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## **OLR Bill Analysis**

### **sSB 25**

#### ***AN ACT ESTABLISHING THE OFFICE OF EARLY CHILDHOOD.***

#### **SUMMARY:**

This bill establishes the Office of Early Childhood (OEC), led by a commissioner who serves at the pleasure of the governor. It eliminates the coordinated system of early care and education and child development (“coordinated system”) and the position of planning director and incorporates the coordinated system’s goals and duties into enumerated OEC duties (see BACKGROUND).

The office assumes the responsibility for administering early childhood programs and services currently run by the State Department of Education (SDE), the Department of Social Services (DSS), and the Department of Public Health (DPH). For some programs, OEC assumes a lead agency role, entirely replacing the existing administering agency; for others, the existing administering agency maintains a consultative role. For example, for school readiness programming, OEC assumes a lead agency role, with SDE and DSS acting as consultants for various aspects.

Program content generally remains the same after transfer to OEC. The transfer process makes OEC responsible for the following major programs as of July 1, 2014:

1. school readiness;
2. the Children’s Trust Fund;
3. Connecticut Charts-a-Course;
4. state and federally funded child day care subsidies;
5. child day care services management, evaluation, and

professional development; and

6. child day care facilities licensing and inspection.

The bill also reassigns various funds, grants, and loans to OEC oversight (see BACKGROUND, Table 3). It also changes the organization and membership of certain councils, committees, and cabinets.

The bill makes many minor, conforming, and technical changes and deletes several obsolete deadlines and statutes.

EFFECTIVE DATE: Upon passage for provisions relating to OEC organization, leadership, and responsibilities (§§ 1-2), the early childhood information system (§ 4), the early childhood accountability plan (§ 5), the kindergarten readiness assessment tool (§ 7), and OEC financial support for day care center CHEFA loan recipients (§ 65); July 1, 2014 for the remaining provisions.

**§§ 1-2 — OFFICE ORGANIZATION, LEADERSHIP, AND RESPONSIBILITIES**

The bill creates OEC, to be housed in SDE for administrative purposes only. A commissioner, appointed by the governor as a department head, implements the policies and directives of the office (see BACKGROUND). The commissioner may designate an OEC employee to act as her agent when she is absent.

The bill lists OEC responsibilities, shifting to OEC some tasks that the coordinated system must accomplish by law. Table 1 lists OEC responsibilities. Those marked with an asterisk are currently assigned to the coordinated system of early care and education and child development and its planning director.

**Table 1: OEC Responsibilities**

<b>Services</b>
<ul style="list-style-type: none"> <li>• Delivering services to children and their families</li> <li>• Coordinating home visitation services across programs for young children</li> <li>• Providing information and technical assistance to individuals seeking programs</li> </ul>

<p>and services*</p> <ul style="list-style-type: none"> <li>• Assisting state agencies and municipalities in obtaining federal funding for programs and services*</li> <li>• Providing technical assistance and consultation to providers of programs and services in obtaining required licensure and certification*</li> <li>• Maintaining an accreditation facilitation initiative to assist providers of programs and services in achieving national standards and program improvement*</li> <li>• Providing families with opportunities for choice in services, including quality child care and community-based, family centered services*</li> <li>• Performing any other activities that will assist in the provision of early care and education and child development programs and services*</li> </ul>
<p><b><i>Systems and Plans</i></b></p>
<ul style="list-style-type: none"> <li>• Developing and implementing an early childhood information system</li> <li>• Developing and reporting on the early childhood accountability plan</li> <li>• Establishing a quality rating and improvement system that covers home-based, center-based, and school-based early child care and learning*</li> <li>• Ensuring a coordinated and comprehensive statewide professional development system for providers and staff of programs and services*</li> <li>• Integrating early childhood care and education and special education services*</li> <li>• Developing early learning and development standards for early care and education providers to use*</li> </ul>
<p><b><i>Evaluation</i></b></p>
<ul style="list-style-type: none"> <li>• By September 1, 2014, beginning a statewide longitudinal evaluation of school readiness programs to examine children’s educational progress from preschool through grade four</li> <li>• Developing and implementing a statewide, developmentally appropriate assessment tool to measure kindergarten preparedness, but not to measure program accountability</li> <li>• Monitoring and evaluating all early care and education and child development programs and services, focusing on program outcomes while retaining distinct separation between quality improvement services and child day care licensing services*</li> <li>• Developing and implementing a performance-based evaluation system to evaluate licensed child day care centers</li> </ul>
<p><b><i>Data Collection</i></b></p>
<ul style="list-style-type: none"> <li>• Creating a unified set of reporting requirements to collect data for quality assessments and longitudinal analysis*</li> <li>• Comparing and analyzing such data with the data collected in the statewide public school information system (PSIS) (see BACKGROUND) for population-level analysis of children and families*</li> </ul>
<p><b><i>Communication</i></b></p>
<ul style="list-style-type: none"> <li>• Implementing a communications strategy for outreach to families, service providers, and policymakers</li> <li>• Promoting universal access to early childhood care and education*</li> </ul>
<p><b><i>Collaboration</i></b></p>

