



House of Representatives

General Assembly

File No. 320

February Session, 2018

Substitute House Bill No. 5450

House of Representatives, April 9, 2018

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

***AN ACT CONCERNING THE STAFF QUALIFICATIONS
REQUIREMENT FOR EARLY CHILDHOOD EDUCATORS.***

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

1 Section 1. Subsection (b) of section 10-16p of the 2018 supplement to
2 the general statutes is repealed and the following is substituted in lieu
3 thereof (*Effective July 1, 2018*):

4 (b) (1) The office shall be the lead agency for school readiness. For
5 purposes of this section and section 10-16u, school readiness program
6 providers eligible for funding from the office shall include local and
7 regional boards of education, regional educational service centers,
8 family resource centers and providers of child care centers, as defined
9 in section 19a-77, Head Start programs, preschool programs and other
10 programs that meet such standards established by the commissioner.
11 The office shall establish standards for school readiness programs. The
12 standards may include, but need not be limited to, guidelines for staff-
13 child interactions, curriculum content, including preliteracy

14 development, lesson plans, parent involvement, staff qualifications
15 and training, transition to school and administration. The office shall
16 develop age-appropriate developmental skills and goals for children
17 attending such programs. The commissioner, in consultation with the
18 president of the Connecticut State Colleges and Universities, the
19 Commissioners of Education and Social Services and other appropriate
20 entities, shall develop a professional development program for the
21 staff of school readiness programs.

22 (2) For purposes of this section:

23 (A) Prior to July 1, [2018] 2020, "staff qualifications" means there is
24 in each classroom an individual who has at least the following: (i) A
25 childhood development associate credential or an equivalent
26 credential issued by an organization approved by the commissioner
27 and twelve credits or more in early childhood education or child
28 development, as determined by the commissioner or the president of
29 the Connecticut State Colleges and Universities, after consultation with
30 the commissioner, from an institution of higher education (I)
31 accredited by the Board of Regents for Higher Education or Office of
32 Higher Education, and (II) regionally accredited; (ii) an associate
33 degree with twelve credits or more in early childhood education or
34 child development, as determined by the commissioner or the
35 president of the Connecticut State Colleges and Universities, after
36 consultation with the commissioner, from such an institution; (iii) a
37 four-year degree with twelve credits or more in early childhood
38 education or child development, as determined by the commissioner
39 or the president of the Connecticut State Colleges and Universities,
40 after consultation with the commissioner, from such an institution; (iv)
41 certification pursuant to section 10-145b with an endorsement in early
42 childhood education or special education; (v) an associate degree with
43 a concentration in early childhood education from an institution of
44 higher education that is regionally accredited; or (vi) a bachelor's
45 degree with a concentration in early childhood education from an
46 institution of higher education that is regionally accredited;

47 (B) From July 1, [2018] 2020, until June 30, [2021] 2023, "staff
48 qualifications" means that for each early childhood education program
49 accepting state funds for infant, toddler and preschool spaces
50 associated with such program's child care program or school readiness
51 program, (i) at least fifty per cent of those individuals with the primary
52 responsibility for a classroom of children (I) hold certification pursuant
53 to section 10-145b with an endorsement in early childhood education
54 or early childhood special education, (II) have been issued an early
55 childhood teacher credential, pursuant to section 10-520b, (III) hold at
56 least a bachelor's degree with a concentration in early childhood
57 education from an institution of higher education that is regionally
58 accredited, or (IV) satisfy the requirements of subdivision (3), (4) or (5)
59 of this subsection, and (ii) such remaining individuals with the
60 primary responsibility for a classroom of children hold an associate
61 degree with a concentration in early childhood education from an
62 institution of higher education that is regionally accredited; and

63 (C) On and after July 1, [2021] 2023, "staff qualifications" means that
64 for each early childhood education program accepting state funds for
65 infant, toddler and preschool spaces associated with such program's
66 child care program or school readiness program, one hundred per cent
67 of those individuals with the primary responsibility for a classroom of
68 children (i) hold certification pursuant to section 10-145b with an
69 endorsement in early childhood education or early childhood special
70 education, (ii) have been issued an early childhood teacher credential,
71 pursuant to subdivision (2) of section 10-520b, (iii) hold at least a
72 bachelor's degree with a concentration in early childhood education
73 from an institution of higher education that is regionally accredited, or
74 (iv) satisfy the requirements of subdivision (3), (4) or (5) of this
75 subsection.

76 (3) Any individual with a bachelor's degree in early childhood
77 education or child development or a bachelor's degree and twelve
78 credits or more in early childhood education or child development,
79 who, on or before June 30, 2015, is employed by an early childhood
80 education program that accepts state funds for infant, toddler and

81 preschool spaces associated with such program's child care program or
82 school readiness program shall be considered to meet the staff
83 qualifications required under subparagraphs (B) and (C) of
84 subdivision (2) of this subsection. No such early childhood education
85 program shall terminate any such individual from employment for
86 purposes of meeting the staff qualification requirements set forth in
87 subparagraph (B) or (C) of subdivision (2) of this subsection.

