

Connecticut Appropriations Committee RBA Template  
Part II, Program/Agency/System Accountability Summary

**Program/Agency/System:**

Connecticut Higher Education agencies, central offices and institutions

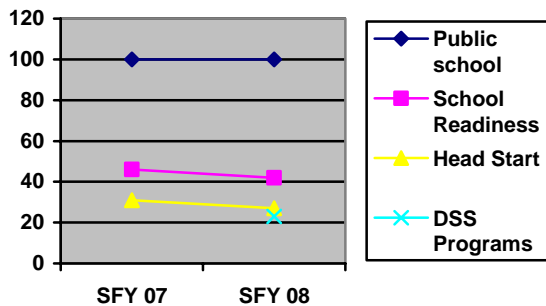
Quality of Life Result:

Quality educational experiences for children in the state's preschool programs provided by qualified workers who have the skills to prepare children for school success when they enter kindergarten at age 5.

Program/Agency/System Purpose:

Preparing an early childhood workforce that can provide quality educational experiences for young children in preschool programs in Connecticut.

Performance Measure 1

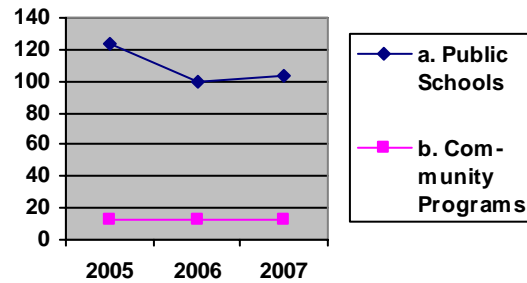


The percent of early childhood teachers in publicly-funded early childhood programs who have a bachelor's degree or higher by program type.

Story Behind Measure 1

- This measure is remaining stable
- We will have better data as the Workforce Registry is implemented
- We will need a significant effort going forward to turn the curve on this measure

Performance Measure 2



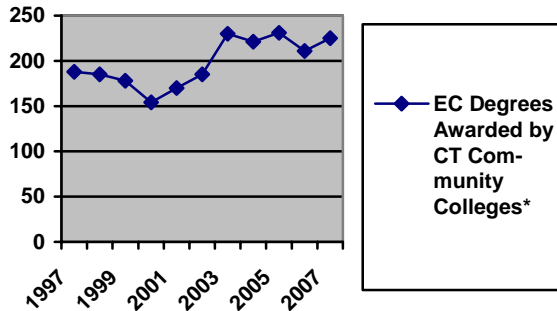
The number of early childhood (EC) teachers prepared each year in Connecticut at the bachelor's level to teach in public school preschools and community-based programs.

Story Behind Measure 2

- The number of EC teachers prepared at the bachelor's level to teach in public schools is declining but is still about 100 per year.
- There are very few EC teachers specifically prepared to teach in community programs each year
- We will have better data as the Workforce Registry is implemented
- We will need a significant effort going forward to turn the curve on this measure

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Performance Measure 3



The number of early childhood teachers prepared each year in Connecticut at the Associate degree (2-year) level to teach in community-based early childhood programs.

Story Behind Measure 3

- There has been an upward trend in this measure over a number of years
- We don't know if this supply is adequate to meet the anticipated demand
- We will need a significant effort going forward to ensure the success of these students as they move into baccalaureate degree programs

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

- Prepare a Workforce Plan\*
- Establish systems for putting new requirements in place
- Develop a system to issue and prepare students for the Birth-to-Five Credential
- Develop a system for assistant teachers to meet the language and literacy competency
- Develop the capacity of institutions of higher education to meet the need for qualified early childhood workers
- Conduct an analysis of the capacity of the early childhood higher education programs in the State
- Establish an Early Childhood Education Collaborative

\*No-cost/low-cost action steps.

Key Budget Information	
Total Current Program Year Funding	\$7.4 million
Funding as Percent of All Funding for Population Result	
Program Funding As Percent of Total Agency Budget	
Funding Distribution	
Total Federal Funds	
Total State Funds	
Capital Projects Subtotal	
Other Funding	\$500,000 (from EC Cabinet)
Percent of Total Current Funding Contracted to Third Parties	

