



# House of Representatives

General Assembly

**File No. 769**

*January Session, 2015*

Substitute House Bill No. 7020

*House of Representatives, May 7, 2015*

The Committee on Appropriations reported through REP. WALKER of the 93rd Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

## ***AN ACT CONCERNING EARLY CHILDHOOD EDUCATORS AND INITIATIVES.***

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

1 Section 1. (NEW) (*Effective July 1, 2015*) (a) As used in this section,  
2 "bachelor's degree program in early childhood education or child  
3 development" means a bachelor's degree with a concentration in early  
4 childhood education, including, but not limited to, a bachelor's degree  
5 in early childhood education, child study, child development or  
6 human growth and development.

7 (b) On and after July 1, 2015, the Office of Early Childhood shall,  
8 during a review and assessment pursuant to subdivision (4) of  
9 subsection (b) of section 10-16p of the general statutes, as amended by  
10 this act, collect data relating to bachelor's degree programs in early  
11 childhood education or childhood development that have not been  
12 approved by the Board of Regents for Higher Education or the Office  
13 of Higher Education and the Office of Early Childhood from  
14 institutions of higher education that are regionally accredited. The

15 office shall, at least quarterly, use such data to conduct a trend analysis  
16 of such bachelor's degree programs for the purpose of determining (1)  
17 whether such bachelor's degree programs align with the teacher  
18 preparation standards of the National Association for the Education of  
19 Young Children, and (2) which courses and concentrations offered as  
20 part of such bachelor's degree programs align with such teacher  
21 preparation standards.

22 (c) During a review and assessment pursuant to subdivision (4) of  
23 subsection (b) of section 10-16p of the general statutes, as amended by  
24 this act, the office shall consult the results of the trend analysis  
25 conducted pursuant to subsection (b) of this section for the purpose of  
26 determining whether the degree of an individual with a bachelor's  
27 degree in early childhood education or child development or a  
28 bachelor's degree and twelve credits or more in early childhood  
29 education or child development, other than those bachelor's degrees  
30 specified in subparagraphs (B) and (C) of subdivision (2) of subsection  
31 (b) of section 10-16p of the general statutes, as amended by this act, has  
32 a sufficient concentration in early childhood education so as to satisfy  
33 the requirements set forth in said subparagraphs (B) and (C).

34 (d) The office shall make the results of the trend analysis conducted  
35 pursuant to subsection (b) of this section available on its Internet web  
36 site.

37 Sec. 2. (NEW) (*Effective July 1, 2015*) For the school year commencing  
38 July 1, 2017, and each school year thereafter, (1) the local or regional  
39 board of education or regional educational service center operating an  
40 interdistrict magnet school offering a preschool program, or (2) the  
41 governing council of a state or local charter school offering a preschool  
42 program shall obtain accreditation for such preschool program from  
43 the National Association for the Education of Young Children.

44 Sec. 3. Section 10-502 of the general statutes is repealed and the  
45 following is substituted in lieu thereof (*Effective July 1, 2015*):

46 The Office of Early Childhood shall collaborate with and may,

47 within available appropriations, provide funding to local and regional  
48 early childhood councils [in] for the implementation of early care and  
49 education and child development programs at the local level. Such  
50 early childhood councils shall: (1) Develop and implement a  
51 comprehensive plan for an early childhood system for the community  
52 served by such early childhood council, (2) develop policy and  
53 program planning, (3) encourage community participation by  
54 emphasizing substantial parental involvement, (4) collect, analyze and  
55 evaluate data with a focus on program and service outcomes, (5)  
56 allocate resources, and (6) perform any other functions that will assist  
57 in the provision of early childhood programs and services. Such early  
58 childhood councils may enter into memoranda of agreement with the  
59 local or regional school readiness council, described in section 10-16r,  
60 of the town or region served by such early childhood council to  
61 perform the duties and functions of a school readiness council, in  
62 accordance with the provisions of section 10-16r, or if no such local or  
63 regional school readiness council exists for the town or region of such  
64 early childhood council, perform the duties and functions of a school  
65 readiness council, in accordance with the provisions of section 10-16r.

