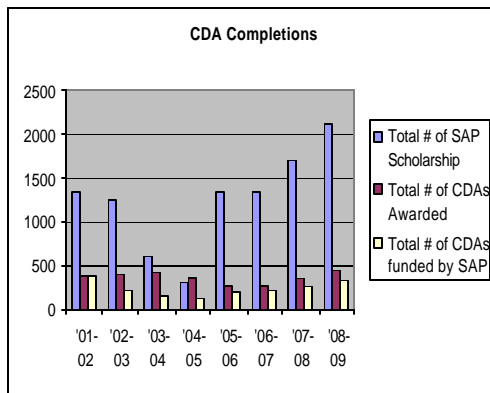


Connecticut Appropriations Committee RBA Template Part II, Program Accountability Summary

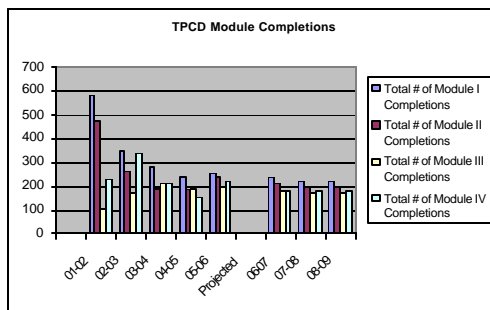
Program Purpose *Provide a coordinated and comprehensive system of career development and program improvement for the early care and education system. (G.S. Sec 6. Section 17b-733)*

Program *CT Charts-a-Course(CCAC)/ Department of Social Services (DSS) in collaboration with the CT Community Colleges (CCC)*

Performance Measure 1:
Scholarship Assistance Program (SAP)
Number of SAP clients who complete a CDA Credential



Performance Measure 2:
Training Program in Child Development (TPCD)
Number of clients who entered the TPCD and completed Modules I-IV



Key Budget Information		SFY 2006
Total Current Program Year Funding		\$1,558,755
Funding as Percent of All Funding for Population Result		
Program Funding As Percent of Total Agency Budget		Less than .01%
Funding Distribution		
Total Federal Funds		
Total State Funds		\$1,558,755
Capital Projects Subtotal		
Other Funding		
Percent of Total Current Funding Contracted to Third Parties		41%

Story Behind the Baselines

The following five components of CCAC are presented as measures in the template:

- **CCAC Scholarship Assistance Program (SAP)**
- **Training Program in Child Development (TPCD)**
- **Support, Training and Advancement for Teachers (\$TART)**
- **Accreditation Facilitation Project (AFP)**
- **Connecticut Director's Credential (CDC)**

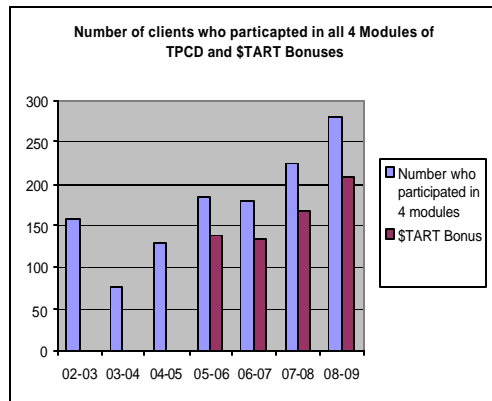
Common causes and forces at work to all these measures are:

1. Since 1997, funding has come from the school readiness line item of DSS.
2. The total client number served each year is directly relational to the amount of funds available for that component in a given year. This has varied greatly over the past 5 years depending mostly upon the state's fiscal health.
3. Because there has been no systemic way to track individuals and programs (Registry), each component is lacking more comprehensive data to show either the temporal or distal impact on professional development or program improvement.
4. Although each component provides direct services to all early care and education settings in the state, the majority of services have been to center-based staff in publicly funded programs.
5. Each component measure has demonstrated strong result during years 01-03, when funding was at its peak; low results during 03-05, as funding dipped to its lowest level; improved results during 05-06, as funding levels have increased.

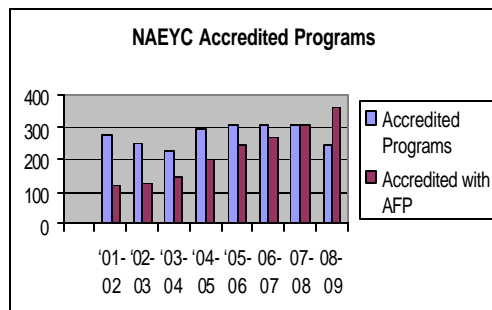
Performance Measure 3:

\$START

Percentage of clients who entered the TPCD and participated in all 4 Modules



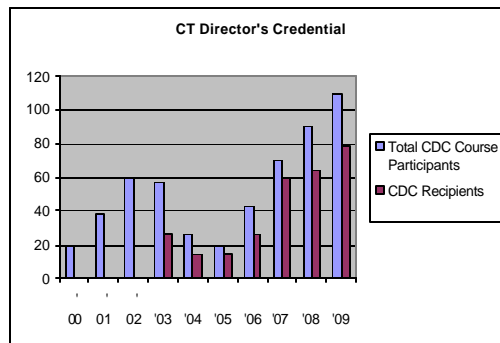
Performance Measure 4: Accreditation Facilitation Project



Performance Measure 5:

Connecticut Director Credential (CDC)

Number of CDC Course Participants and CDC Recipients



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

Action Step: Increase the number of CCAC clients who enter the SAP and the TPCD and complete a CDA Credential by using cohort models and \$START as an incentive.*

Rationale: State SR teacher qualifications currently require a minimum of a CDA and 12 credits in early childhood education and 15 credits by 2008 (SDE proposal). NAEYC Accreditation requires that all teachers have a minimum of a CDA by 2010.

