



House of Representatives

File No. 894

General Assembly

January Session, 2015

(Reprint of File Nos. 598 and 769)

Substitute House Bill No. 7020
As Amended by House Amendment
Schedule "A"

Approved by the Legislative Commissioner
May 26, 2015

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 (1) review 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), and (2)
34 consider an individual to have met the requirements set forth in said
35 subparagraphs (B) and (C) if the degree of such individual is from a
36 bachelor's degree program in early childhood education or child
37 development that is aligned with the teacher preparation standards of
38 the National Association for the Education of Young Children as
39 determined by such trend analysis.

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

43 Sec. 2. (NEW) (*Effective July 1, 2015*) For the school year commencing
44 July 1, 2017, and each school year thereafter, (1) the local or regional
45 board of education or regional educational service center operating an
46 interdistrict magnet school offering a preschool program, or (2) the
47 governing council of a state or local charter school offering a preschool

48 program shall obtain accreditation for such preschool program from
49 the National Association for the Education of Young Children.

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 Section 10-502 of the general statutes is repealed and the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

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

72 Sec. 4. (*Effective from passage*) The Office of Early Childhood shall
73 develop a plan to assist early childhood education program providers
74 that accept state funds for infant, toddler and preschool spaces
75 associated with such program's child care program or school readiness
76 program in the implementation of the staff qualifications requirements
77 under subsection (b) of section 10-16p of the general statutes, as
78 amended by this act. The plan shall include, but need not be limited to,
79 a means of (1) assisting staff members of such program in obtaining a
80 bachelor's degree with a concentration in early childhood education,

81 (2) increasing the salaries of or providing incentives to staff members
82 of such program who hold a bachelor's degree or otherwise meet such
83 staff qualifications requirements, and (3) retaining staff members of
84 such program who hold a bachelor's degree or otherwise meet such
85 staff qualifications requirements. Not later than January 1, 2016, the
86 office shall submit the plan and any recommendations to the joint
87 standing committee of the General Assembly having cognizance of
88 matters relating to education, in accordance with the provisions of
89 section 11-4a of the general statutes.

90 Sec. 5. (NEW) (*Effective July 1, 2015*) Not later than July first,
91 annually, the Office of Early Childhood shall submit a report regarding
92 the status of school readiness program providers' compliance with the
93 staff qualifications requirement, described in subsection (b) of section
94 10-16p of the general statutes, as amended by this act, to the joint
95 standing committee of the General Assembly having cognizance of
96 matters relating to education, in accordance with the provisions of
97 section 11-4a of the general statutes.

98 Sec. 6. Section 10-515 of the general statutes is repealed and the
99 following is substituted in lieu thereof (*Effective July 1, 2015*):

100 On or before March 1, 2015, the Commissioner of Early Childhood,
101 in consultation with the Department of Education, shall develop a
102 preschool experience survey that [may] shall be included in
103 kindergarten registration materials provided by local and regional
104 boards of education to parents or guardians of children enrolling in
105 kindergarten pursuant to section 10-184. The board shall use such
106 survey to collect information regarding (1) whether the child enrolling
107 in kindergarten has participated in a preschool program, and (2) (A) if
108 such child has participated in a preschool program, the nature, length
109 and setting of such preschool program, or (B) if the child has not
110 participated in a preschool program, the reasons why such child did
111 not participate in a preschool program, including, but not limited to,
112 financial difficulty, lack of transportation, parental choice regarding
113 enrollment, limitations related to the hours of operation of available

114 preschool programs and any other barriers to participation in a
115 preschool program. A local or regional board of education shall not
116 require any parent or guardian of such child to complete such survey
117 as a condition of such child's enrollment in kindergarten.

118 Sec. 7. Subsection (a) of section 10-501 of the general statutes is
119 repealed and the following is substituted in lieu thereof (*Effective July*
120 *1, 2015*):

121 (a) The Office of Early Childhood shall develop and implement an
122 early childhood information system. Such early childhood information
123 system shall facilitate and encourage the sharing of data between and
124 among early childhood service providers by tracking (1) the health,
125 safety and school readiness of all young children receiving early care
126 and education services from (A) any local or regional board of
127 education, including children enrolled in a preschool program under
128 the Connecticut Smart Start competitive grant program, pursuant to
129 section 10-506, (B) school readiness program, as defined in section 10-
130 16p, as amended by this act, or (C) any program receiving public
131 funding, in a manner similar to the system described in section 10-10a,
132 (2) the characteristics of the existing and potential workforce serving
133 such children, (3) the characteristics of such programs serving such
134 children, and (4) data collected [, if any,] from the preschool experience
135 survey, described in section 10-515, as amended by this act.

