to an active and sustained effort to develop the existing workforce and attract new students to early childhood education and related programs.

To accomplish this, dramatic and immediate investment in our implementation efforts must be made now and over the next five years.

RECOMMENDATIONS

It should be noted that a number of the recommendations of this report are predicated on several assumptions: (1) that the financial investment and support to attract baccalaureate trained early care teachers in community-based and private care settings will be in place by 2015; (2) that a sufficient number of students will see the benefit in selecting early child care as an educational option; and (3) that the existing and potential early care workforce is willing and able to persist through baccalaureate degree completion.

Promoting Access

- The Department of Higher Education, the State Department of Education, and childcare providers should promote the appropriate expansion of capacity of Connecticut’s collegiate early childhood preparation programs and support the development of innovative programs that are compatible with professionalizing an employed labor force.
- Strategies for increasing access include the development of distance learning courses and programs, off-campus and satellite learning centers where there is critical mass, employment-based credit-granting courses (for example, a supervised practicum), and mentorship and coaching models.

- Institutions offering programs in early childhood education, child studies, or related programs should collaborate with providers to determine the feasibility of offering flexible programs (on-site, at regional centers, evenings, weekends, etc.) to accommodate the schedules of persons who are employed full-time in early care settings.
- The Department of Higher Education should work with individual institutions to determine the feasibility of re-activating and/or maintaining early childhood education programs that are in jeopardy of closing at public and independent institutions.

Articulation

- The Board of Governors for Higher Education should require an annual report on how articulated pathways are impacting enrollment, retention, transfer, and graduation. The Department of Higher Education's Early Childhood Education Committee has defined pathways for career mobility for early childhood education professionals seeking to move from associate to baccalaureate degree certification. A copy of the updated Early Childhood articulation agreement is attached. See Attachment C.

Professionalization of the Workforce

- The Department of Higher Education should work with appropriate higher education partners to develop accelerated and alternative routes for current teachers with baccalaureate degrees in elementary education, child development, and related programs to cross-endorse or to become certified in early childhood education.
- Institutions offering programs in early childhood education, child studies, or related programs should collaborate with providers to offer bridge programs/courses to assist prospective students in remediating academic skills and language deficiencies, so that students can meet academic expectations and find success in completing collegiate programs in early childhood education and related areas.
- Two-year and four-year early childhood education and related programs should collaborate to develop a framework for continuing and expanded professional development opportunities for child care providers in public and private K-12 settings within regions.
- Professional development courses and programs should utilize, where appropriate, the Connecticut Education Network in both asynchronous and real-time modalities.

Curriculum/Standards/Regulatory Change

- The Department of Higher Education, the State Department of Education, and representatives of Birth-Kindergarten (B-K) programs should clarify the viability of B-K as an endorsement area.

- The Department of Higher Education, the State Department of Education, and early childhood educators should establish an Ad Hoc Committee to redesign the early childhood (Birth to Age Five) credential to clarify its curricular focus. Such a committee would identify competencies that would be required for such a credential. It would also be charged to develop pathways between the Birth to Age Five Teaching Credential programs and associate and baccalaureate early childhood teacher certification programs.
- The Department of Higher Education, the State Department of Education, and representatives of certification programs in early childhood education should seek parity in the number of required credits for early childhood certification programs with other related certification programs. These parties should also define acceptable majors for early childhood certification beyond those so labeled.
- The Department of Higher Education, the State Department of Education, and representatives of baccalaureate degree programs in early childhood education and related programs should develop uniform program standards and student competencies for non-certification programs, such as Family Studies and Child Development, that state they are preparing graduates for careers in early childhood education.

Implementation and Incentive Strategies

If Connecticut determines to expand Early Childhood Education programs and the early childhood workforce as suggested in the earlier section of this report, then concomitant investments need to be made.

- The Board of Governors for Higher Education should immediately seek state funding to establish an “Early Childhood Education and Workforce Fund.” The Fund would provide staged investment in the early critical years of 2007-2012, with the intent of supporting the expansion of the workforce, developing the educational pipeline, and the enhancing the quality of both. Specifically the fund would:
 - Support the development of pilot programs for alternate accelerated routes for elementary education certified teachers and for other holders of baccalaureate degrees in related areas of child care whose preparations are sufficient to allow quick entry into the workforce.

- Assist students pursuing associate and/or baccalaureate degrees in early childhood education and related areas through financial aid and appropriate support services. Incentives should include a loan rebate program in FY07 to expand degree completion and that required service to Connecticut for a period of time.
 - Provide competitive funds to identify and replicate best practice remediative and professionalization modules that can assist the current workforce in developing its skills.
 - Provide incentives to develop and implement off-site and distance learning coursework.
- The Department of Higher Education should consult with appropriate state leaders regarding the potential of using some portion of current state funded need-based scholarships to provide incentives for participation and completion of early childhood courses of study.
 - Revisions of curriculum standards and regulations should begin immediately and should be completed by January 2008.

Accountability

- The Department of Higher Education should report annually to the Governor and the legislative committees of cognizance on progress toward meeting the confirmed workforce needs in early childhood education in reflection of its plan for expanded classrooms and seats.
- The Department of Higher Education, in collaboration with appropriate constituencies, should develop a carefully defined information database that provides accurate annual information on the early childhood workforce pipeline and supply.

Necessary Investment

If the state is committed to ramping up early childhood education programs and the early care workforce, then it must be committed equally to developing and funding the “Early Childhood Education and Workforce Fund.” It is recommended that \$1 million be set aside annually from 2007-2012 for this purpose.

The annual investment in developing Connecticut’s early childhood workforce capacity and quality is proposed to take three forms.