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**Program/Agency/System:**

Connecticut Higher Education agencies, central offices and institutions

<b>Program/Agency/System Purpose</b>	
Preparing an early childhood workforce that can provide quality educational experiences for young children in preschool programs in Connecticut.	
<b>Contribution to Population Result</b>	
Population Result:	
All Connecticut children are healthy and ready for school success at age 5, contributing to a reduction over time in Connecticut's "achievement gap" at Grade 4.	
Quality educational experiences for children in the state's preschool programs provided by well qualified workers who have the skills to prepare children for school success when they enter kindergarten at age 5.	
<b>Key Budget Information (<i>Dollars reported in millions</i>)</b>	\$7.4 million
Note: This is an estimate that was calculated last year using estimates of the number of early childhood students in Connecticut's institutions of higher education and estimates of the State's contribution to the education of students at various types of institutions.	
Total Current Program Year Budget	
Funding as Percent of All Funding for Quality of Life Result	
Program Funding as Percent of Total Agency Budget	
Budget Distribution:	
Federal	
State	
General Fund	
Capital Project Funds	
Other State Funding	\$500,000 (from Early Childhood Cabinet)
Other Funds (Not Federal or State)	
Percent of Total Current Funding Spent on Direct Service	
Percent of Total Current Funding Contracted to Third parties	

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## Basic Program Facts

- 23 Institutions of higher education in Connecticut offer early childhood degree programs

Under the leadership of the Board of Governors, the Department of Higher Education coordinates programs and services that are offered at Connecticut's public and independent colleges and universities. Currently there are 23 public and independent institutions of higher education in Connecticut that offer degree programs in early childhood education or closely related fields.

- The educational qualifications for early childhood workforce are increasing

The State of Connecticut has recently raised the educational qualifications of early childhood teachers<sup>1</sup>. Public Act 05-245 requires early childhood teachers to have bachelor's degrees by 2015. The Early Childhood Research and Policy Council has also recommended raising the educational qualifications of early childhood program administrators and assistant teachers.

- The early childhood workforce will expand over the next 5 years

In addition to raising staff qualifications, there will also be a need for new workers as early childhood programs for children are expanded. The Early Childhood Cabinet plans to expand the state's School Readiness program to serve 13,000 more children over the next 5 years.

- The capacity of early childhood degree programs will need to expand to meet this need

As the educational standards for early childhood staff are raised, the higher education system will need to respond to meet this need. Currently, most of the early childhood programs in higher education institutions in Connecticut are in 2-year colleges. There is a particular need, therefore, to increase the capacity of higher education institutions in Connecticut to prepare early childhood teachers at the baccalaureate level and to increase the numbers of students with associate's degrees who go on to complete bachelor's degrees in early childhood education.

- The early childhood degree programs need to be aligned with the needs of the workforce

As the educational qualifications of the early childhood workforce change, it will be important to ensure that the degree programs are preparing workers with the skills required by the profession. Currently most of the baccalaureate degree programs prepare teachers to work with children from age three to grade three in public school settings. However, most preschool age children are in community programs rather than public schools, and community programs need teachers who have the skills to work with children from birth to age 5. In addition, there are increasing educational requirements for early childhood program administrators but few institutions offer the courses or programs that are needed by this segment of the workforce.

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<sup>1</sup> Preschool teachers in public schools are required to have a bachelor's degree and teacher certification; however, most young children in Connecticut attend preschools in community programs where teachers are not currently required to hold a college degree.

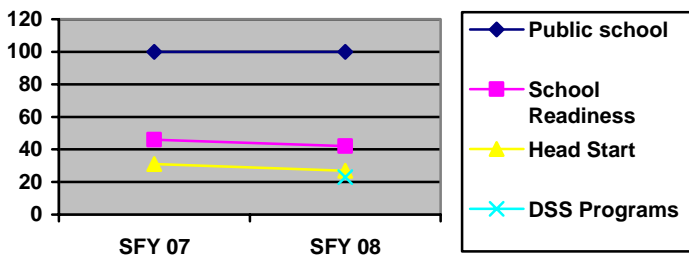
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**Performance Measures and Story Behind the Baselines**  
Summary of Story Behind the Baselines:

In order to increase in the percentage of early childhood teachers with bachelor’s degrees (measure 1) we need to insure an adequate supply of students graduating from higher education institutions. We need to increase the number of students who graduate from four-year institutions of higher education each year with concentrations in early childhood education (measure 2a and b). We also need to continue to increase the number of students who graduate from the state’s two-year institutions of higher education each year with concentrations in early childhood education (measure 3) as they can serve an important “pipeline” to four-year degree programs.

**Performance Measure 1**

The percent of early childhood teachers in publicly-funded early childhood programs who have a bachelor’s degree or higher by program type.



Percent of teachers with a BA or above	Public School Preschools	Head Start	School Readiness	DSS Centers
2006-2007	100%	31%	46%	No data
2007-2008	100%	27%	42%	23%

**Story Behind Measure 1**

- The percent of teachers with bachelor’s degrees has remained constant for the past 2 years
- Last year we reported that 43% of early childhood teachers across the state had bachelor’s degrees. This was based on a 2005 survey which included private programs as well as the publicly funded programs. This year we have more specific data by program type and we can look more carefully at the status of the workforce in publicly-funded early childhood programs. The way in with this data is reported is not entirely consistent from program to program and

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even from year to year with in a program. (For example, the 2007-2008 Head Start data is specifically teachers with baccalaureate degrees or above in early childhood or related fields. The percentage for the year before simply represents those with baccalaureate degrees or above.) An early childhood Workforce Registry has just been developed under the administration of Connecticut Charts-a-Course, and staff at the Department of Social Service Child Care Programs were the first group of workers to be entered into this registry. So this is the first year data is available for DSS Centers, and the percentage reported in very preliminary.