66 Sec. 4. (*Effective from passage*) The Office of Early Childhood shall  
67 develop a plan to assist early childhood education program providers  
68 that accept state funds for infant, toddler and preschool spaces  
69 associated with such program's child care program or school readiness  
70 program in the implementation of the staff qualifications requirements  
71 under subsection (b) of section 10-16p of the general statutes, as  
72 amended by this act. The plan shall include, but need not be limited to,  
73 a means of (1) assisting staff members of such program in obtaining a  
74 bachelor's degree with a concentration in early childhood education,  
75 (2) increasing the salaries of or providing incentives to staff members  
76 of such program who hold a bachelor's degree or otherwise meet such  
77 staff qualifications requirements, and (3) retaining staff members of  
78 such program who hold a bachelor's degree or otherwise meet such  
79 staff qualifications requirements. Not later than January 1, 2016, the  
80 office shall submit the plan and any recommendations to the joint  
81 standing committee of the General Assembly having cognizance of

82 matters relating to education, in accordance with the provisions of  
83 section 11-4a of the general statutes.

84 Sec. 5. (NEW) (*Effective July 1, 2015*) Not later than July first,  
85 annually, the Office of Early Childhood shall submit a report regarding  
86 the status of school readiness program providers' compliance with the  
87 staff qualifications requirement, described in subsection (b) of section  
88 10-16p of the general statutes, as amended by this act, to the joint  
89 standing committee of the General Assembly having cognizance of  
90 matters relating to education, in accordance with the provisions of  
91 section 11-4a of the general statutes.

92 Sec. 6. Subsection (c) of section 10-506 of the general statutes is  
93 repealed and the following is substituted in lieu thereof (*Effective from*  
94 *passage*):

95 (c) A preschool program created or expanded under this section  
96 shall (1) contain a classroom with an individual who holds  
97 professional certification pursuant to [section 10-145b] chapter 166  
98 with an endorsement in early childhood education or early childhood  
99 special education and is an employee of the board of education  
100 providing a preschool program under this section, (2) maintain a  
101 classroom size and teacher-child ratio that is in compliance with  
102 standards established by the National Association for the Education of  
103 Young Children, (3) obtain accreditation, as described in section 10-  
104 16p, as amended by this act, not later than three years after the creation  
105 or expansion of the preschool program, and (4) be located in a public  
106 school or in a space maintained by an early care and education and  
107 child development program provider, pursuant to an agreement  
108 between a board of education and such early care and education and  
109 child development program provider.

110 Sec. 7. Section 10-515 of the general statutes is repealed and the  
111 following is substituted in lieu thereof (*Effective July 1, 2015*):

112 On or before March 1, 2015, the Commissioner of Early Childhood,  
113 in consultation with the Department of Education, shall develop a

114 preschool experience survey that [may] shall be included in  
115 kindergarten registration materials provided by local and regional  
116 boards of education to parents or guardians of children enrolling in  
117 kindergarten pursuant to section 10-184. The board shall use such  
118 survey to collect information regarding (1) whether the child enrolling  
119 in kindergarten has participated in a preschool program, and (2) (A) if  
120 such child has participated in a preschool program, the nature, length  
121 and setting of such preschool program, or (B) if the child has not  
122 participated in a preschool program, the reasons why such child did  
123 not participate in a preschool program, including, but not limited to,  
124 financial difficulty, lack of transportation, parental choice regarding  
125 enrollment, limitations related to the hours of operation of available  
126 preschool programs and any other barriers to participation in a  
127 preschool program. A local or regional board of education shall not  
128 require any parent or guardian of such child to complete such survey  
129 as a condition of such child's enrollment in kindergarten.

130 Sec. 8. Subsection (a) of section 10-501 of the general statutes is  
131 repealed and the following is substituted in lieu thereof (*Effective July*  
132 *1, 2015*):

133 (a) The Office of Early Childhood shall develop and implement an  
134 early childhood information system. Such early childhood information  
135 system shall facilitate and encourage the sharing of data between and  
136 among early childhood service providers by tracking (1) the health,  
137 safety and school readiness of all young children receiving early care  
138 and education services from (A) any local or regional board of  
139 education, including children enrolled in a preschool program under  
140 the Connecticut Smart Start competitive grant program, pursuant to  
141 section 10-506, as amended by this act, (B) school readiness program,  
142 as defined in section 10-16p, as amended by this act, or (C) any  
143 program receiving public funding, in a manner similar to the system  
144 described in section 10-10a, (2) the characteristics of the existing and  
145 potential workforce serving such children, (3) the characteristics of  
146 such programs serving such children, and (4) data collected [, if any,]  
147 from the preschool experience survey, described in section 10-515, as

148 amended by this act.

