



Senate

General Assembly

File No. 893

January Session, 2009

Substitute Senate Bill No. 941

Senate, May 4, 2009

The Committee on Appropriations reported through SEN. HARP of the 10th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING EARLY CHILDHOOD EDUCATION PLANNING.

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

1 Section 1. (NEW) (*Effective July 1, 2009*) There shall be an Office of
2 Early Childhood Planning, Outreach and Coordination within the
3 Department of Education. The office shall report to the Commissioner
4 of Education and be responsible for (1) planning, developing and
5 maintaining a birth to age three system, (2) developing an early
6 childhood information system, (3) developing and reporting on an
7 early childhood accountability plan, (4) administering a
8 prekindergarten to age three study, including a reliability study of the
9 Department of Education entry to kindergarten inventory, (5)
10 implementing of an early childhood strategic communications
11 framework for outreach to families, providers of services and
12 policymakers, (6) serving as a member on the Governor's P-20
13 Commission, established pursuant to Executive Order No. 2A, issued
14 by Governor M. Jodi Rell, on January 13, 2009, (7) supporting

15 interagency coordination through the Connecticut Early Learning
16 Advisory Council, established pursuant to section 2 of this act, and (8)
17 not later than July 1, 2009, beginning a state-wide longitudinal
18 evaluation of the school readiness program, in consultation with the
19 Department of Social Services, that examines the educational progress
20 of children from prekindergarten programs to grade three, inclusive.

21 Sec. 2. (NEW) (*Effective July 1, 2009*) (a) There is established the
22 Connecticut Early Learning Advisory Council. The council shall
23 consist of the Governor, or the Governor's designee, the Secretary of
24 the Office of Policy and Management, or the secretary's designee, the
25 Commissioners of Education, Social Services, Higher Education, Public
26 Health, Children and Families and Developmental Services, or the
27 commissioners' designees, the cochairpersons of each of the joint
28 standing committees of the General Assembly having cognizance of
29 matters relating to education and human services, or the
30 cochairpersons' designees, the executive director of the Commission on
31 Children, or the director's designee, and one person representing a
32 local or regional school readiness council appointed by the president
33 pro tempore of the Senate, one representative of the Connecticut Head
34 Start Association appointed by the speaker of the House of
35 Representatives and one member who shall serve as chairperson
36 appointed by the Governor.

37 (b) The Connecticut Early Learning Advisory Council shall (1)
38 coordinate among state agencies the continued development of a birth
39 to nine early childhood system through public and private funding
40 sources, and (2) ensure compliance with federal law.

41 (c) The Connecticut Early Learning Advisory Council shall be
42 within the Department of Education for administrative purposes only.

43 Sec. 3. Section 10-16s of the general statutes is repealed and the
44 following is substituted in lieu thereof (*Effective July 1, 2009*):

45 (a) The Commissioners of Education and Social Services shall
46 develop an agreement to define the duties and responsibilities of their

47 departments concerning school readiness programs. The
48 commissioners shall consult with other affected state agencies, [and
49 with the Early Childhood Education Cabinet.] The agreement shall
50 include, but not be limited to, a multiyear interagency agreement to
51 establish and implement an integrated school readiness plan.
52 Functions to be described and responsibilities to be undertaken by the
53 two departments shall be delineated in the agreement.

54 [(b) (1) There shall be an Early Childhood Education Cabinet. The
55 cochairpersons of the cabinet shall be the Governor, or the Governor's
56 designee, and the Commissioner of Education, or the commissioner's
57 designee. The cabinet shall consist of the Secretary of the Office of
58 Policy and Management or the secretary's designee, the
59 Commissioners of Social Services, Higher Education, Public Health,
60 Children and Families and Developmental Services or the
61 commissioners' designees, the cochairpersons of each of the joint
62 standing committees of the General Assembly having cognizance of
63 matters relating to education and human services or the
64 cochairpersons' designees, the executive director of the Commission on
65 Children, or the director's designee, and one person representing a
66 local or regional school readiness council appointed by the president
67 pro tempore of the Senate, and a representative of the Connecticut
68 Head Start Association appointed by the speaker of the House of
69 Representatives. The Department of Education shall provide
70 administrative services to the Early Childhood Education Cabinet and
71 the Governor's Early Childhood Research and Policy Council
72 established pursuant to Executive Order No. 13, issued by Governor
73 M. Jodi Rell, on February 7, 2006.