The first is financial aid. Over the five years it is proposed that one-half of the total funds, or \$2.25 million, be dedicated to financial aid. Specifically, to increase degree completion at the Baccalaureate level, 150 scholarships would be given annually to Associate degree seeking students who commit to pursue the four year degree in Early Childhood Education or related

programs, both to those leading to certification and to those that do not lead to certification. An additional 75 scholarships would be dedicated annually to students who are enrolling in or who are in the process of completing appropriate baccalaureate degree programs who commit to teaching in Connecticut public K-12 or school readiness programs.

The second investment category is curriculum development. Priority investment would be in the development of alternate routes to early childhood certification at the baccalaureate level, including cross endorsements for holders of other teaching certificates and those whose content knowledge in related degrees will permit accelerated entry into the field. Such programs would be sought through a competitive RFP process. Also through this process, funds would be set aside to spur the development of off-site distance education coursework for those for whom work schedules limit campus attendance in early childhood programs.

The third investment category is proposed to support the development of remediative strategies to advance the success of current early childhood workers to degree status. See Attachment J for the complete line-item investment proposal.

Immediate Action

As a first investment, the Department of Higher Education proposes to use the \$50,000 dollars accorded to it under the FY06 budget to offer, competitively, to higher education institutions, the opportunity to develop a high quality alternate route cross-endorsement program for baccalaureate degree holders with certification in elementary education to obtain early childhood certification and bring a first cohort of such graduates to the early childhood workforce.

Much has been written and validated about the needs for quality early childhood education. Much has been researched about the pipeline of current and potential early childhood workers and Connecticut's need to increase capacity, credentials, and performance. To act now upon our knowledge, we will need the will to change not just conditions at the margin but at the center. Such change will require not just direct dollar investment but continued collaborative effort and commitment to meeting the goals defined herein under the tight timeline mandated by statute. All of the parties who contributed to this report stand ready to make that commitment.

Glossary of Terms

Educational Reference Group (ERG)

To assist in reporting and analyzing school district data, the State Department of Education developed Education Reference Groups (ERGs), which are designed to compare groups of districts that have similar characteristics. ERGs are used in Department reports to place district resources and district-level student achievement into perspective. ERGs were first developed using 1980 Census data and were updated in 1996 when 1990 Census data were available and analyzed. The state's 166 school districts and three academies have been divided into nine groups, based on socioeconomic status, indicators of need, and enrollment. Because both the socioeconomic status and needs of people in neighborhoods or schools within a district may vary significantly, ERGs are used only to compare data which are aggregated to the district level.

ERG I: Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury, and Windham

Priority School District: Districts/schools identified as in need of academic assistance

Professionalization of the Workforce: on-going education and training of the early care workforce

Certification: programs and endorsement areas that meet the State Department of Education standards for teaching or holding administrative positions in public schools.

Non-Certification: programs in education that are not intended to meet certification requirements

Praxis I Exam: exam that is required of all candidates before they are accepted into education programs intended for certification.

NCATE: National Council for Accreditation of Teacher Education

NAEYC: National Association for the Education of Young Children

Attachment A

Member

George Coleman
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Elizabeth Feser
Paul Flinter
Alice Frechette-Johns
Mary Ann Hanley
Merle Harris
Gloria Hayes
Patricia Kleine
Valerie Lewis
Susan Logston
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Peter Palermino
Sharon Palmer
Alice Pritchard
Nancy Pugliese
Darlene Ragozzine
Iris Rich
Pat Sanders
Betty Sternberg
John Walters
Jonas Zdanys

Representing

Commissioner of Education/Designee
Representative from Community Colleges
Commissioner of Education /preschool prog
Commissioner of Education/Designee
Commissioner of Labor or Designee
Director of OWC
Representative from Charter Oak
Member of the Early Childhood Workforce
Dean of public institution w/ece, cd, or teacher prep
Commissioner of Higher Education
Faculty member of associate degree program
Representative of CSU system office
Commissioner of Social Service/Designee
Representative from State Teacher's association
Director of OWC or designee
Commissioner of Education designee/ teacher certification
State's Career Ladder Advisory Committee w/ece
Commissioner of Education/preschool prig
Faculty member from independent institution w/ece
Commissioner of Education
Staff, DHE
Associate Commissioner for Academic Affairs, DHE

Attachment B

Sources Consulted

- Career Ladder Advisory Committee “Three Year Strategic Plan”
- State Board of Education Ed-Life: “Education Learning Initiatives for Excellence” “Closing the Achievement Gap”
- Early Childhood DataCONNECTIONS, the Connecticut Career Ladder Advisory Committee, the Connecticut Women’s Education and Legal Fund commissioned study; “Shaping Young Lives: A profile of Connecticut’s Early Care and Education Workforce”
- Economic Policy Institute, “Losing Ground in Early Childhood Education: Declining Workforce Qualifications in an Expanding Industry, 1979-2004”
- Hartford Blueprint for Young Children, 2005
- Child and Adolescent Development: The Critical Missing Focus in School Reform

Presentations to Taskforce

- Janice Gruendel, Senior Advisor for Early Childhood Cabinet
- Paul Susen, Chief Academic and Student Affairs Officer, Board of Trustees for Community-Technical Colleges
and Darlene Ragozzine, Executive Director, CT Charts-a-Course
- Pat Kleine, Dean, Education and Professional Studies, Eastern Connecticut State University
- Merle Harris, President, Charter Oak State College
- Dawn Levasseur, Faculty Member, Mitchell College
- Carlotta Schechter, Faculty Member, St. Joseph’s College
- Judy Buzzell, Faculty Member, Southern Connecticut State University

**THE CONNECTICUT EARLY CHILDHOOD EDUCATION
ARTICULATION PLAN**

**Recommended Process for Articulation of Associate Level Early Childhood
Education Programs and Baccalaureate Level Programs leading to State
Teacher Certification in Early Childhood Education**

Background

Both nationally and in Connecticut there is a growing recognition of early educational experiences as crucial to the later success of children. Research continues to demonstrate that the quality of early care and education has a significant impact on a child's later chances for academic and social success. The plan for articulation of associate level and baccalaureate level collegiate programs in Early Childhood Education was developed, in part, in response to the need identified through the Connecticut Charts a Course Career Development System for encouraging and facilitating educational mobility of early childhood educators as a mechanism for improving the quality of early care and education.