Action Step: Increase the number of CCAC clients who enter the SAP and complete an Associates Degree (AS) in Early Childhood Education using cohort models and \$START as an incentive.*

Rationale: SDE is proposing that SR teachers hold a minimum of an Associates Degree with 24 ECE credits by 2010 and BS degrees by 2105. NAEYC Accreditation requires that 50% of the teachers in a program have a minimum of as Associates Degree by 2010 and all teachers by 2015.

Action Step: Use the CCAC Registry to provide more reliable data on the qualifications of the current workforce and to expand career counseling and recruitment to meet the supply and demand side of the future workforce.

Rationale: The Registry will capture data that can be used to assess the quantitative impact of professional development initiatives on career ladder advancement of the current workforce. This is needed not only to make better policy decisions but also to determine the supply of future teachers needed and their levels of qualifications to meet the proposed expansion of pre-k programs in the state.

Action Step: Expand the functions and staffing of the regional Accreditation Facilitation Projects in order to deliver more technical assistance and multidisciplinary consultative services to programs seeking re-accreditation by NAEYC.*

Rationale. Over the next three years approximately 444 programs in Connecticut will be seeking the new NAEYC Accreditation. More supports are necessary to stabilize the trend and keep from losing accredited programs due to new system, which provides increased accountability for programs and new standards and criteria.

*No-cost/low-cost action steps

Connecticut Appropriations Committee RBA Template Part II, Program Accountability

Program Purpose: *Provide a coordinated and comprehensive system of career development and program improvement for the early care and education system. (G.S. Sec 6. Section 17b-733)*

Program: *CT Charts-a-Course (CCAC)/Department of Social Services (DSS) in collaboration with the CT Community Colleges (CCC).*

Contribution to Population Result:

CCAC is a key component in the state's career development and program improvement system for early care and education and pre-kindergarten. CCAC helps to make all children healthy and ready for school by 5 through providing access to professional development opportunities that lead to degrees, credentials and career ladder advancement to individuals caring for children in all settings. CCAC improves quality by assisting programs in the achievement of nationally recognized standards for accreditation.

Key Budget Information (Dollars reported in millions)	
Total Current Program Year Budget:	\$1,558,755
Funding as Percent of All Funding for Quality of Life Result	
Program Funding as Percent of Total Agency Budget:	less than .01%
Budget Distribution:	
Federal	
State:	\$1,558,755
General Fund:	\$1,558,755
Capital Project Funds	
Other State Funding	
Other Funds (Not Federal or State)	
Percent of Total Current Funding Spent on Direct Service:	71%
Percent of Total Current Funding Contracted to Third parties:	41%

Basic Program Facts *CCAC began in 1991 by DHR (DSS) at Norwalk Community College, with the establishment of a Scholarship Assistance Program for income eligible individuals working in the field of early care and education and wishing to pursue a CDA (Child Development Associate) Credential. In 1994, DSS delivered a plan for the establishment of a comprehensive and coordinated system of career development for the early care and education field (per general statutes Sec 6. Section 17b-733) called **CT Charts-a-Course**.*

*In 1997, CCAC emerged as the state's career development system and received funding through the DSS school readiness line item. At that time CCAC merged with the **Accreditation Facilitation Project (AFP)** and expanded AFP to five regional projects. CCAC also began the delivery of the Training Program in Child Development (TPCD), which delivers the 120 hours of training required for the CDA Credential. In 2001,*

CCAC became a special initiative of the CT Community Colleges, where it is currently housed. The CCAC system has the following components:

- **Scholarship Assistance Program**, to provide income-eligible individuals tuition and other supports to pursue the CDA Credential and higher education course work leading to degrees,
- **Registry Data Management System**, to track the education and career ladder advancement of clients and monitor supply and demand of the early care and education workforce (to be implemented in spring 2007),
- **Recruitment and Career Counseling** (in both English and Spanish) for both current and new workers,
- **Training Approval Board**, provides oversight for curriculum and delivery of the Training Program in Child Development to ensure its credibility and consistency,
- **Training Program in Child Development (TPCD)**, the delivery of CCAC Core Areas of Knowledge curriculum to meet the training requirement for the CDA Credential,
- **Accreditation Facilitation Project**, 5 regional projects that provide support and technical assistance to programs seeking accreditation and re-accreditation from NAEYC and other national program,
- **\$START (Support for Training, Advancement and Retention of Teachers)**, an educational bonus for ECE workers who advance on the CCAC Career Ladder through training and the acquisition of credentials that meet new state and NAEYC staff qualifications,
- **Child Care Apprenticeship Program**, a collaborative project with DOL and US Dept of Labor Bureau of Apprenticeship and Training, using \$START Bonus and wage enhancements as incentives, and
- **Career Ladder Initiative**, a collaborative project with OWC (Office of Workforce Competitiveness) and CWEALF (Children and Women's Education and Legal Fund) to support current early childhood teachers working in publicly funded programs to enroll in college level courses and advance toward the next level on the Career Ladder using \$START Bonus as an incentive.

