



# Senate

General Assembly

**File No. 323**

January Session, 2019

Substitute Senate Bill No. 932

*Senate, April 2, 2019*

The Committee on Education reported through SEN. MCCRORY, D. of the 2nd Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

***AN ACT CONCERNING THE STAFF QUALIFICATIONS  
REQUIREMENT FOR EARLY CHILDHOOD EDUCATORS.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subsection (b) of section 10-16p of the general statutes is  
2 repealed and the following is substituted in lieu thereof (*Effective July*  
3 *1, 2019*):

4 (b) (1) The office shall be the lead agency for school readiness. For  
5 purposes of this section and section 10-16u, school readiness program  
6 providers eligible for funding from the office shall include local and  
7 regional boards of education, regional educational service centers,  
8 family resource centers and providers of child care centers, as  
9 [defined] described in section 19a-77, Head Start programs, preschool  
10 programs and other programs that meet [such] any standards  
11 established by the commissioner. The office shall establish standards  
12 for school readiness programs. The standards may include, but need  
13 not be limited to, guidelines for staff-child interactions, curriculum  
14 content, including preliteracy development, lesson plans, [parent]

15 parental involvement, staff qualifications and training, transition to  
16 school and administration. The office shall develop age-appropriate  
17 developmental skills and goals for children attending such programs.  
18 The commissioner, in consultation with the president of the  
19 Connecticut State Colleges and Universities, the Commissioners of  
20 Education and Social Services and other appropriate entities, shall  
21 develop a professional development program for the staff of school  
22 readiness programs.

23 (2) For purposes of this section:

24 (A) Prior to July 1, [2020] 2022, "staff qualifications" means that for  
25 each early childhood education program accepting state funds for  
26 infant, toddler and preschool spaces associated with such program's  
27 child care program or school readiness program, there is in each  
28 classroom an individual who has at least the following: (i) A childhood  
29 development associate credential or an equivalent credential issued by  
30 an organization approved by the commissioner and twelve credits or  
31 more in early childhood education or child development, as  
32 determined by the commissioner or the president of the Connecticut  
33 State Colleges and Universities, after consultation with the  
34 commissioner, from an institution of higher education (I) accredited by  
35 the Board of Regents for Higher Education or Office of Higher  
36 Education, and (II) regionally accredited; (ii) an associate degree with  
37 twelve credits or more in early childhood education or child  
38 development, as determined by the commissioner or the president of  
39 the Connecticut State Colleges and Universities, after consultation with  
40 the commissioner, from such an institution; (iii) a four-year degree  
41 with twelve credits or more in early childhood education or child  
42 development, as determined by the commissioner or the president of  
43 the Connecticut State Colleges and Universities, after consultation with  
44 the commissioner, from such an institution; (iv) certification pursuant  
45 to section 10-145b with an endorsement in early childhood education  
46 or special education; (v) an associate degree with a concentration in  
47 early childhood education from an institution of higher education that  
48 is regionally accredited; or (vi) a bachelor's degree with a concentration

49 in early childhood education from an institution of higher education  
50 that is regionally accredited;

51 (B) From July 1, [2020] 2022, until June 30, [2023] 2025, "staff  
52 qualifications" means that for each early childhood education program  
53 accepting state funds for infant, toddler and preschool spaces  
54 associated with such program's child care program or school readiness  
55 program, (i) at least fifty per cent of those individuals with the primary  
56 responsibility for a classroom of children (I) hold certification pursuant  
57 to section 10-145b with an endorsement in early childhood education  
58 or early childhood special education, (II) have been issued an early  
59 childhood teacher credential, pursuant to section 10-520b, (III) hold at  
60 least [a bachelor's] an associate degree with a concentration in early  
61 childhood education from an institution of higher education that is  
62 regionally accredited, or (IV) satisfy the requirements of subdivision  
63 (3), (4) or (5) of this subsection, and (ii) such remaining individuals  
64 with the primary responsibility for a classroom of children hold [an  
65 associate degree with a concentration in early childhood education  
66 from an institution of higher education that is regionally accredited;  
67 and] a childhood development associate credential or an equivalent  
68 credential issued by an organization approved by the commissioner  
69 and twelve credits or more in early childhood education or child  
70 development, as determined by the commissioner or the president of  
71 the Connecticut State Colleges and Universities, after consultation with  
72 the commissioner, from an institution of higher education (I)  
73 accredited by the Board of Regents for Higher Education or Office of  
74 Higher Education, and (II) regionally accredited;