The National Association for the Education of Young Children (NAEYC) recommends that State Departments of Education and other bodies responsible for enforcing standards of personnel qualifications encourage the initiation of articulation agreements between two-year and four-year institutions within the state "to provide a continuum of teacher preparation opportunities that reflects the total educational background and competencies, promote professional development and ensure access to the profession."

Introduction to the Connecticut Early Childhood Education Articulation Plan

The goal of the Connecticut Early Childhood Education Articulation Plan is to create an accessible pathway to career mobility for early childhood educators by facilitating the movement from one level of collegiate education to another. The educational mobility of students is accomplished under the Articulation Plan through the establishment of a recommended minimum transfer credit for graduates of the state's associate level Early Childhood Education programs who want to continue their education toward a baccalaureate degree leading to state teacher certification in Early Childhood Education. This process provides Connecticut Early Childhood Education associate degree graduates with more options for receiving advanced placement and transfer credit in the state's baccalaureate level programs. While the Connecticut Early Childhood Education Articulation Plan provides the best option for many Early Childhood Education associate degree graduates, it does not preclude other transfer possibilities for those students who do not choose this option or conform to the eligibility criteria required by the Articulation Plan. These students will continue to have the option to receive transfer credit through established institutional procedures.

The recommended minimum transfer credit established by the Articulation Plan is based on the recognition that there is a common body of knowledge and programmatic outcomes in early childhood education which students acquire at both the associate degree and baccalaureate levels. The recommended process for award of credit described in the Articulation Plan is for program to program articulation rather than a course by course transfer of credit by which students are assessed

on an individual basis. Program to program articulation is based on the common core of knowledge and programmatic outcomes which Early Childhood Education associate degree graduates bring to their study of Early Childhood Education at the baccalaureate level.

Process for Implementation

Implementation of the Connecticut Early Childhood Education Articulation Plan is conducted through a statewide Validation Committee which is comprised of appropriately qualified educators representing associate degree and baccalaureate degree early childhood education and the State Department of Education, and is facilitated by the Department of Higher Education. Participating associate degree programs are reviewed by the Validation Committee to verify that program graduates have been educated in the Common Early Childhood Education Knowledge Base and Programmatic Outcomes, the Human Growth and Development coursework, and the General Education coursework for which articulation credit is being awarded under the plan. The Common Early Childhood Education Knowledge Base was developed through the analysis of the curricula of the state's associate and baccalaureate programs to identify common educational content and programmatic outcomes at both educational levels. The Common Knowledge Base and Programmatic Outcomes also conform to NAEYC Guidelines for Early Childhood Education curricula at both the associate and baccalaureate degree levels.

Terms For Program Articulation

As specified below, students who have been graduated from a participating associate degree Early Childhood Education program in Connecticut and who meet the eligibility criteria required by the plan will be awarded a minimum of 18 credits in a participating baccalaureate institution to be applied to the appropriate requirements for state certification in Early Childhood Education; a minimum of 30 credits in General Education to be applied to the institution's and the state requirements in this area; and up to 15 credits in Human Growth and Development to be applied toward the state's certification requirements.

- **Early Childhood Education**

A minimum of 18 credits, with a minimum 12-15 credits for coursework and 3-6 credits for a student teaching practicum, to be applied toward the minimum of 36 credits in early childhood education required for state certification. Individual programs will determine the best distribution of the articulation credits in early childhood education to facilitate the successful completion of the certification program by articulation students.

Articulation students will not be required to earn more total credit to meet the requirements of the institution's early childhood education teacher preparation program than non-articulation students.

- Human Growth and Development

3-15 credits in Human Growth and Development coursework, to be applied, as determined by individual programs, toward the state's certification requirement of 15 credits in this area.

- General Education

A minimum of 30 credits in general education coursework to be applied toward the baccalaureate institution's general education requirements and the state certification requirements. State certification requirements include a minimum of 39 credits in five of the following six areas: natural sciences; social studies; fine arts; English; mathematics; and foreign languages, as well as, survey course in United States history comprised of at least 3 credits.

Articulation students will not be required to earn more total general education course credits than stipulated for state certification and to meet graduation requirements of the institution. To facilitate successful completion of the baccalaureate program, however, in certain circumstances students may be required to improve their knowledge in specific course areas through taking an additional course.

- Subject Area Major

Individual programs may determine that credit completed at the associate degree level is applicable toward the state's and institution's requirements for a subject area major.

- Student Eligibility Criteria

Individuals who intend to apply to an Early Childhood Education Teacher Certification program in Connecticut under the articulation plan must meet the following requirements:

Graduate from a participating associate degree program in Early Childhood Education in Connecticut.

Complete all Early Childhood Education courses with a grade of C or better.

Earn a grade of C or better for transfer of General Education courses.

To facilitate successful completion of the teacher certification requirements, students earning grades below a C in General Education courses may be required to improve their knowledge content through testing or retaking the course prior to acceptance into an Early Childhood Education baccalaureate program.

Meet the specific admissions requirements of the institution to which the student is applying.