149 Sec. 9. Subsection (b) of section 10-16p of the general statutes is  
150 repealed and the following is substituted in lieu thereof (*Effective from*  
151 *passage*):

152 (b) (1) The office shall be the lead agency for school readiness. For  
153 purposes of this section and section 10-16u, school readiness program  
154 providers eligible for funding from the office shall include local and  
155 regional boards of education, regional educational service centers,  
156 family resource centers and providers of child day care centers, as  
157 defined in section 19a-77, Head Start programs, preschool programs  
158 and other programs that meet such standards established by the  
159 commissioner. The office shall establish standards for school readiness  
160 programs. The standards may include, but need not be limited to,  
161 guidelines for staff-child interactions, curriculum content, including  
162 preliteracy development, lesson plans, parent involvement, staff  
163 qualifications and training, transition to school and administration.  
164 The office shall develop age-appropriate developmental skills and  
165 goals for children attending such programs. The commissioner, in  
166 consultation with the president of the Board of Regents for Higher  
167 Education, the Commissioners of Education and Social Services and  
168 other appropriate entities, shall develop a professional development  
169 program for the staff of school readiness programs.

170 (2) For purposes of this section:

171 (A) Prior to July 1, 2015, "staff qualifications" means there is in each  
172 classroom an individual who has at least the following: (i) A childhood  
173 development associate credential or an equivalent credential issued by  
174 an organization approved by the commissioner and twelve credits or  
175 more in early childhood education or child development, as  
176 determined by the commissioner or the president of the Board of  
177 Regents for Higher Education, after consultation with the  
178 commissioner, from an institution of higher education (I) accredited by  
179 the Board of Regents for Higher Education or Office of Higher  
180 Education, and (II) regionally accredited; (ii) an associate's degree with

181 twelve credits or more in early childhood education or child  
182 development, as determined by the commissioner or the president of  
183 the Board of Regents for Higher Education, after consultation with the  
184 commissioner, from such an institution; (iii) a four-year degree with  
185 twelve credits or more in early childhood education or child  
186 development, as determined by the commissioner or the president of  
187 the Board of Regents for Higher Education, after consultation with the  
188 commissioner, from such an institution; or (iv) certification pursuant to  
189 section 10-145b with an endorsement in early childhood education or  
190 special education;

191 (B) From July 1, 2015, until June 30, 2020, "staff qualifications" means  
192 that for each early childhood education program accepting state funds  
193 for infant, toddler and preschool spaces associated with such  
194 program's child day care program or school readiness program, (i) at  
195 least fifty per cent of those individuals with the primary responsibility  
196 for a classroom of children hold (I) certification pursuant to section 10-  
197 145b with an endorsement in early childhood education or early  
198 childhood special education, or (II) a bachelor's degree with a  
199 concentration in early childhood education, including, but not limited  
200 to, a bachelor's degree in early childhood education, child study, child  
201 development or human growth and development, from an institution  
202 of higher education accredited by the Board of Regents for Higher  
203 Education or Office of Higher Education, and regionally accredited,  
204 provided such bachelor's degree program is approved by the Board of  
205 Regents for Higher Education or the Office of Higher Education and  
206 the Office of Early Childhood, and (ii) such remaining individuals with  
207 the primary responsibility for a classroom of children hold an associate  
208 degree with a concentration in early childhood education, including,  
209 but not limited to, an associate's degree in early childhood education,  
210 child study, child development or human growth and development,  
211 from an institution of higher education (I) accredited by the Board of  
212 Regents for Higher Education or Office of Higher Education, and (II)  
213 regionally accredited, provided such associate degree program is  
214 approved by the Board of Regents for Higher Education or the Office  
215 of Higher Education and the Office of Early Childhood; and

