

# 2013 Program Report Card: Connecticut Charts-A-Course (CCAC) Board of Regents for Higher Education

*Quality of Life Result:* All Connecticut children are healthy and ready for school success at age 5, contributing to a reduction in Connecticut’s achievement gap.

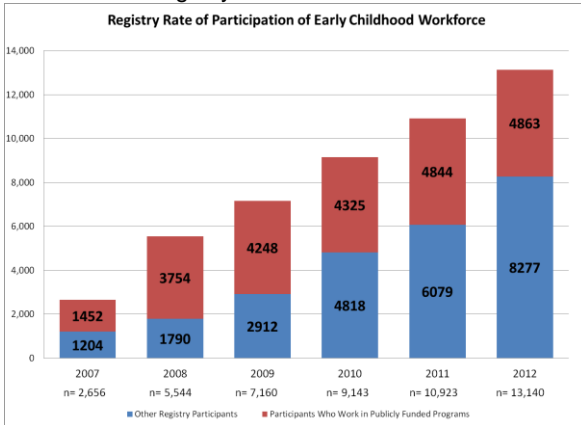
*Contribution to the Result:* The CCAC program helps to strengthen program quality for young children, by increasing the qualifications of those who work with young children in all sectors and settings through access to higher education and workforce advancement, while also integrating and supporting program improvement to meet national accreditation standards.

Program Expenditures	State Funding	Federal Funding(SDE/IDEA)	Other Funding(Foundation)	Total Funding
Actual SFY 12	2,994,344	60,000	58,034	3,112,378
Estimated SFY 13	3,879,344	60,000	47,000	3,986,344

*Partners:* Board of Regents, CT Community Colleges, 2 and 4 year colleges, Charter Oak State College, ece programs and faculty in higher education, financial aid and career counseling offices in higher education, CT Association for the Education of Young Children, local foundations, State Departments of Social Services, Education and Public Health, ECE Cabinet, Ct Head Start Collaboration Office, RESCs, United Way of CT, Save the Children, Yale School of Nursing, Child Health and Development Institute, National Association for the Education of Young Children, CT Family Day Care Association Network, CT School Age Alliance, The National Registry Alliance.

## How Much Did We Do?

**Performance Measure 1:** Enrollment in the Professional Registry



### Story behind the baseline:

The Early Childhood Professional Registry collects data on the demographics, education and qualifications of individuals working in the early care and education field. Participation is mandatory for all staff working in state funded school readiness, child care and Head Start programs.

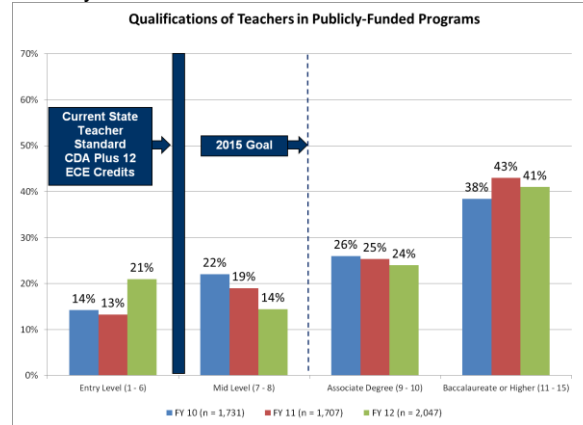
The above graph shows that the Registry has captured 100% of the staff in state publicly funded programs (4,863) and also houses data on 8,277 participants who do not work in programs receiving public funding. Overall Registry participation has increased to 64% of the total estimated early care and education workforce of 20,691. This is an 11% increase from last year.

Trend: ▲

DCR 3/12/13

## Is Anyone Better Off?

**Performance Measure 2:** Career Ladder Levels of Publicly Funded Teachers



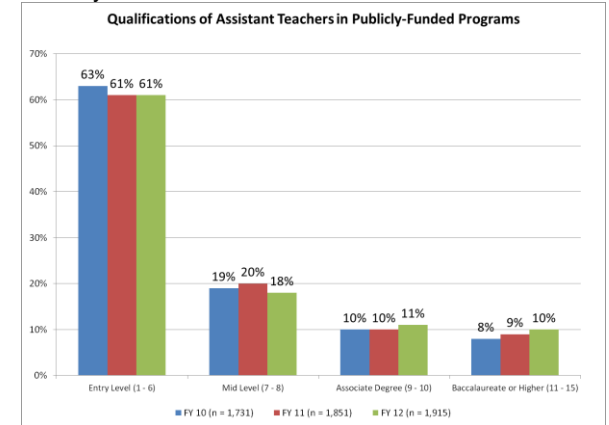
### Story behind the baseline:

The current state standard for a teacher in a publicly funded program is a CDA and 12 ECE credits. This graph shows that 14% of the teachers have reached that goal, 24% are at associate’s level and 41% are at bachelor’s level. 65% of teachers in publicly funded programs meet or exceed the current requirements. 21% have yet to achieve the current requirements. Publicly funded programs currently employ 2,047 teachers, which is a 20% increase over prior year. The data above suggests that the increased workforce may be entering at the entry level. There continues to be slow but steady progress in moving the ECE workforce toward the higher 2015 goal (PA 12-50) of having 50% of teachers with a bachelor’s degree and the remaining 50% with an associate’s degree. This trend aligns with the use of scholarship funds.

Trend: ▲

## Is Anyone Better Off?

**Performance Measure 3:** Career Ladder Levels of Publicly Funded Assistant Teachers



### Story behind the baseline:

There is no mandated state requirement for assistant teachers in publicly funded programs.