74 (2) Within available appropriations, the Early Childhood Education
75 Cabinet shall (A) advise the Commissioner of Education on policies
76 and initiatives to meet the goals established in section 10-16o, (B) no
77 later than July 1, 2008, begin a state-wide longitudinal evaluation of the
78 school readiness program, in consultation with the Department of
79 Social Services and the Department of Education, that examines the
80 educational progress of children from prekindergarten programs to

81 grade three, inclusive, (C) develop budget requests for the early
82 childhood program, and (D) promote consistency of quality and
83 comprehensiveness of early childhood services.]

84 [(c)] (b) On or before January 1, 2008, the commissioners shall adopt
85 assessment measures of school readiness programs for use by such
86 programs in conducting their annual evaluations pursuant to section
87 10-16q. The commissioners may adopt the assessment measures used
88 for Head Start programs.

89 [(d) (1) Not later than December 1, 2008, and annually thereafter, the
90 Early Childhood Education Cabinet shall develop and implement an
91 accountability plan for early child education services. The plan shall
92 identify and define appropriate population indicators and program
93 and system measures of the readiness of children to enter
94 kindergarten. Not later than December 31, 2008, and annually
95 thereafter, the cabinet shall report, in accordance with the provisions of
96 section 11-4a, on the measures implemented in accordance with this
97 subdivision to the Office of Policy and Management and to the joint
98 standing committees of the General Assembly having cognizance of
99 matters relating to appropriations and the budgets of state agencies,
100 education, human services and higher education and employment
101 advancement.

102 (2) As part of the plan implemented pursuant to subdivision (1) of
103 this subsection, the Early Childhood Education Cabinet, in
104 consultation with the Department of Education and the Office of Policy
105 and Management, shall consider the development of data sharing
106 agreements between state agencies and shall analyze whether the data
107 can be combined to assess the progress of children toward school
108 readiness.

109 (3) Providers of early childhood education that receive state funding
110 shall employ the program measures developed pursuant to
111 subdivision (1) of this subsection to evaluate the effectiveness of their
112 services. Not later than June 30, 2009, and annually thereafter, each
113 such provider shall report, in accordance with the provisions of section

114 11-4a, the results of such evaluation to the Early Childhood Education
115 Cabinet.

116 (e) The Early Childhood Education Cabinet established under this
117 section shall develop minimum standards and a range of higher
118 standards of quality for all early care and education programs
119 receiving state funding. Not later than December 31, 2008, and
120 annually thereafter, the cabinet shall report, in accordance with the
121 provisions of section 11-4a, on the plan developed in accordance with
122 this subsection to the joint standing committees of the General
123 Assembly having cognizance of matters relating to appropriations and
124 the budgets of state agencies, education, human services and higher
125 education and employment advancement.

126 (f) The Early Childhood Education Cabinet established under this
127 section shall, in consultation with the Office of Workforce
128 Competitiveness, develop a quality workforce development plan for
129 school readiness. Such plan shall explicitly address how to meet the
130 requirements of subsection (b) of section 10-16p through a dual
131 approach of: (1) Supporting the workforce in obtaining required
132 degrees and credentials; and (2) encouraging students in institutions of
133 higher education to pursue degrees in early childhood education. Not
134 later than December 31, 2008, and annually thereafter, the cabinet shall
135 report, in accordance with the provisions of section 11-4a, on the plan
136 developed in accordance with this subsection to the joint standing
137 committees of the General Assembly having cognizance of matters
138 relating to appropriations and the budgets of state agencies, education,
139 human services and higher education and employment advancement.]