- Developing, coordinating, and supporting public and private partnerships to aid early childhood initiatives\*
- Developing, in consultation with the Early Childhood Cabinet and the Head Start Advisory Committee, policy and program goals for the system (unclear whether “the system” refers to the early childhood information system, PSIS, the quality rating and improvement system, or the coordinated system)\*
- Ensuring non-duplication of monitoring and evaluation (does not specify whether this pertains to programs/services or providers/staff)\*

The bill allows OEC to enter into memoranda of agreement with, and accept donations from, nonprofit and philanthropic organizations to accomplish the above duties.

It designates OEC as a successor department to SDE, DSS, and DPH for administration of certain programs, funds, and cabinets detailed in subsequent sections.

### **§ 3 — EARLY CHILDHOOD COUNCILS**

The bill requires OEC, rather than the coordinated system, to work with local and regional early childhood education councils. By law, these councils must, among other things, plan policies and programs, encourage parental involvement, and perform any other functions that assist with early childhood programs and services.

### **§ 4 — EARLY CHILDHOOD INFORMATION SYSTEM**

The bill requires OEC to develop and implement an early childhood information system for data-sharing among early childhood service providers. The information system must track the:

1. health, safety, and school readiness of all young children receiving early care and education services from any public school board, school readiness program, or publicly funded program, in a manner similar to PSIS and
2. characteristics of (a) the existing and potential workforce serving such children and (b) such programs.

The bill also requires local and regional school boards, school readiness programs receiving public funding, and child day care

centers licensed by DPH or OEC to enter all children and staff into the early childhood information system.

**§ 5 — EARLY CHILDHOOD ACCOUNTABILITY PLAN**

The bill requires OEC to develop, by December 31, 2015, in consultation with the Early Childhood Cabinet, an early childhood accountability plan. The plan must:

1. identify and define population indicators and program and system performance measures of the health, safety, and readiness of children to enter kindergarten;
2. identify and define early school success of children;
3. identify any new or improved data for these purposes; and
4. include aggregate information on characteristics of children and programs tracked by the system, including family income; receipt of public assistance, if any; and home communities.

Aggregate child and program data used in the plan must be organized using a performance measurement accountability framework. OEC must use the kindergarten readiness indicators and performance measures to develop report cards on the results of the early childhood accountability plan by July 1, 2015. OEC must submit the plan by January 15, 2016 to the Education and Appropriation committees and annually report on the plan results and report cards to these committees.

**§ 6 — KINDERGARTEN ENTRANCE AGE**

The bill requires OEC, in consultation with SDE, to develop a plan for:

1. allowing five-year-old children to enroll in kindergarten on October 1 of any school year rather than January 1 of any school year and
2. creating school readiness programs and public and private pre-kindergarten spaces for those children who do not turn five by

October 1 of any school year and are ineligible for kindergarten enrollment.

By June 30, 2015, OEC must submit the plan to the Education Committee.

## **SDE PROGRAMS TRANSFERRED TO OEC**

### **§§ 10-11, 14 — School Readiness**

Currently, school readiness is a network of programs that increases the number of full-day, full-year spaces in accredited programs for children age three to five who are ineligible to enroll in public school. The programs use preschool curriculum standards established by the State Board of Education (SBE). Under the bill, most of the programs' content remains the same upon transfer to OEC, except as noted below.

The bill requires OEC, within available appropriations, to train and assist early childhood providers in implementing the state's early learning and development standards. The standards, developed by OEC, replace the preschool curriculum guidelines adopted by SBE.

It eliminates the requirement that school readiness programs use annual evaluation assessment measures developed by the interagency agreement on the coordinated system of early care and education and child development.