- The Workforce Registry will provide more accurate data to track trends in the future

At the end of this year, the Workforce Registry will be able to provide more accurate data on the educational levels of teachers in each of the publicly-funded early childhood program types. The Registry will collect this data in the same manner across all programs so this will provide a complete picture of the workforce and will allow us to track changes in the future.

- The Workforce Registry will also provide information on Program Administrators and Assistant Teachers

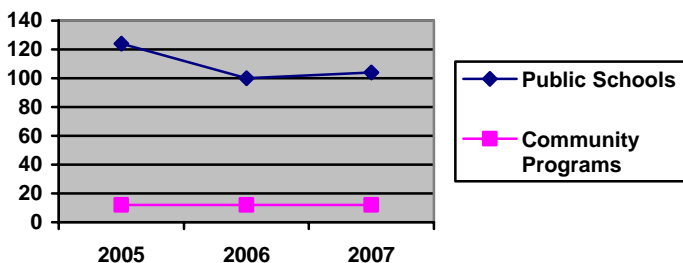
In the future, data from the Registry will also enable us to track the educational levels of Program Administrations and Assistant Teachers in all programs types.

- We will need a significant effort going forward to turn the curve on this measure

See the proposals at the end of this document.

**Performance Measure 2**

The number of early childhood teachers prepared each year in Connecticut at the baccalaureate level to teach in public school preschools and community-based early childhood programs.



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Number of early childhood teachers prepared at BA level (or above)	2005	2006	2007
To teach in Public Schools (certified teachers)	124	100	104
To teach in community programs	Unknown	12	20

**Story Behind Measure 2**

- The number of EC teachers prepared at the bachelor’s level to teach in public schools is declining but still about 100 per year.

There are currently 6 institutions of higher education that prepare teachers for state certification in early childhood education (Eastern Connecticut State University, Mitchell College, Saint Joseph College, Southern Connecticut State University, the University of Hartford, and Yale University). They prepare about 100 students each year at the bachelor’s or master’s level to take early childhood teaching positions in the public schools.

- An Alternative Route to Certification program has just been developed at Charter Oak State University and this will increase these numbers slightly

The first cohort of students will complete this program in the summer of 2008. This will add another dozen or so students to the pool of certified teachers graduating in 2008.

- As more public schools add preschool programs ,the need for certified early childhood teachers will increase

At this point it is not known how many of the new preschool classrooms will be located in the public schools. There will be a need to monitor this to be sure that the supply of certified teachers meets the demand.

- The number of teachers prepared at the baccalaureate level to teach in Community Programs is inadequate to meet the need

The greater challenge will be to prepare bachelor level teachers to work in community programs. Graduates of 6 early childhood teacher certification programs listed above rarely take positions in community preschools where the salaries are considerably lower than the public schools (\$22,000 as compared to \$40,000). There is only one institution of higher education in Connecticut (the University of Connecticut) that specifically prepares preschool teachers at the baccalaureate level without teacher certification and they graduate a small number of students each year year. Although the requirement for a bachelor’s degree does not take effect until 2015, we have a serious challenge in meeting this need. The University of Connecticut will be expanding its program to Stamford in 2008, and other campuses are interested in developing similar programs if the state endorses the proposed Birth-to-Age-Five Credential (see proposals).

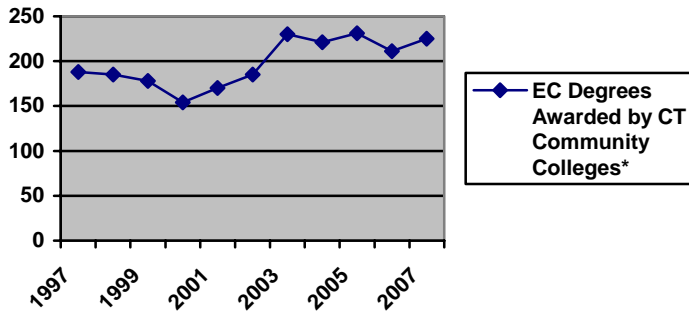
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- We will need a significant effort going forward to turn the curve on the community measure

See the proposals at the end of this document.

**Performance Measure 3**

The number of early childhood teachers prepared each year in Connecticut at the Associate degree (2-year) level to teach in community-based early childhood programs.