In addition to the above requirements, it is strongly recommended that prior to entry into the Early Childhood Education Teacher Certification program, articulation students demonstrate either a score of 1100 or better on the SAT or passing score on PRAXIS I; have passed the Concept examination; or have initiated a process for taking the Concept examination, as required for state certification.

Articulation students need to be aware that for admission to all professional education programs throughout the state, a 2.7 GPA is required.

Transition Options

To assist the successful transition of associate degree Early Childhood Education graduates into baccalaureate Early Childhood Education Teacher Certification programs, individual participating baccalaureate programs may want to develop transition options which support student entrance into the program. Possible transition options include:

- Provision of transition or bridge workshops or orientation sessions.
- Individual mentoring of articulation students by faculty and/or advanced students in the program.
- Provision of a list of key readings and activities which will assist the articulation student to gain the additional knowledge required for successful transition.

Common Early Childhood Education Outcomes

The recommended award under the articulation plan of a minimum of 18 credits for Early Childhood Education coursework and practica is based on the assessment that students at both the associate and baccalaureate levels of study in Early Childhood Education have achieved the outcomes listed below:

Promoting Child Development and Learning

- Knowing and understanding young children's characteristics and needs.
- Know and understand the multiple influences on development and learning
- Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environment

Building Family and Community Relationships

- Knowing about and understanding family and community characteristics
- Supporting and empowering families and communities through respectful, reciprocal relationships
- Involving families and communities in their children's development and learning

Observing, documenting, and assessing to support young children and families assessment

- Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

- Understanding and practicing responsible assessment
- Knowing about assessment partnerships with families and other professionals

Teaching and Learning

Connecting with children and families

Knowing, understanding, and using positive relationships and supportive interactions

- Fostering oral language and communication
- Drawing from a continuum of teaching strategies
- Making the most of the environment and routines
- Capitalizing on incidental teaching
- Focusing on children's characteristics, needs, and interests
- Linking children's language and culture to the early childhood program
- Teaching through social interactions
- Creating support for play
- Addressing children's challenging behaviors
- Supporting learning through technology
- Using integrative approaches to curriculum

Understanding content knowledge in early education: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas of academic disciplines

- Language and literacy
- The arts: music, creative movement, dance, and art
- Mathematics
- Physical action and physical education
- Science
- Social Studies
- Geography
- History
- Economics
- Social Relations/Civics

Building meaningful curriculum

Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes

- Security and self regulation
- Problem solving and thinking skills
- Academic and social competence

Becoming a Professional

- Identifying and involving oneself with the early childhood field
- Knowing about and upholding ethical standards and other professional guidelines
- Engaging in continuous collaborative learning to inform practice
- Integrating knowledgeable, reflective, and critical perspectives on early education
- Engaging in informed advocacy for children and the profession

University of Connecticut: Human Development and Family Relations Major

The recommendations under this option of the Articulation Plan are designed to encourage the educational and associated career mobility of early childhood professionals by providing a uniform award of transfer credit to graduates of Early Childhood Education associate degree programs in Connecticut who seek to continue their education in the University of Connecticut's Human Development and Family Relations program. This recommended award of transfer credit is in recognition of the knowledge mastered at the associate degree level in the areas of child development and the education of young children which is similar to that provided as part of the University of Connecticut's Bachelor of Science degree in Human Development and Family Relations with an emphasis in Early Childhood Development and Education. Only students who are graduates of programs which have been validated through the state process based on the Common Early Childhood Education Knowledge Base defined in the Articulation Plan and who meet all eligibility requirements specified below will be admitted to the University of Connecticut as transfer students under the Articulation Plan.

Because it is important for graduates of any degree program to be provided with the particular perspectives of that program, in some cases, students seeking transfer credit under the Articulation Plan may be required to take courses at the University of Connecticut which are similar in content to material they have studied at the associate level. In these cases, it has been determined that the University of Connecticut's courses are based on a theoretical perspective not provided in the associate level program, or are taught at an upper division level at the University of Connecticut, and, therefore, cover the material in greater depth and breadth than at the associate degree level.

For those articulation students seeking to qualify for registration with the state as head teachers for licensed child day care centers, credit will be given for student practica completed as part of the associate degree program. In addition, a transition workshop will be provided to insure that all students graduating with the University of Connecticut's degree will be familiar with the theoretical orientation of the Human Development and Family Relations program.

Under the terms of the Articulation Plan, eligible students will be awarded 6-9 credits to be applied toward the pre-requisite requirements for the University of Connecticut's Human Development and Family Relations major; and a minimum of 18 credits to be applied toward the fulfillment of the requirements for completing the major, with credit distributed as specified below.

It should be noted that the course requirements for articulation students to complete the University's Human Development and Family Relations major involve the minimum number of courses necessary for award of the degree. Generally, Human Development and Family Relations majors find that to achieve their personal educational goals and to expand their knowledge base in the field they must take additional courses in Human Development and Family Relations beyond those minimally required for completion of the degree.

Recommended Award of Credit

- **Pre-Requisite Requirements**

Articulation students will complete at the associate degree level the equivalent of the University of Connecticut's Sociology 107: Introduction to Sociology. Transfer credit (3 credits) will be awarded for this course. Where possible students will complete at the associate degree level the equivalent of Psychology 132: General Psychology I (3 credits) and the equivalent of Psychology 133: General Psychology II (3 credits) for which up to 6 transfer credit will be awarded. These three courses are required prerequisites for the Human Development and Family Relations major.

At the University of Connecticut, articulation students must complete Human Development and Family Relations 190: Introduction to Individual and Family Development (3 credits) to be eligible for the Human Development and Family Relations major. If transfer credit was not awarded for Psychology 132: General Psychology I or Psychology 133: General Psychology II, these courses must be completed at the University of Connecticut as well.