Beginning July 1, 2015, up to \$500,000 of any unexpended priority school district school readiness grants may be used, if available, by the OEC commissioner for:

1. providing professional development to state-funded early childhood program providers and staff members or
2. assisting individual early childhood program staff members who are (a) attending a college or university course leading to a bachelor's degree (or, until December 31, 2015, an associate's degree) to satisfy school readiness staff qualifications at a maximum of \$5,000 per staff member per year or (b) receiving

noncredit, competency-based training approved by OEC at a maximum of \$1,000 per staff member per year.

It allows the funds to be used at professional development programs and in systems offered outside the Connecticut State University System, but requires funds for higher education courses to be used at in-state public and private higher education institutions accredited by the Board of Regents for Higher Education (BOR) or the Office of Higher Education (OHE) and approved by OEC.

### **DSS PROGRAMS TRANSFERRED TO OEC**

#### **§§ 22-28, 32-40 — *Child Day Care Services Lead Agency Duties***

The bill makes OEC the lead agency for child day care. As lead agency, OEC must, among other things:

1. take inventory of available day care services and funding sources;
2. train day care providers;
3. develop a coordinated professional development system;
4. adopt regulations for child day care services;
5. establish a performance-based evaluation system for licensed day care centers; and
6. within available appropriations, conduct a longitudinal study of children's and their families' progress during and after day care program participation.

OEC must report to the General Assembly (1) by January 1, 2015 on the implementation of the evaluation system and the longitudinal study and (2) annually thereafter on cumulative evaluation results.

The bill eliminates the lead agency duty to deliver ongoing training to child day care providers via videotaped workshops for broadcast on public access cable.

**§ 22 — Connecticut Charts-a-Course**

The bill eliminates the requirement that DSS develop and implement a statewide coordinated training and professional development system for child day care and early childhood education providers and staff, commonly known as Connecticut Charts-a-Course. It instead directs OEC to develop Connecticut Charts-a-Course with the Early Childhood Cabinet.

**§§ 29, 38-40 — Federal and State Child Day Care Subsidies — Care 4 Kids**

Under current law, Care 4 Kids helps low- to moderate-income families pay child care costs. This program is partially funded by the federal Child Care Development Fund. Under the bill, the substance of this program remains unchanged.

The bill requires the OEC commissioner to consult with the DSS commissioner to establish Care 4 Kids eligibility and program standards. It also requires the OEC commissioner, on July 1, 2014 and annually thereafter, to report to the Human Services and Appropriations committees about Care 4 Kids eligibility redeterminations made on an eight-month basis. The report must analyze OEC's (1) overpayments of Care 4 Kids benefits and (2) administrative costs incurred as a result of eligibility redeterminations made on an eight-month basis.

The bill allows the OEC commissioner to make Care 4 Kids eligibility redeterminations on a six-month basis beginning July 1, 2014 if OEC's overpayments have increased in comparison with the period between January 1, 2010 and December 31, 2010, when eight-month periods were used.

The bill requires the OEC commissioner to, within available appropriations, (1) establish health and safety standards for Care 4 Kids and (2) require any day care provider receiving Care 4 Kids subsidies and providing services in a child's home to submit to criminal history records checks, except where the child is a relative.

If the OEC commissioner suspects that an unlicensed provider has

been convicted of sexual assault of or serious physical injury to a minor in another state, the commissioner may demand that the provider undergo criminal history records checks prior to receiving Care 4 Kids subsidies.

**§§ 41-43 — Children’s Trust Fund**

By law, programs subsidized by the Children’s Trust Fund are (1) aimed at preventing child abuse and neglect or (2) family resource programs. The bill transfers authority over the Children’s Trust Fund and its related reporting requirements to OEC. It also assigns administration of Children’s Trust Fund’s abuse and neglect prevention programming to OEC, except for the Kinship Fund and Grandparents’ Respite Fund, which remain with DSS and the probate court.

The bill also authorizes continuity of orders, regulations, and contracts made by the Children’s Trust Fund Council and DSS, the former Children’s Trust Fund authorities, once OEC assumes control of the fund.

**DPH PROGRAMS TRANSFERRED TO OEC**

**§§ 44-56, 66 — Child Day Care Services’ Licensing and Inspection**

The bill transfers day care licensing issuance and revocation, inspection, regulation, and investigation duties from DPH to OEC. OEC assumes responsibility for child day care centers, group day care homes, and family day care homes.

**§§ 8-10, 13, 16, 24, 27, 30-31, 35-37 — TRANSFER OF GRANT AND LOAN PROGRAMS**

The bill consolidates grant and loan programs administered by two different agencies into the OEC (see BACKGROUND, Table 3). The majority of these programs’ substance and content remain the same, unless noted below.

