

Developing Early Childhood Educators

(DECE)

Regional Employment Board
of Hampden County, Inc.

Agenda

- ◆ Welcome & Introduction
- ◆ Developing Early Childhood Educators (DECE) at glance
- ◆ Workforce Needs
- ◆ The Partnership
- ◆ Roles & Responsibilities
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Developing Early Childhood Educators (DECE) at a Glance

- ◆ The Regional Employment Board and partners are proposing developing DECE in response to the needs of employers in the Early Childhood Education and Care Industry.
- ◆ This a two-year, \$500K project to impact the workforce development needs.



Regional Employment Board

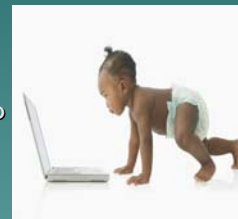
1. Retain, Expand and Attract Business through Workforce Development
2. Increase Basic skills for a Quality Workforce
3. Develop Youth Employability Skills
4. Build stakeholder Understanding and Support for Workforce Development

The Workforce Needs

- ◆ Early Ed and Care Centers with licensed capacity of 2,348 children were queried for specific workforce needs in February of 2008
- ◆ 60% response rate found that **recruiting, retaining, and developing** qualified staff is the most critical challenge
- ◆ To add to the difficulty the salary structure is significantly lower than that of their counterparts in public school programs

Workforce Needs, Cont.

- ◆ Staff Vacancy rates ranging from an average 8%- for 6 programs to 40-80% for others.
- ◆ 7 Programs noted that 25-50% of applicants are not qualified.
- ◆ Subs are relied upon for over half of the respondents; requiring as much as 25% of the business operating costs.



The Partnership



Partnerships

- ◆ In Fall 2007 a meeting was held with the Regional Employment Board, area colleges, early education and care providers, and educational institutions to discuss the proposal of the establishment of a regional early childhood education program to convene partners to work collaboratively on building the early education and care workforce.

Roles & Responsibilities of the Partnership

- ◆ Partnership communication and decision-making will occur through DECE Coordinator
- ◆ A workgroup, consisting of representatives from the educational institutions and the industry programs
- ◆ Partner involvement with Continuous Quality Improvement (CQI) will occur through-out the project through face-to-face meetings, phone conference calling, and/or emails
- ◆ To develop and review CQI mechanisms such as project reports, feedback surveys of participants and employers, and others so changes can be made to improve any area identified.

Employer Partner Agreements

Commitment via Memo of Agreement to:

- ◆ Provide data for collection to measure, evaluate, and document participant outcomes and business impacts.
- ◆ Actively participate in work group meetings to help implement/ strengthen program goals
- ◆ Adopt a plan to support workforce development and authorize employees to accomplish professional development through professional peer coaching and mentoring, celebrating and recognizing employee accomplishments in the field.

Key Employer Partner Agreements

- ◆ Upon successful completion of the credentialing process employee(s) will be given a wage increase as agreed upon each partner.
- ◆ Give strong consideration to graduates from the project for available employment within their programs.



Credential/ Degree Projections

Provide credential/degree to 185 educators, incumbent (140) and new hires (45) in the early childhood industry

Career/ Degree	Targeted # of Trainees	Incumbent	New Hires	Training %
CDA credentialing	60	35	25	32.43%
Teacher Certification	60	40	20	32.43%
Lead Teacher Certification	20			10.81%
Director I & II	10			5.41%
Completion of Associates Degree	30			16.22%
Completion of Bachelors Degree	5			2.70%

Outcomes to be Achieved

- ◆ 90% of participants to complete required courses.
- ◆ 80% of incumbent workers to attain certification or advanced degree at the various career ladder of the program design.
- ◆ 65% of new recruits attaining certifications and becoming employed in the field.
- ◆ Wages and promotions will increase for teachers as they move up the career ladder and attain certification or degrees.

Anticipated Systemic Impact

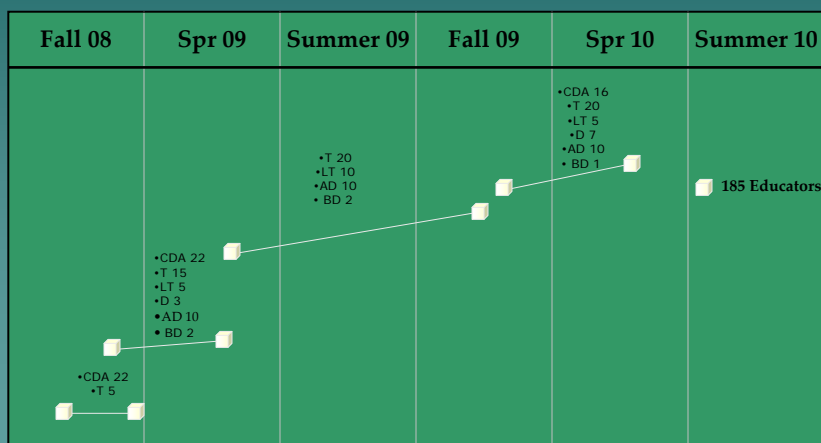
- ◆ Workforce goals aligned with those contained in the DEEC vision and workforce development plan, updated in June 2007, related to the professional development in identified core competency areas that meet national, industry and higher education standards.
- ◆ Develop new curricula courses and educational delivery models adopted by participating colleges.
- ◆ Articulated programs at participating colleges focused on career pathways that lead to worker achievement, credentialing and successful occupational placement.

Anticipated Business Impacts for Employers

- ◆ Reduced staff turnover by at least 25% of the current attrition rate, therefore reducing the cost of replacement and retraining of employees.
- ◆ Increased number of teachers enrolling in college degree programs, or further advancing toward obtaining degrees and/or receiving other professional development credentials.
- ◆ Increased ability to train more staff by grouping employers with common needs.
- ◆ Increased ability to meet staff qualifications for Universal Pre-K funding and other initiatives that increase quality and teacher compensation.

Serviced Educators

We have an aggressive timeline to recruit 185 Educators



Conclusion



- ◆ To impact the workforce development needs
- ◆ Create systemic changes with all partners
- ◆ Create business impacts
- ◆ Provide lessons learned that can be duplicated!