140 Sec. 4. Subsection (b) of section 10-16p of the general statutes is
141 repealed and the following is substituted in lieu thereof (*Effective July*
142 *1, 2009*):

143 (b) The Department of Education shall be the lead agency for school
144 readiness. For purposes of this section and section 10-16u, school
145 readiness program providers eligible for funding from the Department
146 of Education shall include local and regional boards of education,

147 regional educational service centers, family resource centers and
148 providers of child day care centers, as defined in section 19a-77, Head
149 Start programs, preschool programs and other programs that meet
150 such standards established by the Commissioner of Education. The
151 department shall establish standards for school readiness programs.
152 The standards may include, but need not be limited to, guidelines for
153 staff-child interactions, curriculum content, including preliteracy
154 development, lesson plans, parent involvement, staff qualifications
155 and training, transition to school and administration. The department
156 shall develop age-appropriate developmental skills and goals for
157 children attending such programs. The commissioner, in consultation
158 with the Commissioners of Higher Education and Social Services and
159 other appropriate entities, shall develop a continuing education
160 training program for the staff of school readiness programs. For
161 purposes of this section, prior to July 1, 2015, "staff qualifications"
162 means there is in each classroom an individual who has at least the
163 following: (1) A childhood development associate credential [issued
164 by] or an equivalent credential issued by an organization approved by
165 the Commissioner of Education, and [nine credits or more, and on and
166 after July 1, 2005,] twelve credits or more, in early childhood education
167 or child development, as determined by the Commissioner of
168 Education, after consultation with the Commissioners of Higher
169 Education and Social Services, from an institution of higher education
170 accredited by the Board of Governors of Higher Education or
171 regionally accredited; (2) an associate's degree with [nine credits or
172 more, and on and after July 1, 2005,] twelve credits or more, in early
173 childhood education or child development, as determined by the
174 Commissioner of Education, after consultation with the
175 Commissioners of Higher Education and Social Services, from such an
176 institution; (3) a four-year degree with [nine credits or more, and on
177 and after July 1, 2005,] twelve credits or more, in early childhood
178 education or child development, as determined by the Commissioner
179 of Education, after consultation with the Commissioners of Higher
180 Education and Social Services, from such an institution; or (4)
181 certification pursuant to section 10-145b with an endorsement in early

182 childhood education, [or special education,] and on and after July 1,
 183 2015, "staff qualifications" means [there is in each classroom an
 184 individual who has at least the following: (A) A bachelor's degree in
 185 early childhood education or childhood development, or in a related
 186 field approved by the Commissioner of Education from an institution
 187 of higher education accredited by the Board of Governors of Higher
 188 Education or regionally accredited; or (B) certification pursuant to
 189 section 10-145b with an endorsement in early childhood education or
 190 special education] for each program accepting school readiness funds
 191 that (A) at least fifty per cent of its teachers (i) hold certification
 192 pursuant to section 10-145b with an endorsement in early childhood
 193 education, or (ii) hold a bachelor's degree from an institution of higher
 194 education accredited by the Board of Governors of Higher Education
 195 or regionally accredited, (B) the remaining teachers hold an associate
 196 degree from an institution of higher education accredited by the Board
 197 of Governors of Higher Education or regionally accredited, and (C) all
 198 such teachers described in subparagraph (A)(ii) and subparagraph (B)
 199 of this subdivision have completed a program of study approved by
 200 the Commissioners of Education and Higher Education.

This act shall take effect as follows and shall amend the following sections:

Section 1	<i>July 1, 2009</i>	New section
Sec. 2	<i>July 1, 2009</i>	New section
Sec. 3	<i>July 1, 2009</i>	10-16s
Sec. 4	<i>July 1, 2009</i>	10-16p(b)

ED *Joint Favorable Subst. C/R*

APP

APP *Joint Favorable*

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.

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 10 \$	FY 11 \$
Education, Dept.	GF - Implements the Budget	400,000	400,000

Note: GF=General Fund

Municipal Impact: None

Explanation

Section 1 creates an Office of Early Childhood Planning, Outreach and Coordination within the Department of Education.

Section 2 establishes the Connecticut Early Learning Advisory Council, which is within the Department of Education for administrative purposes only.

sHB 6365 contains \$400,000 in both FY 10 and FY 11 for this purpose, including one Bureau Chief position.

Section 3 eliminates references to the Early Childhood Education Cabinet, and is not anticipated to result in a fiscal impact.

Section 4 makes changes to school readiness teaching requirements and is not anticipated to result in a fiscal impact.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation.