216 (C) On and after July 1, 2020, "staff qualifications" means that for  
217 each early childhood education program accepting state funds for  
218 infant, toddler and preschool spaces associated with such program's  
219 child day care program or school readiness program, one hundred per  
220 cent of those individuals with the primary responsibility for a  
221 classroom of children hold (i) certification pursuant to section 10-145b  
222 with an endorsement in early childhood education or early childhood  
223 special education, or (ii) a bachelor's degree with a concentration in  
224 early childhood education, including, but not limited to, a bachelor's  
225 degree in early childhood education, child study, child development or  
226 human growth and development, from an institution of higher  
227 education (I) accredited by the Board of Regents for Higher Education  
228 or the Office of Higher Education, and (II) regionally accredited,  
229 provided such bachelor's degree program is approved by the Board of  
230 Regents for Higher Education or the Office of Higher Education and  
231 the Office of Early Childhood.

232 (3) Any individual with a bachelor's degree in early childhood  
233 education or child development or a bachelor's degree and twelve  
234 credits or more in early childhood education or child development,  
235 who, on or before June 30, 2015, is employed by an early childhood  
236 education program that accepts state funds for infant, toddler and  
237 preschool spaces associated with such program's child day care  
238 program or school readiness program shall be considered to meet the  
239 staff qualifications required under subparagraphs (B) and (C) of  
240 subdivision (2) of this subsection. No such early childhood education  
241 program shall terminate any such individual from employment for  
242 purposes of meeting the staff qualification requirements set forth in  
243 subparagraph (B) or (C) of subdivision (2) of this subsection.

244 (4) Any individual with a bachelor's degree in early childhood  
245 education or child development or a bachelor's degree and twelve  
246 credits or more in early childhood education or child development,  
247 other than those bachelor's degrees specified in subparagraphs (B) and  
248 (C) of subdivision (2) of this subsection, may submit documentation  
249 concerning such degree for review and assessment by the office as to

250 whether such degree has a sufficient concentration in early childhood  
 251 education so as to satisfy the requirements set forth in said  
 252 subparagraphs (B) and (C).

253 (5) Any individual with an associate's degree with twelve credits or  
 254 more in early childhood education or child development, as  
 255 determined by the commissioner or the president of the Board of  
 256 Regents for Higher Education, after consultation with the  
 257 commissioner, from an institution of higher education (A) accredited  
 258 by the Board of Regents for Higher Education or Office of Higher  
 259 Education, and (B) regionally accredited, who has been employed in  
 260 the same early childhood education program that accepts state funds  
 261 for infant, toddler and preschool spaces associated with such  
 262 program's child day care program or school readiness program since  
 263 1995 shall be considered to meet the staff qualifications required under  
 264 subparagraphs (B) and (C) of subdivision (2) of this subsection until  
 265 June 30, 2025. On and after July 1, 2025, such individual shall hold a  
 266 childhood development associate credential or an equivalent  
 267 credential, described in subparagraph (A) of subdivision (2) of this  
 268 subsection, or otherwise meet the staff qualifications required under  
 269 subparagraph (C) of subdivision (2) of this subsection. Any such  
 270 individual who terminates his or her employment with such early  
 271 childhood education program on or before June 30, 2025, and accepts a  
 272 position at another early childhood education program accepting state  
 273 funds for spaces associated with such program's child day care  
 274 program or school readiness program shall submit documentation of  
 275 such individual's progress toward meeting the staff qualification  
 276 requirements set forth in subparagraph (B) or (C) of subdivision (2) of  
 277 this subsection in a manner determined by the office.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2015	New section
Sec. 2	July 1, 2015	New section
Sec. 3	July 1, 2015	10-502
Sec. 4	from passage	New section

Sec. 5	<i>July 1, 2015</i>	New section
Sec. 6	<i>from passage</i>	10-506(c)
Sec. 7	<i>July 1, 2015</i>	10-515
Sec. 8	<i>July 1, 2015</i>	10-501(a)
Sec. 9	<i>from passage</i>	10-16p(b)

**APP**      *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.

**OFA Fiscal Note**

**State Impact:**

Agency Affected	Fund-Effect	FY 16 \$	FY 17 \$
Early Childhood, Off.	GF - Cost	Potential	Potential

Note: GF=General Fund

**Municipal Impact:**

Municipalities	Effect	FY 16 \$	FY 17 \$
Local and Regional School Districts	STATE MANDATE - Cost	Potential	Potential

**Explanation**

**Section 1** requires the Office of Early Childhood (OEC) to collect data for a trend analysis of regionally accredited bachelor's degree programs in early childhood education or child development, which is not anticipated to result in a cost as OEC currently has the staff available to do so.