- **Human Development and Family Relations Core Requirements (Group A)**

Through the Common Early Childhood Education Knowledge Base which serves as the basis for the award of transfer credit under the Articulation Plan, it is expected that articulation students will have mastered the knowledge included in the University's course HDFR 202: Human Development: Infancy through Adolescence (3 credits), one of five core courses required for the Human Development and Family Relations major. Transfer credit (3 credits) will be awarded for this course.

Articulation students will be required to complete the remaining Core Requirements for the Human Development and Family Relations major: HDFR 204: Human Development: Adulthood and Aging (3 credits); HDFR 273 Family Interaction Processes (3 credits); HDFR 278 Family in Society (3 credits); and HDFR 290: Research Methods in Human Development and Family Relations (3 credits).

- **Selected Human Development and Family Relations Electives (Group B)**

Articulation students will have covered material similar to that included in the following University of Connecticut courses for which transfer credit (9 credits) will be awarded towards completion of the requirements for the Human Development and Family Relations major.

HDFR 218: Observational Child Study (3 credits); HDFR 220: Introduction to Programs for Young Children (3 credits); and HDFR 222: Activities for Young Children: Play, Art, Music

(3 credits) **OR** HDFR 223: Activities for Young Children: Language Arts, Mathematics, Science (3 credits).

Articulation students will be required to take either HDFR 222: Activities for Young Children: Play, Art, Music (3 credits) **OR** HDFR 223: Activities for Young Children: Language Arts, Mathematics, Science (3 credits).

Students also will be required to take one additional upper division (200 level) Human Development and Family Relations course from Group B, excluding HDFR 218, 220, 222, and 223.

- Practicum (Group C)

Articulation students will receive 6 credits (HDFR 100 level) for practica experiences completed in Early Childhood Education at the associate degree level.

To graduate with a University of Connecticut Human Development and Family Relations degree as an articulation student under the Articulation Plan, students must complete a 2 credit transition workshop (HDFR 299) for orientation to the University's Child Development Laboratory and must complete HDFR 227: Supervised Practicum for Early Childhood Programs. For all Human Development and Family Relations majors, admission to HDRF 227 requires a 2.5 GPA in the major and consent of the instructor.

- Related Area

For each student a minimum of 15 credits in 200 level (upper division) related courses are required. None can be taken pass-fail. Courses to be counted as related are selected by the student with approval of the student's academic advisor.

- General Education Requirements

Transfer of credit from other institutions of higher education to the University of Connecticut must conform to the university's transfer requirements. Guidelines concerning the transfer of General Education credit to the University of Connecticut from colleges within the state's Community-Technical College system provide the basis for General Education credit award under the Early Childhood Education Articulation Plan. Each Community-Technical College has a counselor assigned to coordinate this process. Students in validated Early Childhood Education associate degree programs at other institutions in the state must work with academic counselors in their institutions regarding the selection of courses that will meet the General Education Requirements at the University of Connecticut.

Student Eligibility Criteria

Students who intend to apply to the University of Connecticut's Human Development and Family Relations program under the Articulation Plan must meet the following criteria:

- Graduate from a validated associate degree program in Early Childhood Education in Connecticut.

- Meet the specific admissions requirements of the University of Connecticut.
- Complete all Early Childhood Education courses with a grade of C or better.
- Conform to University requirements for transfer of General Education credit.

III. Charter Oak State College: Child Studies Concentration

The Child Studies Concentration is designed for adults who wish to enhance their career opportunities in the early childhood education field. Built on the theoretical framework of the behavioral sciences, the program recognizes that early education professionals bring a wide range of experiences to their education. Charter Oak does not limit the number of credits a student may transfer from other regionally accredited colleges and universities nor is there a requirement of the number of credits that must be earned at Charter Oak. Students may complete degree requirements at their own pace using many options: traditional courses, correspondence courses or distance learning courses from regionally accredited institutions, testing, portfolio review, contract learning and credit for various professional certifications and non-collegiate sponsored instruction. A bachelor's degree requires 120 credits, 36-39 in the concentration and 60-90 credits of liberal arts.

Recommended Award of Credit

Transfer Credits:

Charter Oak will accept the entire associate of science in early childhood degree* from Connecticut's community colleges. The credits may be used to meet concentration, general education, or elective requirements.

*except for credits earned in physical education or remedial courses or more than 6 credits in ESL courses.

Concentration:

The concentration in Child Studies is 36 credits*, a minimum of 15 at the upper level. Students may transfer in up to 21 credits of the concentration: 12 credits in the core and an additional 9 credits in early childhood education.

*Child Study: Option C requires 39 credits as it is designed for students who wish to continue on to a Certification Program in Early Childhood Education or a Master's degree in Education.

Core Requirements

The Child Studies Concentration requires that all students complete the following core requirements: Introduction to Psychology, Introduction to Sociology, Child Development, and Sociology of the Family/Family Studies. Articulation students will receive up to twelve (12) credits for completion of these courses or the equivalent at the Associate Degree level.

Early Childhood Electives

Students can transfer in 9 credits in early childhood electives into their concentration. Additional early childhood credits would be used as electives in the degree, but would not be a part of the concentration.

Typical and Atypical Development/Family Studies

In addition, students will be required to complete a minimum of fifteen (15) credits at the upper division level in two areas – typical/atypical development **and** family studies, including diversity issues. Nine (9) credits must be earned in one area and six (6) in the other.

