

Testimony for SB 912

SB 912 AN ACT CONCERNING REVISIONS TO THE STAFF QUALIFICATIONS REQUIREMENT FOR EARLY CHILDHOOD EDUCATORS.

Thank you for taking the time to consider this testimony.

As a parent, early childhood faculty member, early childhood program director and community engaged researcher focusing on parents and the early childhood workforce, I understand and agree that higher education must be part of the solution to meet the needs of the workforce.

I stand with others parents and providers across the state in support of allowing BA's in Early Childhood, child study, child development, or human growth and development from any college in the country that is accredited by their regional accrediting body. This specifically needs to include NAEYC or CAEP accreditation that attends to the competencies of an early childhood workforce not simply the accreditation of the institution of higher education.

The ECTC is a flexible pathway that contributes to a workforce and is a key component in preparing the entire early care and education workforce. 12 credits cannot do this. Beyond teacher certification required for public schools, we must commit to the quality of the entire early childhood workforce by continuing to offer pathways and access to professional competencies without undermining the quality of preparation and professional development. In our University of Hartford early childhood programs, we continue the commitment to the full early childhood age span of birth through age 8, including ECTC development efforts that include a Birth to 3 credential.

I strongly oppose the language in the bill permitting a BA in any major or field with only 12 credits in early childhood. This not only disregards the specific knowledge base, content and competencies that are ever expanding in the field of early childhood but also undermines the professional requirements for early childhood specific competencies.

Respectfully submitted,



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