**Section 2** requires local or regional boards of education and regional education service centers that operate preschool magnet programs, as well as state or local charter school governing councils offering a preschool program, to obtain National Association for the Education of Young Children (NAEYC) program accreditation beginning in the 2017-18 school year. This could result in a potential cost to local and regional boards of education and regional education service centers that are not currently certified. The cost would vary by program, and by school. For example, preschool programs serving 60 children or fewer would incur costs of \$1,570 for initial accreditation and \$550 for renewal annually thereafter. For programs serving from 61 students up to 120, initial accreditation would cost \$1,945 and \$650 for annual

renewal.

**Section 3** could result in a cost to the Office of Early Childhood (OEC) associated with allowing OEC to provide funding to local and regional early childhood councils for the implementation of early care and education and child development programs. OEC currently supports local early childhood councils via grants to Discovery communities to develop, refine and implement their local plans for early childhood. Grants totaled approximately \$600,000 in FY 14, with an average grant award of \$20,200. To the extent that this language results in the agency providing assistance 1) to an increased number of councils and/or 2) for different purposes than they currently do, OEC could incur additional costs. It should be noted that the bill requires funding be provided within available appropriations. It does not appear that this mandates that the agency perform the activity regardless of available funding, therefore the cost described above is potential.

**Sections 4 and 5** expand the responsibilities of OEC, which is not anticipated to result in a fiscal impact as they have the staff available to do so.

**Section 6** specifies that any preschool program created or expanded using Smart Start grants must have a classroom staffed with a teacher who holds professional certification, rather than any type of teaching certificate. This is a not anticipated to result in a fiscal impact.

**Section 7** requires local and regional boards of education to include OEC's preschool experience survey in kindergarten registration material; this could result in a cost of less than \$1,000 per district associated with printing and disseminating the survey.

**Section 8** makes various technical changes, which do not result in a fiscal impact.

**Section 9** grandfathers certain school readiness staff into heightened staff qualifications until June 30, 2025, which 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.

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**OLR Bill Analysis****sHB 7020*****AN ACT CONCERNING EARLY CHILDHOOD EDUCATORS AND INITIATIVES.*****SUMMARY:**

This bill makes a number of changes to various early childhood education statutes. It requires:

1. the Office of Early Childhood (OEC) to (a) collect data for a trend analysis of regionally accredited bachelor's degree programs in early childhood education or child development, (b) post analysis results online, and (c) consult analysis results when reviewing individuals' bachelors' degrees that lack state or regional accreditation or approval for sufficient early childhood education concentration (§ 1);
2. local or regional boards of education and regional education service centers operating preschool magnet programs, as well as state or local charter school governing councils offering preschool programs, to obtain National Association for the Education of Young Children (NAEYC) program accreditation beginning in the 2017-18 school year (§ 2);
3. OEC to develop a plan to help early childhood education program providers implement stricter staff qualifications already required by law (see BACKGROUND) and report on the plan to the Education Committee by January 1, 2016 (§ 4);
4. OEC to report to the Education Committee on the status of school readiness program providers' compliance with the stricter staff qualification requirements by July 1 annually (§ 5);
5. any preschool program created or expanded using Smart Start

grants to have its classrooms staffed with a teacher who holds professional certification, rather than any type of teaching certificate (§ 6);

6. local and regional boards of education to include OEC's preschool experience survey (see BACKGROUND) in its kindergarten registration materials (§ 7); and
7. "grandfathering" certain school readiness staff into stricter staff qualifications until June 30, 2025 (§ 9).