**Number of Associate’s degrees in ECE awarded**

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>Number</b>	188	185	178	154	170	185	230	221	231	211	225

**Story Behind Measure 3**

- The number students receiving Associate’s degrees from the Community Colleges have been on an upward trend for 7 years.

The increasing numbers of students graduating from the 2-year programs is a positive trend. We do not know, however, how many of these graduates are part of the current early childhood workforce and how many are new to the field. There are some estimates that as many as 80% of early childhood students in the Community Colleges are already employed in the field and are not, therefore, providing us with new workers. The Workforce Registry will provide this information in the future so that we can better track the production in relationship to the need.

- Very few individuals with early childhood Associate’s degrees continue on to complete baccalaureate degrees

We currently do not have good information on the exact number of 2-year students who transfer to baccalaureate degree programs. It is estimated that less than 10 students a year transfer into bachelor’s level teacher certification programs. Again, the Registry will provide better information in the future. Efforts are underway to strength articulation agreements between 2- and 4-year institutions and to remove barriers to degree attainment.

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## Partners and Their Roles

- The Department of Higher Education coordinates system-wide academic planning, ensures the quality of Connecticut's colleges and universities and their academic programs, and helps to develop the state's workforce.
- Institutions of higher education that offer early childhood degree programs (listed above).
- Connecticut Charts-a-Course advises current early childhood workers on career advancement, provides entry level training for the early childhood workforce, and administers funding for current workers to obtain CDAs and higher education.

### **Two-year Institutions with Early Childhood**

#### Community Colleges

- Asnuntuck CC
- Capital CC
- Gateway CC
- Housatonic CC
- Manchester CC
- Middlesex CC
- Naugatuck CC
- Northwestern CC
- Norwalk CC
- Quinnebaug CC
- Three Rivers CC
- Tunxis CC

#### Independent Colleges

- Briarwood College
- Goodwin College
- Mitchell College

### **Four-year Institutions with Early Childhood Programs**

#### Public Universities

- University of Connecticut
- Eastern CSU
- Southern CSU
- Charter Oak State University

#### Independent Colleges

- Mitchell College
- Saint Joseph College
- University of Hartford
- Yale University

## What do you propose to do to improve performance in the next two years and why?

### 1. No-cost or low-cost actions, including reallocation of exiting resources

- Prepare a Workforce Plan

The legislature has charged the Workforce Sub-committee of the Early Childhood Research and Policy Council to develop a Workforce Plan by December 2008. This sub-committee began meeting in the fall of 2007 and should have a draft plan in the spring of 2008. The plan will identify strategies which will build the capacity of Connecticut's higher education system so that it can meet the demand for a more highly qualified ECE workforce.

### 2. Establish systems for putting new requirements in place

- Develop a system to issue and prepare students for the Birth-to-Five Credential

The Research and Policy Council has proposed that a Birth-to-age-five teaching credential be developed that would prepare teachers to work not only with three- and four-year-old children, but also with infants and toddlers. This credential will create an impetus for higher education

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institutions to adapt their programs to meet the competencies required by the credential. This credential will help us to align the 2- and 4-year programs and to develop new baccalaureate level programs.

- Develop a system for assistant teachers to meet the language and literacy competency

The Early Childhood Research and Policy Council has also recommended that assistant teachers meet a language and literacy requirement. This will require a mechanism for documenting language and literacy competence as well as the development of remedial programs to assist students to obtain this competency. These programs would most likely be offered through the Community Colleges.

3. Develop the capacity of institutions of higher education to meet the need for qualified early childhood workers

- Conduct an analysis of the capacity of the early childhood higher education programs in the State

An outside consultant should be charged with conducting an analysis of the strengths and needs of the 24 institutions that have early childhood degree programs. This report should also make recommendations on how best to increase the capacity of these institutions to meet the anticipated needs for qualified early childhood workers.

- Establish an Early Childhood Education Collaborative

The Early Childhood Research and Policy Council Cabinet has also proposed the establishment of an Early Childhood Higher Education Collaborative. This collaborative of higher education institutions would develop ways to maximize the capacity of these programs to prepare the qualified early childhood workers that will be needed.

### Appendix A, Data Development Agenda

1. Enhance the data available on the early childhood students and workers

The Workforce Registry has been established and is entering data on the early childhood workforce in Connecticut. This data will be available beginning in 2008 and will allow us to have a much better sense of what will be needed to meet the enhanced requirements for early childhood administrators, teachers and assistant teachers. In addition, college students who are studying early childhood education can be entered into the Registry, which will allow us to have a better understanding of the "pipe line."

2. Develop a means to assess the quality of the workforce

The Birth-to-Five Credential will be competency-based and will require an observational assessment of teaching skills. This will allow us to have a much better sense of the quality of the teachers that are graduating from our institutions of higher education.