Performance Measures and Story Behind the Baselines

Summary of Story Behind the Baselines:

The following five components of CCAC are presented:

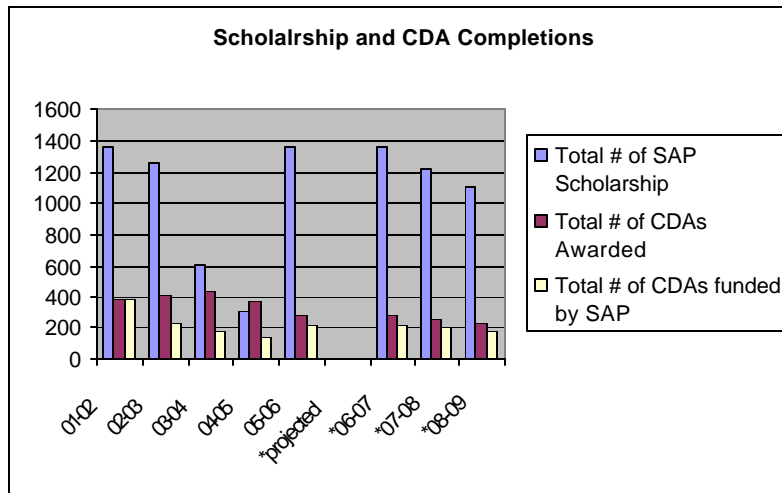
- **CCAC Scholarship Assistance Program (SAP)**
- **Training Program in Child Development (TPCD)**
- **Support, Training and Advancement for Teachers (\$START)**
- **Accreditation Facilitation Project (AFP)**
- **Connecticut Director's Credential (CDC)**

Causes and forces at work that are common to all these measures are:

- Since 1997, funding has come from the school readiness line item of DSS budget.

- The total client number served each year is directly relational to the amount of funds available for that component in a given year. This has varied greatly over the past 5 years depending mostly upon the state’s fiscal health.
- Because there has been no systemic way to track individuals and programs (Registry), each component is lacking more comprehensive data to show either the temporal or distal impact on professional development or program improvement.
- Although each component provides direct services to all early care and education settings in the state, the majority of services have been to center-based staff in publicly funded programs.
- Each component measure has demonstrated strong result during years 01-03 when funding was at its peak; low results during 03-05 as funding dipped to its lowest level; improved results 05-06, as funding increased.

**Performance Measure 1: Scholarship Assistance Program (SAP)
Number of SAP clients who complete a CDA Credential**



Story Behind Measure 1

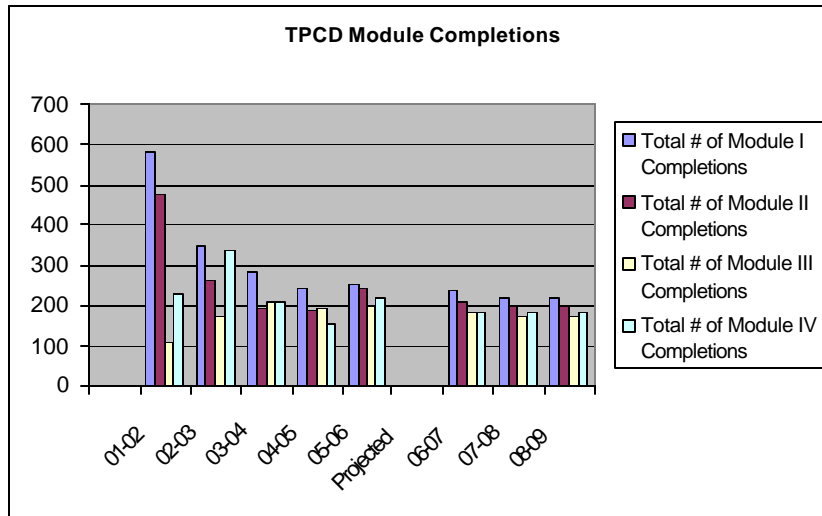
Measure 1 represents the number of individuals who have been awarded scholarship assistance for training toward the CDA Credential or degrees in early childhood education (blue), the total number of individuals who received a CDA (red) from the Council on Professional Recognition¹ and the corresponding number of CDA completers who were funded for a CDA by the SAP. The measure shows much higher levels of SAP clients in 01-02, a downward trend

¹ The Council on Professional Recognition is the national program that awards the CDA credential to individuals. The CDA requires 120 hours of training plus: 480 hours of working experience, first aide certificate, resource file, parent opinion questionnaire, CDA Assessment Observation, and passing the CDA Assessment Test.

through 04-05, and recent higher levels. This is due directly to the funding trends that the SAP experiences each year. In addition, it takes approximately 18-24 months to complete a CDA from when a client enters the SAP, to when the client completes the CDA process. The SAP has been funding approximately 61% of the CDAs in the state over the last 5 years. The 05-06 trend for higher CDA funding (76%) and completion rates are based upon the implementation of a cohort training model and the availability of more funding for this period. The projected forecast for a slightly downward trend is attributed to static funding and a 10 % increase in costs associated with training during the next biennial budget period.