75 (C) From July 1, 2025, until June 30, 2029, "staff qualifications"  
76 means that for each early childhood education program accepting state  
77 funds for infant, toddler and preschool spaces associated with such  
78 program's child care program or school readiness program, (i) at least  
79 fifty per cent of those individuals with the primary responsibility for a  
80 classroom of children (I) hold certification pursuant to section 10-145b  
81 with an endorsement in early childhood education or early childhood  
82 special education, (II) have been issued an early childhood teacher

83 credential, pursuant to subdivision (2) of section 10-520b, (III) hold at  
84 least a bachelor's degree with a concentration in early childhood  
85 education from an institution of higher education that is regionally  
86 accredited, or (IV) satisfy the requirements of subdivision (3), (4) or (5)  
87 of this subsection, and (ii) such remaining individuals with the  
88 primary responsibility for a classroom of children (I) hold an associate  
89 degree with a concentration in early childhood education from an  
90 institution of higher education that is regionally accredited, or (II) have  
91 been issued an early childhood teacher credential, pursuant to  
92 subdivision (1) of section 10-520b; and

93 [(C)] (D) On and after July 1, [2023] 2029, "staff qualifications" means  
94 that for each early childhood education program accepting state funds  
95 for infant, toddler and preschool spaces associated with such  
96 program's child care program or school readiness program, one  
97 hundred per cent of those individuals with the primary responsibility  
98 for a classroom of children (i) hold certification pursuant to section 10-  
99 145b with an endorsement in early childhood education or early  
100 childhood special education, (ii) have been issued an early childhood  
101 teacher credential, pursuant to subdivision (2) of section 10-520b, (iii)  
102 hold at least a bachelor's degree with a concentration in early  
103 childhood education from an institution of higher education that is  
104 regionally accredited, or (iv) satisfy the requirements of subdivision  
105 (3), (4) or (5) of this subsection.

106 (3) Any individual with a bachelor's degree in early childhood  
107 education or child development or a bachelor's degree and twelve  
108 credits or more in early childhood education or child development,  
109 who, on or before June 30, 2015, is employed by an early childhood  
110 education program that accepts state funds for infant, toddler and  
111 preschool spaces associated with such program's child care program or  
112 school readiness program shall be considered to meet the staff  
113 qualifications required under subparagraphs (B) [and (C)] to (D),  
114 inclusive, of subdivision (2) of this subsection. No such early  
115 childhood education program shall terminate any such individual  
116 from employment for purposes of meeting the staff qualification

117 requirements set forth in subparagraph (B), [or] (C) or (D) of  
118 subdivision (2) of this subsection.

119 (4) Any individual with an associate degree or a bachelor's degree in  
120 early childhood education or child development or an associate degree  
121 or a bachelor's degree and twelve credits or more in early childhood  
122 education or child development from an institution of higher  
123 education that is regionally accredited, other than an associate degree  
124 or a bachelor's degree with a concentration in early childhood  
125 education, may submit documentation concerning such degree for  
126 review and assessment by the office as to whether such degree has a  
127 sufficient concentration in early childhood education so as to satisfy  
128 the requirements set forth in subparagraphs (B) [and (C)] to (D),  
129 inclusive, of subdivision (2) of this subsection.