General Education

A minimum of thirty (30) credits in general education can be applied towards COSC's 40 credit general education requirement. COSC's general education requirements include: College Composition (6 credits); Speech (3 credits); U.S. History or Government (3 credits); Non-U.S. History or Culture (3 credits); Global Understanding (3 credits); Literature and Fine Arts (3 credits); Sociology/Behavioral Science (3 credits); Mathematics (3 credits); Natural Science (4 with lab or 6 credits without); plus courses in or that include: critical thinking, information literacy, ethical decision-making, and liberal arts electives to equal 40 credits. At times, one course may meet outcomes in two areas. Liberal Arts requirement: 60 credits for a bachelor of science, 90 credits for a bachelor of arts. Courses that meet the general education and/or concentration requirements can also meet liberal arts requirements.

Student Eligibility Criteria

- Graduate from a validated associate degree program in Early Childhood Education in Connecticut.
- Complete all courses for which credit in the concentration will be awarded with a grade of C (2.0) or better.

Attachment D

Connecticut Career Ladder Advisory Committee

“Challenges to Moving Workers along an Early Childhood Career Ladder” (excerpt)

Low Wages

Low wages for early care and education workers are a major deterrent for those interested in entry level and advanced positions in child care center or family day care. The Child Health and Development Institute of Connecticut (CHDI) determined the average hourly wage is \$10.56 or \$21,965 for a childcare center teacher. Using the Connecticut Self-Sufficiency Standard as a measure, no childcare center teacher employed at the average hourly wage could support a family without supplemental income.

Sixty one percent (61%) of directors of childcare centers make \$35,000 or less per year. Seventy one percent (71%) of family day care providers earn \$30,000 or less before their expenses are deducted. According to CHDI, although 74% of centers offered health insurance for their full-time employees, only 12% paid the full cost for their employees. Many child care workers are part-time employees and are therefore not eligible for these benefits.

Due to these low wages and limited benefits, workers have difficulty maintaining these positions. In addition, for many individuals the motivation to improve educational credentials is low since advances don't necessarily lead to wage increases and the social perception is that work in this field requires little special knowledge, skills or compensations beyond minimum wage. Studies show that skilled teachers are more likely to stay and improve their skills if they earn higher than average wages.

High Turnover

Turnover and vacancy rates increase when workers in child care centers and family day care homes are attracted to jobs either in a related or non-related field that pay higher salaries and offer better employee benefits. Significantly, average starting salaries of schoolteachers in Connecticut public schools are \$30,466, making the migration of better-qualified childcare staff to school programs common. Turnover rates in Connecticut child care centers on average were 26% in 2000 with a range from 0% to 50%. The costs associated with high turnover are high for employers as well as young children. According to a 2001 study by the Connecticut Association for the Education of Young Children, it may cost a childcare program as much as \$1450 to replace a single staff person.

Barriers to Pursuing Higher Education

Several federal initiatives have increased staff qualification requirements to include a CDA credential and associate and baccalaureate degrees in early childhood education. However, many workers in this field demonstrate limited basic skills. English language learners may not have the proficiency levels necessary to be successful in college-level courses and many others students lack the academic skills to pursue degrees. Moreover, there is little incentive to complete higher education because they do not often lead to better compensation in this field.

The path to higher education for a full-time staff is long and challenging. Language and basic skills deficits translate into longer time to degree completion for returning students. Many adults who

work in the field of early care and education face the barrier of trying to work and maintain their families while simultaneously pursuing higher education goals. Transportation and child care issues and time limitations can also make class attendance problematic. The National Center for Early Development and Learning (NECDL 2003) estimates that individuals take 5-7 years to complete a two year degree from a community college.

In addition, higher education institutions, which offer teacher preparation programs, often do not meet the needs of the non-traditional student. Some college early childhood education teacher preparation programs are cumbersome to access and enroll in and lack the flexibility that is required to meet the personal and academic needs of students who work full-time in early care and education settings.

Licensing Requirements

In Connecticut, all centers, group homes and family child care homes are regulated by the Department of Public Health (DPH), which reviews and approves the license for the center or home, but not individual employees. Some school-based programs and religious institutions are exempt from licensing. A paid informal childcare sector also exists that operates outside of licensing.

State regulations have such minimal professional development requirements that there is no incentive or sanction to motivate staff to pursue higher education. Most children in licensed child care are cared for in center-based programs and the regulations only require that a single head teacher in a center be 20 years of age or older and meet an experience and training level of a high school diploma, 1080 hours of supervised experience, and a CDA credential or 12 credits in early childhood education or child development. A second adult must be 18 and have a high school diploma. All other staff must be at least 16 years of age, but have no educational requirements. Regulation requires that program staff receive one percent of the total annual hours work in continuing education. Currently, there is no requirement for continuing education for family day care home providers. [Statutes and Regulations for licensing Child Day Care Centers, Group day Care Homes (April 29, 2002) and Family Day Care homes (December 2001). State of Connecticut Department of Public Health, Division of Community Based Regulation, Child Day Care Licensing Program.]

Both the State School Readiness Program and the federal and state Head Start programs require teachers to meet substantially higher standards of education. Teachers in programs receiving those grants are upgrading their qualifications to meet those standards.

Attachment E

Connecticut Charts-A-Course (CCAC), which supports careers and program improvement in Early Care and Education, facilitates a variety of programs to encourage professional preparation and development in the field.

Working through the Connecticut Community College System, CCAC directs funds received from various sources, including the Connecticut General Assembly, the Connecticut Department of Social Services, the State Department of Education, the Department of Health and Human Services, and other sources. Those funds support scholarship assistance programs, program accreditation efforts, specialized training and professional development, curriculum review and assessment with the goal of identifying best practices, child care apprenticeship programs, pathways programs, apprenticeship programs, and other career ladder activities related to early care education and development in Connecticut.

