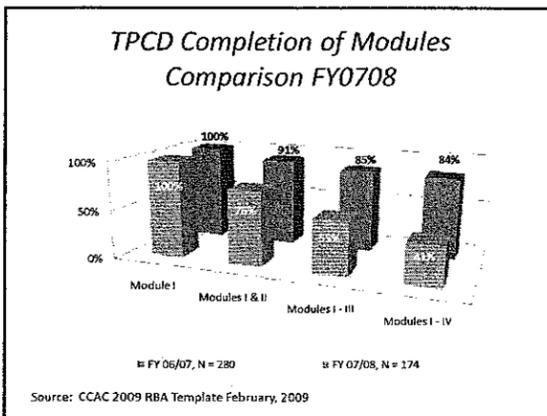



Connecticut Charts-A-Course
Training Program in Child
Development
*Ready for Recovery and
Reinvestment*

Higher Education and Workforce Committee Informational Hearing
February 19, 2009
Prepared and Presented by
Darlene C. Ragozzine, Executive Director, Connecticut Charts-A-Course

**Background in the
Training Program in Child Development
(TPCD)**

- TPCD is a state-wide training program funded by DSS and administered by Connecticut CT Charts-a-Course (CCAC).
- Enrolled more than 7,500 child care providers since it began in 1998.
- Consists of 150 hours of child development and early childhood training workshops.
- Content of the TPCD meets the training requirement for the Child Development Associate Credential (CDA).
- Offered state-wide by 9 approved CCAC agencies.



TPCD and \$TART Education Bonus

- The graph represents the percentages of participants in the TPCD who completed each module.
- 84% completion rate of Module IV participants in 2008, 43% increase over 2007.
- The increase in participant completion rates resulted from offering a \$500 \$TART Educational Bonus as an incentive.

Source: CCAC 2009 RBA Template February, 2009

Need for Qualified Child Care Workers

- Connecticut's economy will recover by enabling its workforce to keep their jobs or return to work.
- This will require access to quality, affordable and stable child care for CT's families.
- Currently there are 1,556 DPH licensed centers of which 23% are publicly funded.
- In a field where continuity is of primary importance, the child care workforce experiences an annual job turnover rate between 25 and 40%.

Source: Center for the Child Care Workforce. Current data on the Salaries and Benefits of the U.S. Early Childhood Education Workforce. June 2004.

JOB OUTLOOK

- **Child care workers** are expected to experience job growth that is faster than the average for all occupations. Job prospects will be excellent because of the many workers who leave and need to be replaced.
- **Employment change.** Employment of child care workers is projected to increase by 18 percent between 2006 and 2016, which is faster than the average for all occupations. Child care workers will have a very large number of new jobs arise, almost 248,000 over the projections decade.
- **Job prospects.** High replacement needs should create good job opportunities for child care workers. Qualified persons who are interested in this work should have little trouble finding and keeping a job. Many child care workers must be replaced each year as they leave the occupation to fulfill family responsibilities, to study, or for other reasons. Others leave because they are interested in pursuing other occupations or because of low wages.

Source: Bureau of Labor Statistics Occupational Outlook Handbook 2008-2009 Edition

*TPCD is a Proven System that is Ready
to ...*

- Recruit and train individuals who are interested in making a career in early childhood.
- Offer the TPCD in 3 month cycles with a built in apprenticeship model with the end result the acquisition of a CDA Credential.
- Offer the TPCD in both English and Spanish.
- Provide career advisement to participants as part of enrollment in the CCAC Professional Registry.

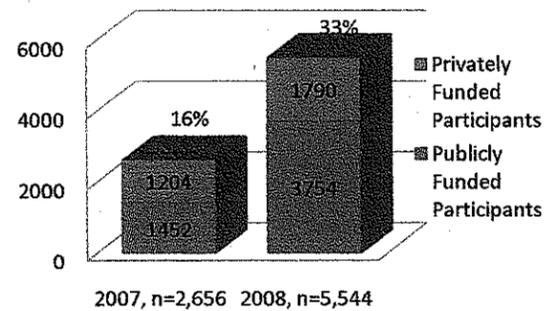
January 2009 Program Report Card: Connecticut Charts-A-Course (CCAC)

Program Purpose: To provide a coordinated and comprehensive system of early childhood professional development and program improvement.