130 (5) Any individual with an associate degree with twelve credits or  
131 more in early childhood education or child development, as  
132 determined by the commissioner or the president of the Connecticut  
133 State Colleges and Universities, after consultation with the  
134 commissioner, from an institution of higher education (A) accredited  
135 by the Board of Regents for Higher Education or Office of Higher  
136 Education, and (B) regionally accredited, who has been employed in  
137 the same early childhood education program that accepts state funds  
138 for infant, toddler and preschool spaces associated with such  
139 program's child care program or school readiness program since 1995  
140 shall be considered to meet the staff qualifications required under  
141 subparagraphs (B) [and (C)] to (D), inclusive, of subdivision (2) of this  
142 subsection until June 30, 2025. On and after July 1, 2025, such  
143 individual shall hold a childhood development associate credential or  
144 an equivalent credential, described in subparagraph (A) of subdivision  
145 (2) of this subsection, or otherwise meet the staff qualifications  
146 required under [subparagraph (C)] subparagraphs (C) and (D) of  
147 subdivision (2) of this subsection. Any such individual who terminates  
148 his or her employment with such early childhood education program  
149 on or before June 30, 2025, and accepts a position at another early  
150 childhood education program accepting state funds for spaces

151 associated with such program's child care program or school readiness  
 152 program shall submit documentation of such individual's progress  
 153 toward meeting the staff qualification requirements set forth in  
 154 subparagraph (B) [or (C)] to (D), inclusive, of subdivision (2) of this  
 155 subsection in a manner determined by the office.

156 Sec. 2. Subsection (c) of section 10-520 of the general statutes is  
 157 repealed and the following is substituted in lieu thereof (*Effective July*  
 158 *1, 2019*):

159 (c) During a review and assessment pursuant to subdivision (4) of  
 160 subsection (b) of section 10-16p, the office shall (1) review the results of  
 161 the trend analysis conducted pursuant to subsection (b) of this section  
 162 for the purpose of determining whether the degree of an individual  
 163 with a bachelor's degree in early childhood education or child  
 164 development or a bachelor's degree and twelve credits or more in early  
 165 childhood education or child development, other than those bachelor's  
 166 degrees specified in subparagraphs (B) [and (C)] to (D), inclusive, of  
 167 subdivision (2) of subsection (b) of section 10-16p, as amended by this  
 168 act, has a sufficient concentration in early childhood education so as to  
 169 satisfy the requirements set forth in said subparagraphs (B) [and (C)]  
 170 to (D), inclusive, and (2) consider an individual to have met the  
 171 requirements set forth in said subparagraphs (B) [and (C)] to (D),  
 172 inclusive, if the degree of such individual is from a bachelor's degree  
 173 program in early childhood education or child development that is  
 174 aligned with the teacher preparation standards of the National  
 175 Association for the Education of Young Children as determined by  
 176 such trend analysis.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2019</i>	10-16p(b)
Sec. 2	<i>July 1, 2019</i>	10-520(c)

**Statement of Legislative Commissioners:**

In Section 1(b)(1), "defined" was changed to "[defined] described" for accuracy and Section 2 was added for consistency.

**ED**      *Joint Favorable Subst.*

*The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.*

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**OFA Fiscal Note****State Impact:** None**Municipal Impact:** None**Explanation**

The bill, which delays the timeframe in which certain early childhood education programs must meet staff qualification requirements, has no fiscal impact as it does not impact state payments for such programs.

**The Out Years****State Impact:** None**Municipal Impact:** None



**OLR Bill Analysis****sSB 932****AN ACT CONCERNING THE STAFF QUALIFICATIONS REQUIREMENT FOR EARLY CHILDHOOD EDUCATORS.****SUMMARY**

Under current law, state-funded early childhood education program staff must meet an increasingly advanced level of educational attainment over the next several years in three phases. This bill gives staff more time to comply with the requirements by (1) adding an additional phase and (2) extending the first phase and delaying implementation of the remaining phases by two years. Each phase of increased qualifications has a range of acceptable qualifications and within each range there is always a minimum level. The bill broadens acceptable requirements under certain conditions.