This measure requires better data collection in order to fully understand the relationship between SAP funding and the persistence rates of CCAC clients who enroll in training. This data will begin to be captured in the CCAC Registry starting this spring. (see research agenda)

Performance Measures 2: Training Program in Child Development (TPCD)
 Number of clients who entered the TPCD and completed Modules I-IV



Story Behind Measure 2

The TPCD is non-credit based training² and provides clients with the training requirement for the CDA Credential.³ Clients may then complete the process to be awarded the CDA. The TPCD recruits and trains providers in all settings but its highest enrollment has been center – based staff in publicly funded programs.

Measure 2 represents the number of Module I, II, III and IV completions over the last 5 Rounds⁴ of TPCD. However, we do not know the number of TPCD clients who attained a CDA due to lack of reliable data collection. (see research agenda)

The measure also shows higher levels of Module I and Module II completions in 01-02, when funding was at its peak, a downward trend through 04-05 as funding dipped and recent higher levels in 05-06, as funding has rebounded slightly and stabilized. A 2001 evaluation of the TPCD showed that based upon pre and post ECERS of Module I and Module II participants, scores jumped from 12% to 20% (between good and excellent on the ECERS) for those who completed Module II. In addition, of those who took the first module, 54% were able to identify better classroom practice as a result of the training, in contrast to 84% of those completing the second module. This suggests that the longer duration and greater depth of the Module II content translates into greater gains for participants.⁵ Since the content of the Modules I and II are currently being updated and

² Charter Oak State College administers the ECE Pathway Exams, which are tests offered to translate non-credit based workshop training into college credit toward degrees.

³ The CDA requires 120 hours of training plus: 480 hours of working experience, first aide certificate, resource file, parent opinion questionnaire, CDA Assessment Observation, and passing the CDA Assessment Test.

⁴ Round = 10 months within funding year typically, Sept-June.

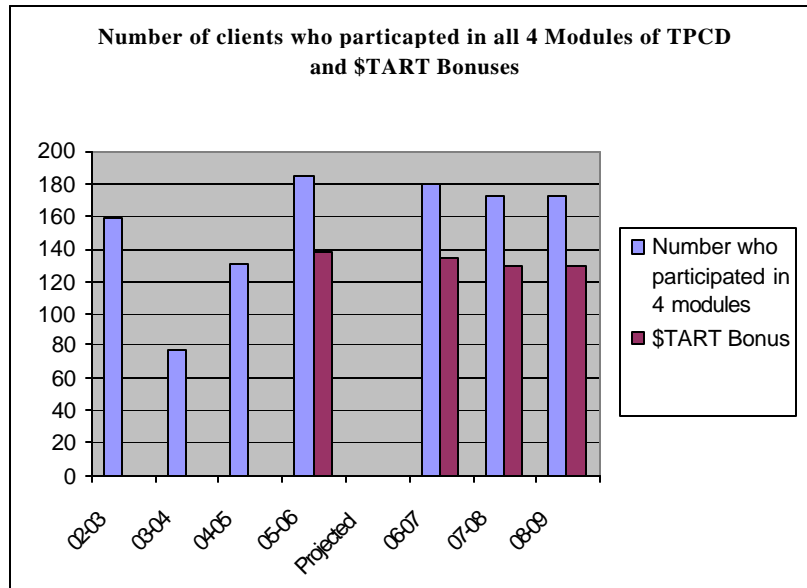
⁵ Finn-Stevenson and Miller. The Evaluation of the Connecticut Training Program in Child Development. The Bush Center in Child Development and social Policy, Yale University. August 2001.

revised, another evaluation of this program should take place in order to re-affirm its relationship and benefits to client practice. (see research agenda)

The approach of recruiting and training in cohorts (05-07) is yielding higher persistence rates among clients through all four modules. This trend is expected to continue with a slight downward forecast attributed to static funding and a 10 % increase in costs associated with training during the next biennial budget period.

Performance Measure 3: \$start

Number of clients with START bonus who entered the TPCD and participated in all 4 Modules



Story Behind Measure 3

\$START was begun in 2005 as a pilot incentive program as part of the TPCD. It awards clients for the completion of training modules, credentials and advancement on the CCAC Career Ladder.

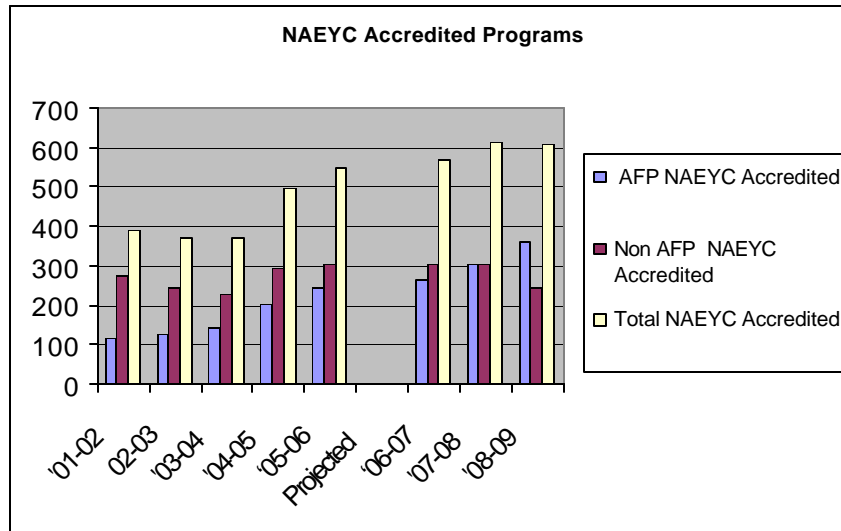
Measure 3 represents the number of clients who have participated in all 4 Modules of TPCD (blue), which meet the 120 hour training requirement for the CDA credential⁶ and the number of \$START bonus awards given to clients (red) at the end of Module IV. Since the \$START program is only in its second year of pilot funding, this data is limited but depicts a promising practice of client persistence. Overall data from Round 9⁷ show increases in persistence rates over all 4 Modules from 13 % in 02-05 to 46% in 05-06, when the \$START bonus was instituted. This trend is expected to continue with a slight downward forecast attributed to static funding and a 10 % increase in costs associated with training during the next biennial budget period.