**SUBSTANTIVE GRANT AND LOAN PROGRAM CHANGES**

**§§ 17-19 — Federal Child Care Development Fund and Collective Bargaining**

The bill requires OEC, rather than DSS, to (1) administer the federal block grant that provides much of the funding for the state's child care programs and (2) bargain with unions that represent family child care providers.

**§ 26 — Grants for Schools as Day Care Facilities**

The bill requires the SDE commissioner, instead of the DSS commissioner, to establish a program providing grants to municipalities, local school boards, and child care providers to encourage the use of schools facilities for before- and after-school child day care. It also permits the SDE commissioner to adopt regulations related to this program.

**COUNCILS, COMMITTEES, AND CABINETS**

**§ 9 — Head Start Advisory Committee**

The bill requires the committee that advises the SDE commissioner on utilization of Head Start funds to instead advise the OEC commissioner. It also allows the OEC commissioner, rather than the DSS commissioner, to appoint one member to the committee.

**§ 12 — Local School Readiness Councils**

The bill requires local school readiness councils (1) to cooperate with OEC during evaluation of school readiness program effectiveness and (2) submit biennial reports on the number and location of school readiness spaces and estimates of future needs to OEC, rather than SDE. These councils advise their district's chief elected official and superintendent on issues relating to school readiness.

**§ 15 — Early Childhood Cabinet**

The bill assigns to the Early Childhood Cabinet the new duty of advising OEC on policy and program goals, within available resources. This replaces the cabinet's existing duty to coordinate services among state agencies to enhance the health, safety, and learning of children from birth to age nine.

The bill also reconstitutes the cabinet, as shown in Table 2.

**Table 2: Early Childhood Cabinet Membership**

<b><i>New Members</i></b>	<b><i>Appointing Authority</i></b>
OEC commissioner, or designee	n/a
Board of Regents for Higher Education (BOR) president, or designee	n/a
Member of school board in Alliance District town	House speaker
Parent of a child attending school in education reform district	House speaker
Representative of an early education and child care provider association	Senate president pro tempore
State philanthropic community representative	Governor
Connecticut State Employees Association representative	Governor
<b><i>Removed Members</i></b>	
SDE representative responsible for programs required under the federal IDEA	SDE commissioner
Higher education institution representative	BOR president
House member	House speaker
Senate member	Senate president pro tempore
Parent of child attending a priority school district	House speaker
<b><i>Retained Members</i></b>	
SDE commissioner, or designee	n/a
DSS commissioner, or designee	n/a
DPH commissioner, or designee	n/a
Department of Developmental Services commissioner, or designee	n/a
Department of Children and Families (DCF) commissioner, or designee	n/a
Commission on Children executive director, or designee	n/a
Connecticut Head Start State Collaboration Office project director	n/a
Parent of child who attends or has attended a school readiness program	House minority leader
Early childhood education local provider	Senate minority leader
Connecticut Family Resource Center Alliance representative	House majority leader
State-funded child day care center representative	Senate majority leader
Representative of a public elementary school with a pre-kindergarten program	Senate president pro tempore
Connecticut Head Start Association	Governor

representative	
State business community representative	Governor
OPM secretary, or designee	n/a

Under the bill, the governor appoints one co-chairperson from among the cabinet's members, rather than a single chairperson. The OEC commissioner serves as the other co-chair. The cabinet must meet at least quarterly. All cabinet members serve without pay and are deemed to have resigned if they miss at least half of the meetings in a calendar year.

The bill moves the cabinet from SDE to OEC for administrative purposes only.

#### **OTHER CHANGES**

##### ***§ 10 — School Readiness Program Staff Qualifications***

The bill gives OEC more authority over school readiness staff qualification requirements. It allows the OEC commissioner to:

1. approve which organizations may issue credentials equivalent to a childhood development associate credential,
2. determine whether a staff member has earned 12 credits or more in early childhood education or child development, and
3. determine whether a staff member has earned (a) an associate's degree with 12 credits or more in early childhood education or child development and (b) a bachelor's degree with 12 credits or more in early childhood education or child development.

The bill removes SBE's authority to accredit colleges' and universities' childhood development associate credentials and associate's and bachelor's degree programs in early childhood education, reserving this duty for BOR or the OHE. It also removes SDE's and DSS's roles in approving and accrediting staff qualification requirements.