The bill allows OEC to provide funding, within available appropriations, to local and regional early childhood councils (see BACKGROUND) for local implementation of early care and education and child development programs (§ 3).

It also makes various technical and conforming changes.

EFFECTIVE DATE: July 1, 2015, except the provisions on (1) OEC's plan to help early childhood program providers meet new staff qualifications, (2) Smart Start programs, and (3) grandfathering school readiness staff are effective upon passage.

### **§ 1 – TREND ANALYSIS**

Beginning July 1, 2015, the bill requires OEC to collect data on early childhood education or child development bachelors' degree programs from regionally accredited higher education institutions that have not been approved by the (1) Board of Regents for Higher Education (BOR) or (2) Office of Higher Education (OHE) and OEC.

Under the bill, OEC must use the collected data at least quarterly to conduct a trend analysis on (1) whether such degree programs align with NAEYC teacher preparation standards and (2) which courses and concentrations offered as part of these degree programs align with NAEYC teacher preparation standards. OEC must consult the analysis results when reviewing individuals' bachelors' degrees that lack state or regional accreditation or approval for sufficient early childhood

education concentration.

## **§§ 4-5 & 9 – INCREASED SCHOOL READINESS STAFF QUALIFICATIONS**

### ***Staff Qualification Assistance Plan***

The bill requires OEC to develop a plan to help early childhood education program providers implement new staff qualifications required by existing law. The plan must include a means to:

1. help school readiness program staff members obtain bachelors' degrees with a concentration in early childhood education,
2. increase the salaries of or provide incentives for staff who already hold a bachelor's degree or otherwise meet the stricter qualifications, and
3. retain staff who already hold a bachelor's degree or otherwise meet the new qualifications.

### ***Grandfathering***

Under the bill, school readiness staff members are considered to meet stricter staff qualifications ("grandfathered") until June 30, 2025 if they have:

1. an associate's degree with at least 12 credits in early childhood education or child development from a higher education institution accredited by BOR or OHE and regionally accredited and
2. been employed by the same school readiness program since 1995.

Beginning July 1, 2025, these staff members must hold a childhood development associate credential or an equivalent credential or otherwise meet the heightened qualification requirements in existing law (either a teaching certificate with an early childhood education or early childhood special education endorsement or a bachelor's degree with a concentration in early childhood education). If such a staff

member terminates his or her employment with the program on or before June 30, 2025 and accepts a position at another program, he or she must submit documentation showing progress towards meeting the heightened requirements.

## **BACKGROUND**

### ***Early Childhood Councils***

Local and regional early childhood councils are responsible for developing early childhood policy and program planning, encouraging parental involvement, and allocating resources, among other functions (CGS § 10-502).

### ***Heightened School Readiness Staff Qualifications***

Existing law raises the school readiness staff qualifications in two phases. Beginning July 1, 2015, at least 50% of classroom staff in each school readiness program must hold either a (1) teaching certificate with an endorsement in early childhood education or early childhood special education or (2) bachelor's degree with an early childhood education concentration that is accredited by the state or regionally accredited with state approval. The remaining 50% of the staff must hold an associate's degree in early childhood education, child study, child development, or human growth and development that is accredited by the state or regionally accredited with state approval.

Beginning July 1, 2020, 100% of classroom staff in each school readiness program must meet the above requirements (CGS § 10-16p(b)(2)(B)-(C)).

### ***Preschool Experience Survey***

This voluntary survey allows boards of education to collect information about:

1. whether a child enrolling in kindergarten has participated in a preschool program and
2. either the (a) nature, length, and setting of the preschool program in which the child participated or (b) reasons why the

child did not participate in a program, including financial difficulty, lack of transportation, parental choice, limited hours of operation, or any other barriers (CGS § 10-515).

**Legislative History**

The House referred the bill (File 598) to the Appropriations Committee, which reported a substitute that (1) removes the requirement that SDE administer the kindergarten assessment tool to collect data for its public school information system and (2) allows, instead of requires, OEC to fund local and regional early childhood councils and specifies that funding must be within available appropriations.

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 33 Nay 0 (03/25/2015)

Appropriations Committee

Joint Favorable Substitute

Yea 51 Nay 5 (04/29/2015)