136 Sec. 8. Subsection (b) of section 10-16p of the general statutes is
137 repealed and the following is substituted in lieu thereof (*Effective from*
138 *passage*):

139 (b) (1) The office shall be the lead agency for school readiness. For
140 purposes of this section and section 10-16u, school readiness program
141 providers eligible for funding from the office shall include local and
142 regional boards of education, regional educational service centers,
143 family resource centers and providers of child day care centers, as
144 defined in section 19a-77, Head Start programs, preschool programs
145 and other programs that meet such standards established by the

146 commissioner. The office shall establish standards for school readiness
147 programs. The standards may include, but need not be limited to,
148 guidelines for staff-child interactions, curriculum content, including
149 preliteracy development, lesson plans, parent involvement, staff
150 qualifications and training, transition to school and administration.
151 The office shall develop age-appropriate developmental skills and
152 goals for children attending such programs. The commissioner, in
153 consultation with the president of the Board of Regents for Higher
154 Education, the Commissioners of Education and Social Services and
155 other appropriate entities, shall develop a professional development
156 program for the staff of school readiness programs.

157 (2) For purposes of this section:

158 (A) Prior to July 1, [2015] 2017, "staff qualifications" means there is
159 in each classroom an individual who has at least the following: (i) A
160 childhood development associate credential or an equivalent
161 credential issued by an organization approved by the commissioner
162 and twelve credits or more in early childhood education or child
163 development, as determined by the commissioner or the president of
164 the Board of Regents for Higher Education, after consultation with the
165 commissioner, from an institution of higher education (I) accredited by
166 the Board of Regents for Higher Education or Office of Higher
167 Education, and (II) regionally accredited; (ii) an associate's degree with
168 twelve credits or more in early childhood education or child
169 development, as determined by the commissioner or the president of
170 the Board of Regents for Higher Education, after consultation with the
171 commissioner, from such an institution; (iii) a four-year degree with
172 twelve credits or more in early childhood education or child
173 development, as determined by the commissioner or the president of
174 the Board of Regents for Higher Education, after consultation with the
175 commissioner, from such an institution; or (iv) certification pursuant to
176 section 10-145b with an endorsement in early childhood education or
177 special education;

178 (B) From July 1, [2015] 2017, until June 30, 2020, "staff qualifications"

179 means that for each early childhood education program accepting state
180 funds for infant, toddler and preschool spaces associated with such
181 program's child day care program or school readiness program, (i) at
182 least fifty per cent of those individuals with the primary responsibility
183 for a classroom of children hold (I) certification pursuant to section 10-
184 145b with an endorsement in early childhood education or early
185 childhood special education, or (II) a bachelor's degree with a
186 concentration in early childhood education, including, but not limited
187 to, a bachelor's degree in early childhood education, child study, child
188 development or human growth and development, from an institution
189 of higher education accredited by the Board of Regents for Higher
190 Education or Office of Higher Education, and regionally accredited,
191 provided such bachelor's degree program is approved by the Board of
192 Regents for Higher Education or the Office of Higher Education and
193 the Office of Early Childhood, and (ii) such remaining individuals with
194 the primary responsibility for a classroom of children hold an associate
195 degree with a concentration in early childhood education, including,
196 but not limited to, an associate's degree in early childhood education,
197 child study, child development or human growth and development,
198 from an institution of higher education (I) accredited by the Board of
199 Regents for Higher Education or Office of Higher Education, and (II)
200 regionally accredited, provided such associate degree program is
201 approved by the Board of Regents for Higher Education or the Office
202 of Higher Education and the Office of Early Childhood; and

203 (C) On and after July 1, 2020, "staff qualifications" means that for
204 each early childhood education program accepting state funds for
205 infant, toddler and preschool spaces associated with such program's
206 child day care program or school readiness program, one hundred per
207 cent of those individuals with the primary responsibility for a
208 classroom of children hold (i) certification pursuant to section 10-145b
209 with an endorsement in early childhood education or early childhood
210 special education, or (ii) a bachelor's degree with a concentration in
211 early childhood education, including, but not limited to, a bachelor's
212 degree in early childhood education, child study, child development or

213 human growth and development, from an institution of higher
214 education (I) accredited by the Board of Regents for Higher Education
215 or the Office of Higher Education, and (II) regionally accredited,
216 provided such bachelor's degree program is approved by the Board of
217 Regents for Higher Education or the Office of Higher Education and
218 the Office of Early Childhood.

219 (3) Any individual with a bachelor's degree in early childhood
220 education or child development or a bachelor's degree and twelve
221 credits or more in early childhood education or child development,
222 who, on or before June 30, 2015, is employed by an early childhood
223 education program that accepts state funds for infant, toddler and
224 preschool spaces associated with such program's child day care
225 program or school readiness program shall be considered to meet the
226 staff qualifications required under subparagraphs (B) and (C) of
227 subdivision (2) of this subsection. No such early childhood education
228 program shall terminate any such individual from employment for
229 purposes of meeting the staff qualification requirements set forth in
230 subparagraph (B) or (C) of subdivision (2) of this subsection.

