

**Priority Area: Professional Development**

**Goal:** Ensure Connecticut teachers in state subsidized ECE programs meet the mandated teacher qualifications as outlined in legislation, as we work toward raising the qualifications of all early care and education providers.

Strategies	Activities/Actions	Deliverables	Accomplishments	Status
<p>Conduct a needs assessment to account for all Higher Education, non-degree professional development and credentialing opportunities in early care and education statewide.</p>	<p>Collect information from a variety of institutions, organizations, state agencies and other stakeholders to determine what degree offerings and professional development is available.</p> <p>Conduct regular communication with Higher Education to ensure that real time feasibility status informs inventory reports.</p>	<p>Inventory of Higher Education, non-degree professional development and credentialing opportunities in early care and education statewide. Inventory will be updated annually.</p>	<p>Completion of inventory that will be updated annually.</p>	<p><b>Year 1</b> Q1: Begin needs assessment Q2:Continue gathering the needs assessment information Q3: Continue gathering information Q4 Complete the needs assessment <b>Year 2</b> Q1:Begin determining how to coordinate the system Q2:Evaluate strengths and weaknesses of system Q3:Continue work of coordination Q4: Update Information <b>Year 3</b> Q1 Q2: Q3: Q4: Update information</p>
<p>Create a Child Care Licensing Study Group with broad-based representation to discuss proposed change in licensing staff qualification regulations.</p>	<p>Hold statewide hearings with recommendations for changes and/or revisions on qualifications in licensing regulations to gather input for revisions.</p> <p>Collect data on qualifications of nonpublic staff for study group to use</p>	<p>Published recommendations of the study group and hearings held. Changes to licensing regulations proposed through legislative process.</p>	<p>Changes to child care licensing requirements regarding the qualifications of newly hired teachers who work in licensed programs.</p>	<p><b>Year 1</b> Q1: Identify broad-based representation of ECE constituents to create a child care licensing study group. Q2: Study group begins looking into the current licensing regulations regarding staff</p>

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	<p>as part of recommendations.</p> <p>Conduct a public awareness and engagement process around proposed changes in regulation.</p>			<p>qualifications to determine the pros and cons of making changes to licensing regulations.</p> <p>Q3: Study group begins collecting data on nonpublic ECE staff and research around best practices regarding qualifications of ECE teachers as well as fiscal impacts of proposed changes.</p> <p>Q4. Continue studying data collected on nonpublic EC programs regarding qualifications of ECE teachers and the fiscal impacts on the field.</p> <p><b>Year 2:</b></p> <p>Q1: Data and research are compiled and used for recommendations.</p> <p>Q2: Study group works on drafting recommendations based on data collected.</p> <p>Q3: Begin public awareness campaign regarding proposed changes.</p> <p>Q4: Begin the process of holding statewide hearings regarding the proposed changes of nonpublic staff.</p>

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				<p><b>Year 3</b>            Q1: Continue public awareness and statewide hearings.            Q2: Continue public awareness and statewide hearings.            Q3: Begin drafting proposed changes to legislation.            Q4: Propose changes to licensing through legislative process.</p>
<p>Create a plan to address the capacity of higher education to deliver bachelor of arts, bachelor of science, associate of arts, and associate of science degrees.</p>	<p>Create a higher education consortium among the Connecticut State University system, UConn Community Colleges and private college system to increase capacity of non-certification bachelor's degrees in early childhood education and child development programs that lead to an Early Childhood Teacher Credential (ECTC).</p> <p>Evaluate capacity of higher education system and articulation agreements between two- and four-year institutions of higher education.</p>	<p>Using Early Childhood Teacher Educators (ECTE)/ECTC Committee as a resource, create a consortium that uses some of the current resources of higher education to begin to deliver course work.</p> <p>Establish a source of funding for the consortium and the development of programs leading to ECTC, as well as supports for individuals and programs.</p> <p>Seamless articulation between associate and bachelor's degree programs using work already done by Early Childhood Teacher Credential Standards Committee.</p> <p>Define necessary supports, including scholarships and other funding opportunities, such as Pell Grants,</p>	<p>Make higher education more accessible to a greater number of early childhood staff.</p> <p>Pilot Early Childhood Teacher Credential at two- and four-year colleges where programs already exist that can be approved by the State Department of Education and Department of Higher Education to deliver ECTC.</p> <p>Begin to award ECTC.            Start process to develop new courses and programs of study leading to ECTC in the BA/BS programs. Evaluate pilot. Make revisions based on outcomes. Expand course offerings. Propose the inclusion of the ECTC for legislative language in relevant state statutes.</p>	<p><b>Year 1:</b>            Q1: Establish a higher education consortium to evaluate the current capacity of ECE courses in the system and to align the curriculum to the ECTC.            Q2: Have consortium evaluate articulation agreements to ensure a seamless articulation from two-year to four-year colleges.            Q3: Based on findings from first two quarters, consortium will make recommendations to increase capacity and articulation.            Q4: Draft recommendations and begin process of working on them.</p> <p><b>Year 2</b></p>

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		<p>Financial Aid, Foundations Scholarships, and State Department of Education Funding, for access. Establish programs that are flexible and accessible enough for incumbent workforce to fully engage.</p>		<p>Q1: Identify colleges to pilot the ECTC. Continue work on aligning curriculum.            Q2: Begin piloting the ECTC.            Q3: Monitor progress.            Q4: Continue monitoring progress of the pilot institutions.  <b>Year 3</b>            Q1: Begin to award the ECTC.            Q2: Develop courses and programs of study in BA/BS programs that will lead to the ECTC.            Q3: Evaluate pilot and make revisions based on outcomes.            Q4: Report findings and propose legislation</p>
<p>Conduct a cross sector scan of all the state funded Early Childhood Programs across the state to determine workforce opportunities</p>	<p>Scan state ECE programs to determine how many jobs are available state wide.             Conduct a wage study.</p>	<p>Determine the number and types of workforce opportunities that are available throughout the state.             Development of a standard competitive salary scale to reflect compensation based on qualifications.</p>	<p>Workforce will be fully informed as to number of and types of positions that are available for an ECE professional.             Workforce will know what qualifications are needed.</p>	<p><b>Year 1:</b>            Q 1: Partner with Department of Labor and CT Business Association            Q 2: Jointly collect data on existing job sectors and opportunities utilizing partner resources such as, web, databases, and contact lists            Q 3: Analyze data            Q 4: Frame plan for marketing.  <b>Year 2:</b>            Q 1: Identify marketing partners and resources            Q 2: Further develop marketing</p>

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				plan with partners Q 3: Begin implementation plan Q 4: Identify data collection elements in concert with plan development. <b>Year 3:</b> Q 1: Track implementation Q 2: Analyze data Q 3: Modify plan Q4: Develop sustainability plan.