A detailed summary of CCAC's activities is available in the October 2005 report presented to the Higher Education Committee.

Attachment F

The State Department of Education, working in concert with the Department of Higher Education, has projected the need for certified Early Childhood Education teachers for the State's 19 Priority Districts and for the State's 45 Non-Priority Districts which are eligible for competitive grants. They are as follows:

Need in Priority Districts

Number of 3 and 4 year olds	36,357
Number of 3 and 4 year olds expected to enroll (90%)	32,721
Number of Teachers required	1,818

Need in Non-Priority Districts Eligible for Competitive Grants

Number of 3 and 4 years olds eligible to enroll	1,620
Number of Teachers required	90

Combined Need

Total Number of 3 and 4 years old to be served	34,341
Total Number of Teachers required	1,908

These projections are based on the following facts:

- * there will be 18 students in each classroom
- * 60% of the service will be in public school settings and 40% will be in community-based programs (public, private, for-profit, non-profit, and faith-based)
- * a total teacher pool of 2,385 will need to be certified to address a projected attrition rate of 25%

Schedule Considerations for Certifying
Preschool Teacher Force

2006-2009	2010	2011	2012-2015	
1085 TEACHERS	500 TEACHERS	500 TEACHERS	300 TEACHERS	N =
<ul style="list-style-type: none"> • Achieve cross endorsement <i>in Early Childhood</i> • <i>Special</i> Education cross Endorsement • Completion of current MA and BA with 12 credits in <i>Early Childhood</i> Education • Completion for current MA and BA with less than 12 credits in Early Childhood • 4 Cohorts of BA candidates in Early Childhood Education Prep Programs 	<ul style="list-style-type: none"> • 50% or 96 of current AA degree holders will complete BA requirements • 404 BA degree candidates will complete the BA teaching requirement 	<ul style="list-style-type: none"> • 50% or 96 AA degree holders will complete BA requirements • 404 BA degree candidates will complete the BA teaching <i>requirement</i> 	<ul style="list-style-type: none"> • Approximately 300 graduates per year to maintain the pool of 2385 	

Shaping Young Lives
A Profile of Connecticut's Early Care and Education Workforce

Highlights: September 2005

Overview

In Connecticut, nearly two-thirds (62%) of children under age 6 live with working parents. Many of these children spend considerable time in the care of one of the state's approximately 16,000 early childhood professionals, either at a licensed child care center, school-based preschool program or a licensed family child care home. Thus, in-depth knowledge of the child care workforce is essential for assessing the quality of care our young children receive.

To expand the pool of knowledge, Early Childhood DataCONNECTIONS, the Connecticut Career Ladder Advisory Committee, and the Connecticut Women's Education and Legal Fund commissioned the Department of Public Policy and the Center for Survey Research and Analysis (CSRA) at the University of Connecticut to conduct a telephone survey of child care centers and family child care homes to evaluate key provider issues such as education, compensation and turnover." A full report with detailed survey data will be released next month (available at www.chdi.org). This brief provides a snapshot of survey highlights.

Summary of Key Findings

Qualifications

- More than half of center directors (57%) and teachers (68%) have at least 12 credits in early childhood education. However, this is true for only 14% of family child care providers.
- The study reports that 77% of center directors and 43% of full-time teachers have baccalaureate or masters degrees.
- The median level of experience in child care is 6 years for center-based teachers and 12 years for home providers.
- Overall, caregivers in child care centers possess more formal education than those providing care in the home, where 54% of home providers have only a high school diploma or GED.

Compensation

- Median income for full-time teachers, regardless of setting, is \$24,000 and for assistant teachers/aides, it is \$17,000. An overwhelming majority of teachers and assistant teachers/aides earn less than \$30,000 a year (75% and 86%, respectively).
- Full-time teachers in license-exempt centers (e.g. school-based programs) are much better compensated than those in licensed centers, with median annual salaries of \$40,000 and \$22,000, respectively.
- Between 2001 and 2005, the median income for full-time teachers in programs operated outside of public schools increased by 6% from the very low base of \$20,800 to \$22,000.
- There is little regional variability in the salaries paid to Connecticut's full-time center-based teachers, although teachers in the southwestern part of the state fair slightly better. Whereas 64% of teachers in the southwest region earn less than \$30,000 a year, about three-quarters of teachers in the remaining four regions are in this salary bracket.

- The majority (roughly 75%) of centers provide health benefits to their full-time employees. Of those, nearly one-fifth (18%) cover the full cost of the premium while 74% pay just a portion.
- One in ten (10%) centers that provide health benefits, do *not* offer dental coverage.
- Among family child care providers, 15% lack health coverage and 33% lack dental coverage.

Turnover

- Overall, Connecticut centers experience a 15% annual turnover rate among their full-time teaching staff (i.e. teachers and assistant teachers/aides). The same turnover rate applies to public school teachers nationally.
- The turnover rate is highest among full-time assistant teachers/aides, with one in five (20%) leaving their employer within a 12-month period.

Conclusion

The survey findings provide a more in-depth portrait of the individuals caring for Connecticut's young children. Although the portrait is not yet complete and additional data collection is still needed to fill important gaps in information, policy makers and child advocates now have important new knowledge that can help guide strategic decisions around building a stronger child care workforce.

Overall, despite a few bright spots, Connecticut's child care workforce is still characterized by meager compensation, modest qualifications and low job retention. This is troubling, given the body of research indicating that low levels of educational attainment lead to low wages, which in turn leads to staff turnover and, ultimately, compromised child care quality. The data generated from this survey not only serve as indicators of problem areas, but also benchmarks for measuring future progress.