231 (4) Any individual with a bachelor's degree in early childhood
232 education or child development or a bachelor's degree and twelve
233 credits or more in early childhood education or child development,
234 other than those bachelor's degrees specified in subparagraphs (B) and
235 (C) of subdivision (2) of this subsection, may submit documentation
236 concerning such degree for review and assessment by the office as to
237 whether such degree has a sufficient concentration in early childhood
238 education so as to satisfy the requirements set forth in said
239 subparagraphs (B) and (C).

240 (5) Any individual with an associate's degree with twelve credits or
241 more in early childhood education or child development, as
242 determined by the commissioner or the president of the Board of
243 Regents for Higher Education, after consultation with the
244 commissioner, from an institution of higher education (A) accredited
245 by the Board of Regents for Higher Education or Office of Higher

246 Education, and (B) regionally accredited, who has been employed in
 247 the same early childhood education program that accepts state funds
 248 for infant, toddler and preschool spaces associated with such
 249 program's child day care program or school readiness program since
 250 1995 shall be considered to meet the staff qualifications required under
 251 subparagraphs (B) and (C) of subdivision (2) of this subsection until
 252 June 30, 2025. On and after July 1, 2025, such individual shall hold a
 253 childhood development associate credential or an equivalent
 254 credential, described in subparagraph (A) of subdivision (2) of this
 255 subsection, or otherwise meet the staff qualifications required under
 256 subparagraph (C) of subdivision (2) of this subsection. Any such
 257 individual who terminates his or her employment with such early
 258 childhood education program on or before June 30, 2025, and accepts a
 259 position at another early childhood education program accepting state
 260 funds for spaces associated with such program's child day care
 261 program or school readiness program shall submit documentation of
 262 such individual's progress toward meeting the staff qualification
 263 requirements set forth in subparagraph (B) or (C) of subdivision (2) of
 264 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	July 1, 2015	New section
Sec. 6	July 1, 2015	10-515
Sec. 7	July 1, 2015	10-501(a)
Sec. 8	from passage	10-16p(b)

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 \$
Office of Early Childhood	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 extends the deadline for meeting staff qualification

requirements, which results in a cost to the Office of Early Childhood (OEC) to the extent this allows programs to remain eligible for certain early childhood education funding.

House "A" alters the original bill by extending the deadline for meeting staff qualifications, which results in the potential cost described above.

The Out Years

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

OLR Bill Analysis**sHB 7020 (as amended by House "A")******AN ACT CONCERNING EARLY CHILDHOOD EDUCATORS AND INITIATIVES.*****SUMMARY:**

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

1. the Office of Early Childhood (OEC) to (a) collect and publicly post data for a trend analysis of regionally accredited bachelor's degree programs in early childhood education or child development, (b) review analysis results when considering for approval bachelors' degrees that lack state or regional accreditation, and (c) make school readiness staff qualification findings based upon trend analysis results (§ 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 and report on the plan to the Education Committee by January 1, 2016 (§ 4);
4. OEC to report to the Education Committee, by July 1 annually, on the status of school readiness program providers' compliance with the stricter staff qualification requirements (§

- 5);
5. local and regional boards of education to include OEC's preschool experience survey (see BACKGROUND) in its kindergarten registration materials (§ 6); and
 6. "grandfathering" certain school readiness staff into stricter staff qualifications until June 30, 2025 (§ 8).

The bill also (1) extends by two years, from July 1, 2015 to 2017, the deadline by which certain school readiness staff must meet the first phase of heightened staff qualifications and (2) 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.

*House Amendment "A" (1) postpones by two years the date by which school readiness staff must meet the first phase of stricter qualifications; (2) removes the requirement that Smart Start preschool classroom teachers have a professional certificate, rather than any type of teaching certificate as required by existing law; and (3) requires OEC to find that an individual has met the state's school readiness staff qualifications if trend analysis results determine that his or her bachelor's degree in early childhood education or child development is aligned with NAEYC standards.

EFFECTIVE DATE: July 1, 2015, except the provisions (1) on OEC's plan to help early childhood program providers meet new staff qualifications, (2) postponing stricter school readiness staff qualifications, 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 review the analysis results when considering whether individuals' bachelors' degrees that lack state or regional accreditation have a sufficient early childhood education concentration. If the trend analysis determines that an individual's bachelor's degree in early childhood education or child development is aligned with NAEYC standards, then OEC must find that the individual has met the state's school readiness staff qualifications.

§§ 4, 5, & 8 – INCREASED SCHOOL READINESS STAFF QUALIFICATIONS

Current law raises the school readiness staff qualifications in two phases. In the first phase, 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.

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

Postponement of Stricter Staff Qualifications (§ 8)

The bill postpones the deadline for the first phase of heightened qualifications by two years to June 1, 2017. The second phase, under existing law and unchanged by the bill, must begin July 1, 2020.

Grandfathering (§ 8)

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 existing law’s heightened qualification requirements (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 toward meeting the heightened requirements.

Staff Qualification Assistance Plan (§§ 4-5)

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.

BACKGROUND

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).

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).

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)