EFFECTIVE DATE: July 1, 2019

**DELAY IN INCREASED STAFF QUALIFICATIONS**

The bill extends the ending date of phase one, and delays the starting dates of phases two and three, by two years. It also creates an additional phase for a new total of four phases. The dates for the phases are shown in table 1. The specifics of each phase of qualifications follow below that.

**Table 1: Changes to Qualification Requirements Schedule**

<b>Phase</b>	<b>Current Law</b>	<b>The Bill</b>
One	Through June 30, 2020	Through June 30, 2022
Two	July 1, 2020, through June 30, 2023	July 1, 2022, through June 30, 2025
Three	On and after July 1, 2023	July 1, 2025, through June 30, 2029
Four	There is none	On and after July 1, 2029

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**STAFF QUALIFICATIONS SPECIFICS*****First Phase***

The current requirements for the first phase apply only to school readiness classrooms; the requirements for the remaining phases apply to all early childhood education programs accepting state funds. The bill applies to all programs accepting state funds, thus making the first phase conform to the other phases.

By law, under the first phase, each classroom must have at least one staff member who meets one of the following qualifications:

1. (a) an early childhood development associate credential or equivalent issued by an organization approved by the OEC commissioner and (b) at least 12 credits in early childhood education or child development from a higher education institution that is accredited by the Board of Regents for Higher Education (BOR) or the Office of Higher Education (OHE) and regionally accredited,
2. an associate or bachelor's degree with at least 12 credits in early childhood education or child development from such a higher education institution,
3. a State Board of Education (SBE)-issued teaching certificate with an endorsement in early childhood education or special education, or
4. an associate or bachelor's degree with an early childhood education concentration from a regionally accredited higher education institution.

Either the OEC commissioner or the Connecticut State Colleges and Universities (CSCU) president, in consultation with the commissioner, determines whether a classroom teacher has fulfilled the 12-credit minimum for the above requirements.

***Second Phase***

Under current law, for the second phase at least 50% of state-funded early childhood education primary classroom teachers must meet one of the following six standards:

1. hold an SBE-issued teaching certificate with an endorsement in early childhood education or early childhood special education;
2. have been issued an early childhood teacher credential;
3. hold at least a bachelor's degree with a concentration in early childhood education from a regionally accredited higher education institution;
4. have been employed by a state-funded early childhood program on or before June 30, 2015, and hold either (a) a bachelor's degree in early childhood education or child development or (b) a bachelor's degree in another subject area and at least 12 credits in early childhood education or child development;
5. hold an associate or bachelor's degree in early childhood education or child development, or an associate or bachelor's degree that is not in early childhood education and at least 12 credits in early childhood education or child development from a regionally accredited higher education institution, subject to OEC review and assessment; or
6. have been employed by the same state-funded early childhood program since 1995 and hold an associate degree with at least 12 credits in early childhood education or child development, as determined by the OEC commissioner or CSCU president, from a higher education institution that is accredited by BOR or OHE and regionally accredited (these individuals are grandfathered into the staff qualification requirements only until June 30, 2025).

The bill eliminates the bachelor's degree standard (number 3 above) and instead establishes an associate degree as an acceptable standard.

Under current law, the remaining classroom teachers must hold an

associate degree with an early childhood concentration from a regionally accredited higher education institution. The bill instead allows an early childhood development associate credential or equivalent issued by an organization approved by the OEC commissioner and at least 12 credits in early childhood education or child development from a higher education institution that is accredited by BOR or OHE and regionally accredited.

**Third Phase**

Under the bill, the third phase qualifications are similar to the second phase under current law. Under the bill, 50% of the primary teachers must meet one of the six standards listed above (including a bachelor’s degree for number 3). The remaining teachers must hold an associate degree (as required under the second phase in the current law) or have been issued an early childhood teacher credential.

**Fourth Phase**

The final phase requires that 100% of primary classroom teachers, not 50%, meet one of the six standards listed above under the second phase. This is the same level of qualifications as under current law for the third phase.

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 34 Nay 0 (03/15/2019)