Shaping Young Lives (Full Report) — Coming October 2005
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<h4>What's Inside?</h4> <ul style="list-style-type: none"> • Introduction and Survey Highlights • Profiles of Connecticut's Child Care Centers and Family Child Care Homes • Snapshots of Provider Qualifications, Compensation and Turnover • Spotlight on Workforce Data by Position: <i>Directors, Teachers, Assistant Teachers/Aides, and Home Providers</i> • Comparative Analysis of Variations Across Private, School-Based and Publicly Funded Centers
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Attachment H

Early Childhood Education Programs

Institution	Degree/Certificate Offerings		
Asnuntuck Community College	Early Childhood Education, AS	CDA* (12)	Certificate (30)
Briarwood College	Child Development, AS		CDA (30)
Capital Community College	Early Childhood Education, AS	CDA* (9)	Certificate (30)
Gateway Community College	Early Childhood Education, AS (Special Ed)	CDA* (9)	Certificate (30) Teacher Assistant Certificate (30) Special Ed
Goodwin College	Early Childhood Education, AS	CDA* (18)	
Housatonic Community College	Early Childhood Education, AS (Special Ed)	CDA* (9)	Certificate (Early Childhood Ed 30) In Home Childcare (30)
Manchester Community College	Early Childhood Education, AS	CDA (12)	
Middlesex Community College	Early Childhood Education, AS	CDA (12)	CDA (30)
Mitchell College	Early Childhood Education, AS Bachelor of Science		
Naugatuck Valley Community College	Early Childhood Education, AS		Certificate (30)
Northwestern CT Community College	Early Childhood Education, AS	CDA (12)	Certificate Home Care (15)
Norwalk Community College	Early Childhood Education, AS	CDA (9)	Certificate (30)
Post University	Early Childhood Education, AS	CDA (21)	
Quinebaug Valley Community College	Early Childhood Education, AS		
Three Rivers Community College	Early Childhood Education, AS Special Education Montessori	CDA	Certificate Early Childhood Education Early Childhood Education-Special Ed
Tunxis Community College	Early Childhood Education, AS		Certificate (Early Childhood Ed) Early Childhood Administration

*Child Development Associate

Early Childhood N-3 Certification Programs at Baccalaureate-Master's Level

Institution	Baccalaureate	Master's
Central CT State University		X
Connecticut College	X	
Eastern CT State University	X	X
Mitchell College	X	
St. Joseph College	X	X
Southern CT State University	X	X
University of Hartford	X	X

NOTE: non-certification programs are offered at the undergraduate level by Charter Oak State College and Family Studies at the University of Connecticut.

Department of Higher Education Early Childhood Education Survey

The Commissioner of Higher Education, pursuant to Public 05-245, has established a taskforce to review and assess pathways to baccalaureate degrees in early childhood education and child development to promote the professionalization of the early childhood education workforce.

The Taskforce is charged with the following: to review and assess the accessibility of these programs by the early education workforce; to make recommendations for increased access to initial teacher certification in early childhood education or child development; and to make recommendations for strengthening the existing articulation agreement between two and four year colleges offering early childhood education or child development.

As part of this effort, the Commissioner is gathering information about Early Childhood Education programs and is requesting your assistance in completing a brief survey. **Please complete this survey by November 30, 2005.**

Institution _____

1. Indicate the number of applications each ECE and/or Child Development program received, offered admission, and enrolled over the past 5 years?

A=applied AD=admitted E=enrolled

2001	2002	2003	2004	2005
A/AD/E	A/AD/E	A/AD/E	A/AD/E	A/AD/E

CDA
Certificate
AS
Bachelor
Certification
Non-certification
Master's
Certification
Non-certification

- 2 Please indicate the year-to-year retention numbers for each program (using 2001 as a base) in each of the past 5 years.

2001 2002 2003 2004 2005

CDA
Certificate
AS
Bachelor
Certification
Non-certification
Master's
Certification
Non-certification

3. What percentage of students enrolled in each of the past 5 years is “traditional” (18-22 years old) and “non-traditional” (older than 22)?
4. What reasons do you attribute to why students do not complete programs (“barriers to completion”)? Please rank in order or priority.
5. What steps has your institution taken to increase retention and program completion?
6. Do you think teachers in the ECE field receive the same or similar opportunities for professional development which are otherwise offered to elementary-level teachers?
7. What would the lack of professional development and support (mentoring, coaching, etc.) have on the retention of teachers in the workforce?
8. What specific recommendations can you make regarding the following:

Improving and expanding access to programs at all levels

Professionalization of the workforce

Improving articulation at all levels

Time needed to complete degree

Name of person completing survey _____

Phone _____

Please e-mail completed survey to: jwalters@ctdhe.org

Early Childhood Education Five Year Budget

<u>Priority</u>	<u>Initiative</u>	<u>Amount</u>	<u>Duration (Years)</u>	<u>Annual Number</u>	<u>Annual Total</u>	<u>5-Year Total</u>
1	Scholarships					
	Associate degree completion	\$3,000	5	150	\$450,000	\$2,250,000
	Baccalaureate degree completion (Certification and non-certification programs)	\$7,000	5	75	\$375,000	\$1,875,000
2	Curriculum Development					
	Development of off-site, distance education coursework	\$20,000	5	6	\$120,000	\$600,000
	Alternate Route to Certification program development	\$25,000	2			\$50,000
3	On-going Professional Development					
	Incentives for institutions to provide exemplary support services to expedite remediation	\$2,000	5	16	\$32,000	\$160,000
	Incentives for institutions to provide effective support for Praxis Test takers	\$2,000	5	23	\$46,000	\$230,000
	Grand Total				\$1,023,000	\$5,165,000