⁶ The CDA requires 120 hours of training plus: 480 hours of working experience, first aide certificate, resource file, parent opinion questionnaire, CDA Assessment Observation, and passing the CDA Assessment Test.

⁷ Training Program in Child Development Report on Round 9 (7/1/05-6/30/06). Wheeler Clinic. August 2006

Although we will have additional data on the \$START Bonus from the TPCD and two other pilots, Career Ladder Initiative and the Child Care Apprenticeship program, this measure requires better data collection in order to fully understand the relationship between the \$START bonus and the persistence rates of CCAC clients who enroll in training. This data will begin to be captured in the CCAC Registry starting this spring. (see research agenda)

Performance Measure 4: Accreditation Facilitation Project



Story Behind Measure 4

CT is among the top five states for NAEYC Accredited programs, with 30% of all licensed programs holding NAEYC Accreditation. This can be attributed in part to the nearly 100% of state funded sites that have achieved the mandatory requirement of NAEYC Accreditation. However, the NAEYC recently launched its new era of accreditation in December 2005. The new system is founded on 10 Program standards and research- and evidence-based criteria. There are significant new accountability measures in place including higher standards, unannounced site visits, and a specifically defined level of performance to achieve accreditation. In the new system programs must achieve 80% of the assessed criteria in each of the ten standards in order to achieve accreditation.

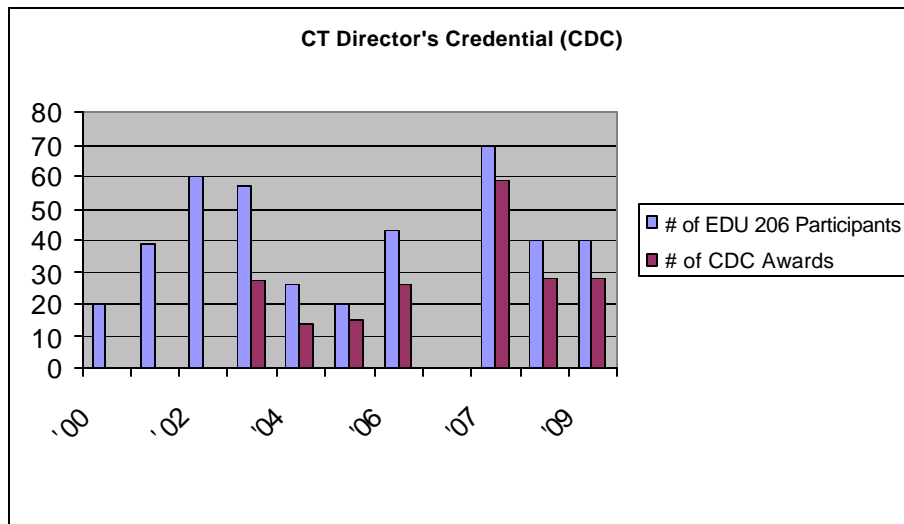
Since 2005, the AFP has redesigned its delivery mechanisms to provide programs with extensive information and supports on the new system. Programs have been guided in strategies to achieve staff qualifications requirements, and the CCAC scholarship delivery system now incorporates a priority for scholarship assistance for staff from AFP and state funded sites. A May 2006 survey conducted by AFP of staff qualifications in NAEYC Accredited sites *preliminarily* indicates that as many as 15% of accredited

programs may not be able to *apply for accreditation* due to the absence of minimally qualified staff.⁸

Measure 4 depicts the overall rapid increase in number of NAEYC Accredited programs in the state over the last five years. CT's NAEYC accredited programs are shown in three separate measures. AFP programs that have successfully achieved NAEYC Accreditation using the individualized assistance of the AFP⁹ (blue bar), non AFP⁹ programs achieving accreditation (red bar) and the total number of NAEYC Accredited Programs in the state.

Measure 4 data shows that the number of AFP selected programs achieving NAEYC Accreditation will continue to grow along the upward trend line (06-09) due directly to the technical assistance and supports of the AFP. There are 265 sites (including 107 SR funded sites) that need to re-accredit in 2007 alone and it is expected that an increasing number will utilize the individualized assistance of the AFP. Further, The growth in utilization of the AFP is expected to continue as grants from private community foundations in CT are used to enhance AFP services by providing consultative classroom based supports to improve teacher implementation of the new NAEYC Standards and Criteria. Sites not in the AFP will remain static until 08-09 and then begin to decline because the number of sites seeking re-accreditation is smaller during those years (90 in '08, and 96 in '09 respectively) and more sites will be expected to be in the AFP

Performance Measure 5: Connecticut Director Credential (CDC)
 Number of Early Childhood Administration Course Participants and CDC Recipients



⁸ The preliminary data indicates that as many as 50% of programs will not meet the NAEYC criteria for staff qualifications.