The bill also allows school readiness program employees employed

on or before June 30, 2015 to remain employed in their positions despite stricter staff requirements that take effect on July 1, 2015. Such grandfathered employees must hold (1) a bachelor's degree in early childhood education or child development or (2) a bachelor's degree and 12 credits or more in early childhood education or child development. It also removes the requirement that such school readiness program employees who leave one program to work at another submit documentation to SDE of progress toward meeting heightened staff requirements.

The bill also permits an individual who is not employed by a school readiness program prior to July 1, 2015, but who holds the same academic qualifications as grandfathered employees, to submit documentation of these qualifications to OEC for review. OEC may determine that these qualifications satisfy heightened staff requirements beginning July 1, 2015.

#### **§ 20 — Acceptance of Gifts**

The bill permits the OEC commissioner, rather than the DSS commissioner, to accept and receive bequests or gifts of personal property on behalf of the Children's Trust Fund that are given for services to help people who are receiving or have immediate family members receiving assistance or services (1) from OEC, (2) formerly from DSS, or (3) potentially from OEC.

#### **§ 21 — Utilization of Federal Programs**

The bill permits the OEC commissioner to take advantage of and administer federally assisted day care programming and programming created under the federal Economic Opportunity Act of 1964. It removes the DSS commissioner's authority to access any of these programs and funds.

#### **§ 57 — State Financial Assistance for Construction**

The bill permits the OEC commissioner to contract on behalf of the state with municipalities, nonprofit entities, or human resources development agencies in order to provide state grants-in-aid for the following construction projects:

1. planning, constructing, and purchasing neighborhood facilities, including child care facilities, elderly centers, multipurpose human resource centers, emergency shelters for the homeless, and shelters for domestic violence victims; and
2. developing and operating day care facilities for disadvantaged children.

For the above projects, the OEC commissioner replaces the education commissioner as a contracting authority.

**§ 60 — Mandated Reporters**

The bill adds to the list of statutorily required mandated reporters of suspected child abuse or neglect any OEC employee who is responsible for licensing day care centers, group day care homes, family day care homes, or youth camps. Currently, DPH employees responsible for such licensing are mandated reporters.

**§ 61 — Youth Camp Information Disclosure**

The DSS commissioner must disclose information about individuals receiving assistance from or participating in DSS programs to authorized representatives of the OEC commissioner, rather than the DPH commissioner. Such information must be disclosed so the representative may carry out the office's duties in overseeing child day care services or youth camps.

**§ 63 — Statewide Fraud Early Detection System**

The bill requires the DSS commissioner to consult with the OEC commissioner when developing a statewide fraud early detection system to investigate potentially fraudulent Care 4 Kids applications prior to granting child care subsidies.

**§ 64 — Evidence of Workers' Compensation Insurance**

The bill allows all applicants seeking a license or permit from OEC to, as an alternative to presenting a physical certificate of workers' compensation insurance, write on the license or permit renewal form (1) the name of the insurer, (2) insurance policy number, (3) effective

dates of coverage, and (4) attestation that the information is true and accurate.

**§ 65 — CHEFA Loans for Day Care Centers**

The bill requires OEC, rather than SDE, to provide state financial assistance to day care centers that have received CHEFA loans through the Connecticut Child Care Facilities Program (see BACKGROUND) until the centers fully pay off their loans. By law, in order to receive this state financial assistance, centers must have either (1) entered into a contract with the DSS commissioner for the assistance prior to July 1, 2012 or (2) received a priority school district school readiness grant.

**§ 67 — DSS Contracting for Children’s Services Delivery**

The bill removes DSS’ ability to contract with DCF to perform duties and functions related to children’s services, including registration of family day care homes.

**BACKGROUND**

***Coordinated System of Early Care and Education and Child Development***

In 2011, the governor appointed a planning director to create a plan for consolidating early childhood programs and services across several agencies into one coordinated system of early care and education and child development. This coordinated system is the precursor to OEC.

By law, the coordinated system must accomplish 25 tasks that address the following areas: (1) program reporting and data analysis, (2) student assessments, (3) program assessments, (4) family and parental involvement, (5) outreach and coordination, (6) funding, (7) licensing, and (8) professional development (CGS § 10-16bb (b)).

***Grant and Loan Programs Transferred to OEC***

Table 3 describes the substance of the grant and loan programs.