The graph above shows that 79 % of assistant teachers do not meet the 2015 requirement for teachers in publicly funded programs. The percentage of assistant teachers with a CDA or less remains constant at 61% over the last three years.

The number who meet the state standard of a level 7 (CDA plus 12 ece credits) on the Career Ladder has decreased and the percentage that are moving to AS and BS degrees has increased slightly. This indicates there is some movement of career ladder levels by assistant teachers, as they strive to complete AS degrees.

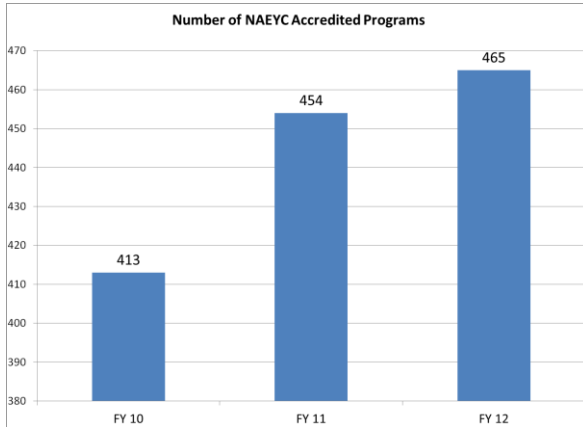
Trend: ◀▶

# 2013 Program Report Card: Connecticut Charts-A-Course (CCAC) Board of Regents for Higher Education

*Quality of Life Result:* All Connecticut children are healthy and ready for school success at age 5, contributing to a reduction in Connecticut’s achievement gap.

## How Well Did We Do It?

### Performance Measure 4: Accreditation Facilitation Project (AFP)



#### Story behind the baseline:

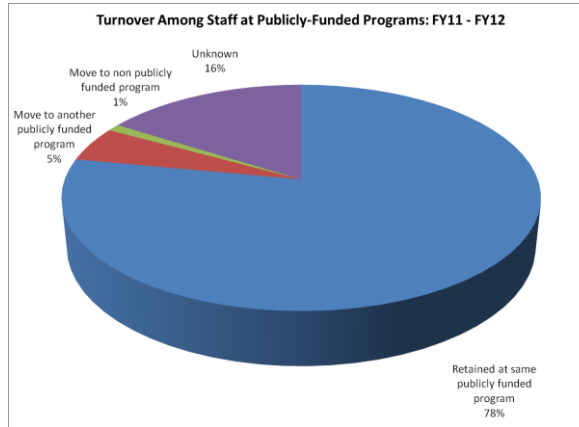
The number of NAEYC Accredited programs continues to grow in CT as we continue to be ranked third in the country in number of programs who have achieved accreditation. The requirement that publicly funded programs achieve this benchmark is a driving force, but the numbers of privately funded programs achieving NAEYC Accreditation also contributes significantly to CT’s status as third in the country for accredited programs and number per capita, as quoted by NAEYC.

Nearly 70% of CT’s accredited programs were enrolled in AFP or utilized support services over the past 5 years. AFP maintains a success rate of 88% of selected participants achieving NAEYC Accreditation within the 18 month time allotted to individualized support.

**Trend:** ▲

## Is Anyone Better Off?

### Performance Measure 5: Turnover among Publicly-Funded Staff



#### Funded Staff

#### Story behind the baseline:

In 2011, CCAC reported, in the *Connecticut Early Care & Education Workforce Report*, that the overall program (both publicly and non-publicly funded) turnover rate was 23%, lower than the national average of between 35-40%.

The chart above shows that through the term of FY 2011, the employment persistency rate among publicly funded staff is 78%. Turnover rate is 22%. Of the 22% that turned, 5% went to other publicly funded programs, 1% went to positions at programs that do not receive public funding and the other 16% are unknown. Of those that are unknown 50% were below level 7, (CDA plus 12 ece credits) 6% were at level 7, 7% were at levels 8 or 9 (AS Degree), 18% were at levels 10 or 11 (BS Degree) and 19% were level 12 and above (MS Degree).

Possible conclusions for this are that those at the lower ladder levels are no longer qualified for positions based on the education requirements or low wages. The turnover of those at the higher ladder levels could be due to people aging out of the workforce or moving into programs such as public schools, where they make increased wages.

Turnover rates are consistently linked to program quality and better outcomes for children.

**Trend:** ◀▶

## Proposed Actions to Turn the Curve:

**Measure 1:** Require all staff working in a DPH child day care center, group home or family child care licensed program to enroll in the Registry and update their professional development qualifications bi-annually.

**Measures 2 and 3:** Continue to target scholarship opportunities and professional development for publicly funded teachers who are working on degrees to meet PA 12-50.

Continue to target scholarship opportunities and professional development for assistant teachers who are working on completing their CDA and degrees to increase career ladder levels. This will result in more staff who will meet the 2015 teacher requirements.

**Measure 4:** Distribute specific tools to debunk myths about accreditation and to streamline the process to remove barriers by providing facts and information on which programs can act. Direct regional AFP’s to use strategies including direct phone calls and events to recruit programs. Utilize community partners such as early childhood councils and school readiness liaisons to assist the AFP to reach out to programs, to encourage involvement in program improvement activities.

**Measure 5:** Investigate compensation and retention approaches tied to increased staff qualifications in order to keep all levels of staff in publicly funded programs and stabilize the workforce.

#### Data Development Agenda:

Continue to build out data elements of the Registry in order to capture more discrete data on all staff in programs and have stronger reporting tools.

Align and broaden the Registry to work with current and future early childhood databases in the state; such as the QRIS system.

Better coordinate with data from the Board of Regents to update the Registry data files seamlessly to track the persistence of those staff that receive scholarships and complete degrees.