⁹ It should be noted that although these programs were not selected AFP sites, nearly all of them accessed the free training, workshops and/or financial assistance offered by the AFP.

Story Behind Measure 5

The Connecticut Director's Credential (CDC) is a voluntary system of credentialing, at four levels of proficiency, for professionals in early care and after school education that began in 2003. The Credential acknowledges that administrators working in the early care or after school education field have obtained knowledge, experience, and competency. Research supports that director's who have specialized knowledge and training in early childhood program administration are more effective leaders and play a pivotal role in program quality.¹⁰ CCAC offers a one-week three (3) credit course in *Administration and Supervision in Early Childhood Programs* (ECE 206), which is free to participants, and will make them eligible for the first level of the CDC.

Measure 5 represents the number of CCAC clients who have taken the ECE 206 course (blue bar) and the number of CT Director Credentials (red bar) that were awarded by Charter Oak State College¹¹. The measure shows a higher level of awardees in 2003 in the initial start-up year, a downward trend through 04-05, and recent higher levels. The latter is due directly to the increased CCAC funding trends to deliver course work that meets the eligibility requirement for the entry level of the CDC and that the CDC meets the director requirement for the new NAEYC Program Accreditation. This trend is expected to continue with a slight downward forecast attributed to lower funding¹² and a 10 % increase in costs associated with training during the next biennial budget period.

This measure requires better data collection in order to fully understand the relationship between CCAC clients who take the EDE 206 course, those who are awarded the Credential and those who come from programs that are seeking NAEYC accreditation. We will begin to capture this data in the CCAC Registry starting this spring. (see research agenda)

¹⁰ *The Director's Link*. Winter 2006

¹¹ Charter Oak State College administers the Connecticut Director's Credential. This includes all assessments, implementation and maintenance of current procedures for the acquisition of CDC for child care providers state-wide who wish to obtain this credential.

¹² In FY 06-07, CCAC received one-time additional funding of \$25,000 through OWC and the Career Ladder Initiative to deliver another section of ECE 206 to approximately 25 participants.

Partners and Their Roles

1. CT Community Colleges: programmatic and fiscal partner for CT Charts-A-Course as well as human resources for all CCAC Staff.
2. CT Association for the Education of Young Children: programmatic and fiscal partner for specific CCAC functions.
3. Child Health And Development Institute: funding partner for the Training Program in Child Development.
4. Wheeler Clinic: programmatic partner for Training Program in Child Development.
5. Charter Oak State College: programmatic partner for the Early Childhood Education Pathways Exams¹³, CT Director's Credential (CDC) and the CT After School Credential.¹⁴

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

- **Action Step:** Increase the number of CCAC clients who complete a CDA Credential by using cohort models and \$START as an incentive. *
Rationale: State SR teacher qualifications currently require a minimum of a CDA and 12 credits in early childhood education and 15 credits by 2008 (SDE proposal). NAEYC Accreditation requires that all teachers have a minimum of a CDA by 2010.
- **Action Step:** Increase the number of CCAC clients who complete an Associates Degree (AS) in Early Childhood Education using cohort models and \$START as an incentive. *
Rationale: SDE is proposing that SR teachers hold a minimum of an Associates Degree with 24 ECE credits by 2010 and BS degrees by 2105. NAEYC Accreditation requires that 50% of the teachers in a program have a minimum of as Associates Degree by 2010 and all teachers by 2015. *The two action steps above support the recommendation in the ECE Investment Plan, which calls for a multi-year early childhood professional development plan to assure compliance with state law and selected national certification programs. The Early Childhood Professional Development Center would provide recruitment, counseling, scholarships and bonuses for ECE workers who meet the new 2010 qualifications before July 2010. ***
- **Action Step:** Re-align the functions of the regional Accreditation Facilitation Projects in order to deliver more technical assistance/multidisciplinary consultative services to programs seeking re-accreditation by NAEYC. *
Rationale. Over the next three years approximately 444 programs in Connecticut will be seeking the new NAEYC Accreditation. More supports are necessary to stabilize the trend and keep from losing accredited programs due to new system, which provides increased accountability for programs and new standards and criteria. *This action step supports the recommendation in the ECE Investment Plan, which calls for the creation of a central early childhood Program Improvement Project that is tied to QRS but has a regional system of support for programs to work on quality enhancement projects. This program would provide technical and financial support to programs, accreditation support and interdisciplinary consultation initiatives. ***
- **Action Step:** Use the CCAC Registry to provide more reliable data on the qualifications of the current workforce and to expand career counseling and recruitment to meet the supply and demand side of the future workforce.
- **Rationale:** The Registry will capture data that can be used to assess the quantitative impact of professional development initiatives on career ladder advancement of the current workforce. This is needed not only to make better policy decisions but also to determine the supply of future teachers needed and their levels of qualifications to meet the proposed expansion of pre-k programs in the state.
This action steps supports the recommendation in the ECE Investment Plan, which calls for the creation of a workforce registry by FY 07 that will validate and maintain a record of the ECE employees and their credentials. This Registry would be mandated for all SR employees and voluntary for other members of the

¹³ ECE Pathway Exams are tests offered to translate workforce training into college credit toward degrees.