**Table 3: Grant and Loan Programs for Transfer to OEC**

<b><i>Bill Section</i></b>	<b><i>Grants / Loan programs</i></b>	<b><i>Description</i></b>
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<b>State Department of Education</b>		
§ 8	Priority school district grants for school readiness seats	<ul style="list-style-type: none"> <li>• State-funded grant program that provides spaces in school readiness programs for eligible children in priority school districts and competitive grant municipalities</li> </ul>
§ 9	Head Start Grant Program	<ul style="list-style-type: none"> <li>• Federal child development grant program benefitting nonprofit entities and boards of education in towns with children aged birth to five receiving cash welfare benefits</li> <li>• SDE establishes a competitive grant program for applicants and allocates funds</li> </ul>
§ 10	Competitive school district grant for preschool school readiness seats	<ul style="list-style-type: none"> <li>• Grant program allows competitive school districts to buy school readiness spaces in other districts</li> </ul>
§ 13	Transitional school district grants for school readiness seats	<ul style="list-style-type: none"> <li>• State-funded grant program provides spaces in school readiness programs for eligible children in transitional school districts</li> </ul>
§ 16	Competitive District Grant Account	<ul style="list-style-type: none"> <li>• Contains funds to be spent by education commissioner on competitive school district grants for school readiness seats</li> </ul>
§ 30	Subsidy program to purchase day care services	<ul style="list-style-type: none"> <li>• Program permits an agency to buy, or have parents buy, day care services from schools, centers, homes, family resource centers, Head Start programs, or boards of education</li> <li>• Gives grants to school readiness program providers to increase their day care services hours</li> </ul>
§ 31	Supplemental quality enhancement grants	<ul style="list-style-type: none"> <li>• Awarded on a competitive basis to child day care and school readiness providers</li> </ul>
§ 35	Child care facilities loan guarantee program	<ul style="list-style-type: none"> <li>• Guarantees loans for the expansion or development of child care and child development centers in the state</li> <li>• Allows administering agency to enter into contracts with quasi-public agencies, banks, or nonprofits to administer the program; requires agency to authorize all loan guarantees</li> </ul>
§ 36	Child care facilities	<ul style="list-style-type: none"> <li>• Provides loans for costs incurred with</li> </ul>

	direct revolving loan program	<p>the development of child care facilities</p> <ul style="list-style-type: none"> <li>Allows administering agency to enter into contracts with quasi-public agencies, banks, or non-profits to administer the program; requires agency to authorize all loan guarantees</li> </ul>
§ 37	Debt service reserve fund for CHEFA-financed child care facilities	<ul style="list-style-type: none"> <li>Allows administering agency to allow actual debt service on loans, as well as determine the terms and amounts of the debt service</li> </ul>
<b>Department of Social Services</b>		
§ 24	Grants for state and municipal employee child day care facilities	<ul style="list-style-type: none"> <li>Uses proceeds of up to \$6,024,798 in previously authorized state bonds to cover administrative costs of grants for planning, constructing, or renovating facilities for employee child care</li> </ul>
§ 27	Loans for business firm employee child day care facilities	<ul style="list-style-type: none"> <li>Offers five-year loans at an interest rate established by the State Bond Commission for business firms to plan, construct, or renovate facilities for employee child care and child care for children in the firm's municipality</li> <li>Allows administering agency's commissioner to make regulations that set the loans' terms and conditions</li> </ul>

### **Department Heads**

By law, department heads serve at the governor's pleasure for terms no longer than four years, unless reappointed. The General Assembly must confirm or reject each department head the governor nominates. The nominee or incumbent must (1) serve no longer than four years from March 1 during the year of appointment if confirmed or (2) serve only until March 10 during the year of appointment if denied (CGS §§ 4-6, 4-7).

### **PSIS**

PSIS is a statewide, standardized electronic data collection and reporting system that tracks and reports data relating to student, teacher, school, and district performance growth. It makes this data available to local and regional boards of education for use in evaluating educational performance and growth of teachers and

students enrolled in Connecticut public schools (CGS § 10-10a).

**Connecticut Child Care Facilities Program**

This program, established by CHEFA, finances low-interest loans for child care and child development centers, family resource centers, and Head Start programs (CGS § 10a-194c).

**Related Bill**

sSB 26, An Act Expanding Opportunities for Early Childhood Education, favorably reported by the Education Committee, (1) widens the pool of school readiness programs eligible for competitive grants; (2) raises the per-child state reimbursement rate for school readiness programs; (3) requires OEC to develop a universal school readiness plan; and (4) makes OEC, rather than DPH, the lead agency for youth camp regulation.

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 32 Nay 0 (03/21/2014)