Contributes to Population Quality of Life Result: Ready by Five and Fine by Nine: All Connecticut children are healthy and ready for school success at age 5, by promoting a qualified and highly skilled early childhood workforce and quality program environments.

Performance Measure 1: Professional Registry
Percentage of the early care and education workforce enrolled in the Registry.

Registry Rate of Penetration of Early Childhood Workforce (17,000 estimate)

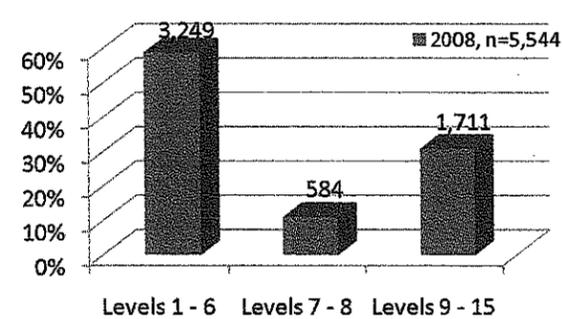


Story behind the baseline: This measure shows a penetration rate by the Registry of 33% of the total estimated early care and education workforce of 17,000. The growth in participants is a direct result of mandatory enrollment of all DSS and SDE funded program staff and the CCAC outreach effort. The 2008 data shows that participants from these publicly funded programs represent 22% of the total estimated workforce and privately funded staff captured by the Registry are 11% of the total estimated workforce.

Proposed actions to turn the curve: Increase the Registry's rate of penetration of the total workforce by enrolling additional publicly funded programs from Head Start into the Registry, working with 211 ChildCare and Care4Kids to enroll family child care home providers and encouraging staff of privately funded programs to register.

Performance Measure 2: Career Ladder Levels of Workforce Enrolled in the Registry
Distribution of educational levels of early childhood workforce enrolled in the Registry.

5,544 Registered Participants, 2008



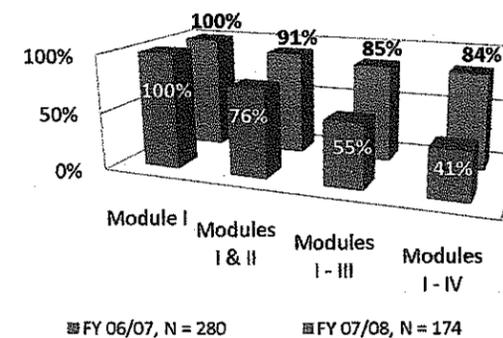
Significance of Career Ladder Levels
1-6 Entry level 7-8 Mid level 9-15 Associate degree or higher

Story behind the baseline: The Registry is in the early stage of establishing a baseline of the qualifications of the early care and education workforce. The 2008 data shows that 42% of Registry participants are at level 7 on the career ladder or above. More than half of the workforce enrolled in the Registry have entry level qualifications. Note that participation in the Registry is heavily weighted toward staff of publicly funded programs and that the Registry is inclusive of the professionals in all settings, all roles, and some in the field who are not directly working with children.

Proposed actions to turn the curve: Advance early childhood workforce up the Career Ladder with targeted training, scholarships, and professional development planning efforts.

Performance Measure 3: Training Program in Child Development and START Education Bonus
Percent of participants who complete modules in the Training Program in Child Development, 2007-2008.

Training Program in Child Development Completion of Modules Comparison FY 07 to FY 08



Story behind the baseline: The graph represents the percentages of participants in the TPCD who completed each module. Significant increases occurred in FY08, in modules II, III, and IV compared to FY07. Of particular note is the 84% completion rate of Module IV participants. This is a direct result of START Educational Bonuses that are given at completion of Module II and then again when the person completes Module IV and obtains a CDA credential.

Proposed actions to turn the curve: Within available resources, offer the TPCD and continue to administer and track the use of the START Bonus as an incentive for participants to complete the modules and obtain a CDA.