¹⁴ CDC and After School Credential are issued as a result of meeting both core knowledge through course work and demonstration of competency in these areas

DSS: CT Charts-a-Course

ECE workforce. **

*Indicates, low -cost, no-cost action steps, including reallocation of existing resources

** Indicates *Early Childhood Investment Plan*. Early Childhood Policy and Research Cabinet. December 2006

Appendix A Data Development Agenda

Workforce Registry Data

Because there has not been a comprehensive and reliable computerized way of tracking individuals from entry to completion of credentials (Registry/Workforce Data Management System), a complete picture of the qualifications of the current workforce has been an on-going weakness of the current professional development system in Connecticut. CCAC data is not reliable in knowing exactly how many clients who began training experiences actually finished programs. This is due in most part to the manual system of all record keeping, as well as the high turnover and attrition rate in the field. The following three steps are being taken toward the development of an integrated data management system within CCAC, which supports the recommendation in the ECE Investment Plan¹⁵ for the creation of such a system and meets the recommended implementation time-line of 2007.

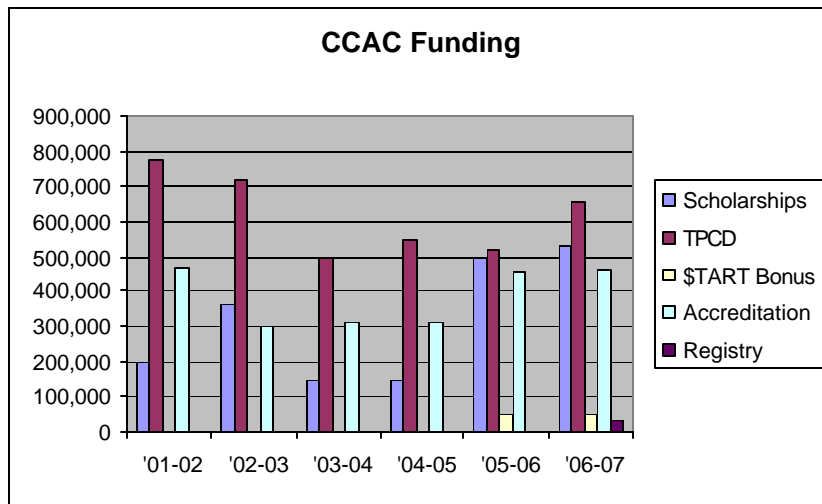
As of March 2007, CCAC will:

1. Begin the implementation of a Registry to track the training and credentials of its clients. The workforce data management system will capture data on the following CCAC components and its clients:¹⁶
 - Career ladder information on individuals working in the field.
 - Scholarship data awarded to individuals.
 - Educational resources and career counseling.
 - Program accreditation information.
 - Training Approval Board (TAB) information on trainers and training to deliver the Training Program in Child Development.
 - Program accountability and reporting for CCAC
2. Use the data in the Registry to assist in the allocation of scholarship funding:
 - Development of a data base management system that links all CCAC components and enables CCAC to track the career ladder status and advancement of every child care staff member based upon scholarship funding.
 - Development of a web enabled function that will allow for user interaction with CCAC's system, including career counseling, scholarship application, technical assistance, linkages to colleges and programs of study, trainer applications, training information, and research.
3. Development of a state-wide reporting system as a resource for CCAC, state agencies, policy makers and early childhood advocates:
 - Reliable aggregate data collection to inform efforts to enhance the overall quality of child care through professional development and program improvement. In addition, once data are available it can be used to measure CCAC program components and outcomes.

¹⁵ Early Childhood Policy and Research Cabinet. December 2006.

¹⁶ The Registry will be initially populated with staff members from the current 63 AFP sites who need to be re-accredited by 2008.

Appendix B Funding Details



The chart above shows the range and trend of funding allocated over the last five years, which CCAC has received in the performance measures described in this template: Scholarships Assistance Program, Training Program in Child Development, \$TART Bonus, Accreditation Facilitation Project and CT Director Credential (part of the AFP allocation). Each component experienced its peak funding in 01-03, lower funding in 03-04, and has somewhat rebounded during 05-07, as funding levels have been slowly on the rise or stabilized. Funding for \$TART only appears in 05-07 and the Registry in 06-07¹⁷. The projected trend (07-09) will sustain and support turning the curve upward in the performance measurements. They will all contribute to the population result in assuring a better trained workforce with increased credentials and continued achievement of national accreditation standards by programs.

¹⁷ As of Sept 2006, CCAC received \$12, 500 from the OWC and the Career Ladder Initiative to assist in the development phase. An additional \$40,000 has been requested from the ECE Cabinet for FY 06-07.

Appendix C Information and Research Agenda

I. Gaps in DATA Information:

- Current state of the early care and education workforce as it relates to numbers, demographics, turnover etc.
- Baseline of career ladder status of all individuals working in publicly funded programs.
- Individual professional development growth trends of the current workforce and those accessing public funds for scholarship assistance.
- Persistence levels of professional development of individuals over time.
- Impact of professional development on wages and tenure in the field.
- Numbers of individuals who do not meet eligibly status for scholarship and if this becomes a barrier to professional development and career ladder advancement.

All of the above data will be captured within the CCAC Registry. Once the Registry becomes mandated for all staff working in publicly funded programs we can begin to close the gap on reliable data and the current state of information on the early childhood workforce. This will begin to address some of the causes and forces at work that were cited in the *Summary of the Story Behind the Baselines*.