OLR Bill Analysis**sSB 941*****AN ACT CONCERNING EARLY CHILDHOOD EDUCATION PLANNING.*****SUMMARY:**

This bill eliminates the Early Childhood Education Cabinet and establishes (1) within the State Department of Education (SDE), an Office of Early Childhood Planning, Outreach, and Coordination, with duties similar to those of the cabinet and (2) the Connecticut Early Learning Advisory Council, with a membership similar to that of the cabinet. The bill makes conforming changes consistent with the cabinet's elimination.

The council must (1) coordinate among state agencies the continued development of a birth-to-nine early childhood system through public and private funding sources and (2) ensure compliance with federal law. It is within SDE for administrative purposes only.

The bill also eliminates the requirement that SDE provide administrative services to the Governor's Early Childhood Research and Policy Council established pursuant to Executive Order No. 13, issued on February 7, 2006. This order was repealed by Executive Order No. 24, issued on February 18, 2009.

Finally, it changes school readiness staff qualifications, including reducing the qualifications required starting July 1, 2015, and giving the education commissioner more authority in determining if credits meet subject area requirements.

EFFECTIVE DATE: July 1, 2009

**OFFICE OF EARLY CHILDHOOD PLANNING, AND OUTREACH,
COORDINATION**

The office is responsible for:

1. planning, developing and maintaining a birth to age three system;
2. developing an early childhood information system;
3. developing and reporting on an early childhood accountability plan;
4. administering a prekindergarten to age three study, including a reliability study of SDE's entry to kindergarten inventory;
5. implementing an early childhood strategic communications framework for outreach to families, service providers, and policymakers;
6. serving as a member on the Governor's P-20 Commission, established pursuant to Executive Order No. 2A, issued on January 13, 2009;
7. supporting interagency coordination through the Connecticut Early Learning Advisory Council; and
8. by July 1, 2009, beginning a statewide longitudinal evaluation of the school readiness program, in consultation with the Department of Social Services, that examines the educational progress of children from prekindergarten programs to grade three. (The cabinet was supposed to have started this by July 1, 2008.).

The office must report to the education commissioner.

CONNECTICUT EARLY LEARNING ADVISORY COUNCIL MEMBERSHIP

The council must consist of the following people, or their designees: the governor; the Office of Policy and Management secretary; the education, social services, higher education, public health, children and families, and developmental services commissioners; the

education and human services committee co-chairpersons; and the Commission on Children executive director. Additionally, it must include a person representing a local or regional school readiness council, appointed by the Senate president pro tempore; a person representing the Connecticut Head Start Association, appointed by the House speaker; and one member who will serve as chairperson, appointed by the Governor. (Under current law, the governor and education commissioner co-chair the cabinet, and the governor does not have an additional appointment.)

SCHOOL READINESS STAFF QUALIFICATIONS

Pre-2015

By law, until July 1, 2015, there has to be a person in each school readiness classroom with (1) at least 12 early childhood education or child development credits from an accredited higher education institution and (a) a credential issued by a commissioner-approved organization, (b) an associate's degree, or (c) a four-year degree or (2) a teaching certificate with an early childhood or special education endorsement.

The bill specifies that the commissioner-approved organization must issue a childhood development associate credential or its equivalent. Additionally, it specifies that the education commissioner, after consulting with the higher education and social services commissioners, must determine if the credits meet the subject area requirements. Finally, it eliminates the option of a teaching certificate with special education endorsement to meet the requirements.

New Requirements Starting July 1, 2015

Starting on July 1, 2015, the law requires each classroom to have a person with (1) a bachelor's degree from an accredited institution in early childhood education, child development, or a related commissioner-approved field or (2) a teaching certificate with a special education or early childhood endorsement. The bill eliminates these requirements. Instead, for programs accepting school readiness funds, the bill requires half of their teachers to have (1) a bachelor's degree

from an accredited higher education institution or (2) a teaching certificate with an early childhood endorsement. The remaining teachers must have an associate's degree from an accredited higher education institution. The teachers meeting the requirement based on their bachelor's or associate's degree must have completed a program of study approved by the education and higher education commissioners.

COMMITTEE ACTION

Education Committee

Joint Favorable Change of Reference
Yea 32 Nay 0 (04/01/2009)

Appropriations Committee

Joint Favorable
Yea 44 Nay 9 (04/15/2009)