II. Additional Research Question:

- What is the threshold of professional development that individuals should be required to obtain in order to assure classroom quality and positive outcomes for children? *

*Calls for a minimum of a bachelor's degree for all teachers are based on a mixture of arguments that include improving classroom quality and children's outcomes and other more indirect benefits such as improving wages, decreasing turnover and professionalizing the field.*¹⁸

There needs to be more research done on what the proximal versus distal factors are that impact a teacher's performance and its outcomes on children. This is especially important given the amount of time and resources that must go into having the entire early care and education workforce reach the bachelor's degree level.

- **How does the Training Program in Child Development (TPCD) improve the knowledge and practice of teachers in the classroom? ***

¹⁸ *Are teachers' education, major and credentials related to classroom quality and children academic gains in pre-kindergarten.* Early Childhood Research Quarterly 21(2006) 174-195

The TPCD uses the CCAC *Core Areas of Knowledge* curriculum, which is modeled after the CDA Credential.

Currently the Core is being reviewed and revised to infuse scientifically –based research and best practice. It is anticipated that this will be done by July 1st 2007, and that the TPCD will commence using this newly revised content in Round 11(07-08). A new evaluation of the effectiveness of the new Core should be conducted in order to measure its impact on teacher knowledge and performance. Ideally, this evaluation should take place during Round 11(08-09).

** The ECE Investment Plan¹⁹ calls for the establishment of a functioning network of early childhood researchers that will make decisions about what policy related research is needed and will be able to perform some on-going research (data analysis and reporting), and will contract for projects as needed.*

¹⁹ Early Childhood Research and Policy Council. December 2006.

Appendix D Partners

The following is a list of CCAC partners over the last five years:

- ***A.J. Pappanikou Center for Excellence in Developmental Disabilities:*** Programmatic partner for the Training Program in Child Development (TPCD) /Inclusive Child Care strand.
- ***Charter Oak State College:*** Programmatic partner for Early Childhood Pathways Exam, CT Director's Credential (CDC), After School Age Credential.
- ***Child Health & Development Institute:*** Funding partner for the Training Program in Child Development.
- ***Community Foundation of Greater New Haven:*** Funding partner for CCAC public relations.
- ***Connecticut Association for the Education of Young Children (CAEYC):*** Programmatic and fiscal partner for CCAC system.
- ***Connecticut Community Colleges:*** Programmatic and fiscal partner.
- ***Connecticut School-Age Child Care Alliance (CSACCA):*** Programmatic and funding partner for after school accreditation and credential.
- ***DataCONNECTIONS:*** Programmatic partner for the CCAC Registry development.
- ***Department of Education:*** Programmatic and fiscal partner for Accreditation Facilitation Project (AFP) and Scholarship Assistance Program (SAP).
- ***Department of Labor:*** Programmatic and funding partner for the Child Care Apprenticeship Program.
- ***Department of Social Services:*** Programmatic and fiscal partner for CCAC system.
- ***EASTCONN :*** Regional AFP partner
- ***Education Connection:*** Regional AFP partner.
- ***Gateway Community College:*** Regional AFP partner.
- ***Hartford Area Child Care Collaborative (HACCC):*** Programmatic partner for CDC.
- ***Hartford Association for the Education of Young Children (HAEYC):*** Regional AFP partner.
- ***Hartford Foundation for Public Giving:*** Funding partner for AFP and SAP.
- ***Head Start Collaboration Office:*** Programmatic and funding partner for SAP and Registry development.
- ***LEARN:*** Regional AFP partner.
- ***New Britain Foundation:*** Funding partner SAP.
- ***New Haven School Readiness Council:*** Programmatic and funding partner for Infant-Toddler consultant.
- ***Wheeler Clinic:*** Programmatic partner for TPCD.

Appendix E What Works

The following approaches are found to work in professional development and program improvement initiatives. Nationally they are considered best practices in the area of adult learning and accreditation facilitation support.

Scholarship Assistance

Funding for:

- Tuition and books for college course work leading to a CDA Credential and degrees in early childhood education.
- Cohort approach to taking workshops or college level courses work toward credentials and degrees.
- Accelerated format of college course delivery and continual delivery of courses (no long breaks between course offerings).
- Bi-lingual delivery of workshops and college course work.
- On-line course work toward credentials and degrees.
- Alternative routes to early childhood education teacher certification.

Career Counseling and Retention

- Career counseling (English and Spanish) in order to help clients choose the best approach to training, education and professional development.
- Individual Education Plans for clients.
- Individual and group counseling support.
- Individuals and group remedial support.
- Release time to take training.
- Incentives for completion of training and the acquisition of credentials and degrees in the form of educational bonuses (such as TEACH²⁰) and wage enhancements (such as WAGES²¹).
- On-site delivery of workshops and/or college course level work.

Accreditation Facilitation Support

- Accreditation facilitators regionally –based with close ties to the community programs.
- Individual professional development tied to program goals and NAEYC accreditation standard and criteria.
- Program support to help develop all 10 standards of quality and staff relationships, which are essential to achieving accreditation.

Leadership Development

- Subsidized college level course for program administrators in the area of administration and supervision.
- On-line course work for program administrators.

²⁰ TEACH (North Carolina) is a national model of scholarship and bonuses for early childhood workers.

²¹ WAGES is North Carolina's wages enhancement program for early childhood workers.

DSS: CT Charts-a-Course

- On-going workshops for program administrators on strategic topics of program administration, supervision and quality.
- Program support and incentives for leadership development.