88 (4) Any individual with an associate degree or bachelor's degree in
89 early childhood education or child development or an associate degree
90 or a bachelor's degree and twelve credits or more in early childhood
91 education or child development from an institution of higher
92 education that is regionally accredited, other than an associate degree
93 or a bachelor's degree with a concentration in early childhood
94 education, may submit documentation concerning such degree for
95 review and assessment by the office as to whether such degree has a
96 sufficient concentration in early childhood education so as to satisfy
97 the requirements set forth in subparagraphs (B) and (C) of subdivision
98 (2) of this subsection.

99 (5) Any individual with an associate degree with twelve credits or
100 more in early childhood education or child development, as
101 determined by the commissioner or the president of the Connecticut
102 State Colleges and Universities, after consultation with the
103 commissioner, from an institution of higher education (A) accredited
104 by the Board of Regents for Higher Education or Office of Higher
105 Education, and (B) regionally accredited, who has been employed in
106 the same early childhood education program that accepts state funds
107 for infant, toddler and preschool spaces associated with such
108 program's child care program or school readiness program since 1995
109 shall be considered to meet the staff qualifications required under
110 subparagraphs (B) and (C) of subdivision (2) of this subsection until
111 June 30, 2025. On and after July 1, 2025, such individual shall hold a
112 childhood development associate credential or an equivalent
113 credential, described in subparagraph (A) of subdivision (2) of this
114 subsection, or otherwise meet the staff qualifications required under

115 subparagraph (C) of subdivision (2) of this subsection. Any such
116 individual who terminates his or her employment with such early
117 childhood education program on or before June 30, 2025, and accepts a
118 position at another early childhood education program accepting state
119 funds for spaces associated with such program's child care program or
120 school readiness program shall submit documentation of such
121 individual's progress toward meeting the staff qualification
122 requirements set forth in subparagraph (B) or (C) of subdivision (2) of
123 this subsection in a manner determined by the office.

124 Sec. 2. (*Effective from passage*) The Office of Early Childhood shall,
125 within available appropriations, conduct an analysis of the staff
126 qualifications requirement prescribed in subsection (b) of section 10-
127 16p of the general statutes, as amended by this act. Such analysis shall
128 include, but need not be limited to, (1) a review of the goals of the
129 requirement that those individuals with the primary responsibility for
130 a classroom of children hold at least a bachelor's degree with a
131 concentration in early childhood education, and an assessment of the
132 results of evaluations of the effectiveness of a bachelor's degree
133 requirement at achieving such goals, (2) an examination of the
134 effectiveness of the state's implementation process for bringing early
135 childhood education programs into compliance with the staff
136 qualifications requirement, (3) an assessment of the effect of the staff
137 qualifications requirement on the field of early childhood education,
138 including its effects on educators, program providers, children, parents
139 and families, (4) a cost-benefit analysis of the staff qualifications
140 requirement with respect to the state, early childhood education
141 program providers and educators and children and families, and (5) a
142 consideration of alternative approaches to achieving (A) the bachelor's
143 degree requirement of the staff qualifications requirement, or (B) the
144 goals of the bachelor's degree requirement. In conducting such
145 analysis, the office shall seek public input and feedback from early
146 childhood education program providers, early childhood educators
147 and parents. Not later than January 1, 2020, the office shall submit such
148 analysis and any recommendations for legislation to the joint standing
149 committee of the General Assembly having cognizance of matters

150 relating to education, in accordance with the provisions of section 11-
151 4a of the general statutes. As used in this section, "early childhood
152 education program" means a program that accepts state funds for
153 infant, toddler and preschool spaces associated with such program's
154 child care program or school readiness program.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2018</i>	10-16p(b)
Sec. 2	<i>from passage</i>	New section

ED *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: None

Municipal Impact: None

Explanation

The bill requires the Office of Early Childhood to conduct a study and makes changes to certain staff qualifications, which is not anticipated to result in a fiscal impact as it is administrative in nature.

The Out Years

State Impact: None

Municipal Impact: None

OLR Bill Analysis**sHB 5450****AN ACT CONCERNING THE STAFF QUALIFICATIONS REQUIREMENT FOR EARLY CHILDHOOD EDUCATORS.****SUMMARY**

By law, state-funded early childhood education program staff must meet an increasingly advanced level of educational attainment over the next three years. These heightened staff qualification requirements increase in three distinct phases. This bill extends the duration of each phase by two years, giving staff more time to comply with the education attainment requirements.

It also requires the Office of Early Childhood (OEC) to complete an analysis of the state-funded early childhood education staff qualifications requirement, within available appropriations, and submit it and the office's recommendations to the Education Committee by January 1, 2020.

EFFECTIVE DATE: July 1, 2018, except the provisions on OEC's analysis take effect upon passage (§ 2).

§ 1 — STAFF QUALIFICATIONS***First Phase***

Under current law, through June 30, 2018, each classroom must have at least one staff member who meets one of the following qualifications:

1. an early childhood development or equivalent associate credential issued by an organization approved by the OEC commissioner and at least 12 credits in early childhood education or child development from a higher education institution accredited by the Board of Regents for Higher

Education (BOR) or the Office of Higher Education (OHE) and regionally accredited,

2. an associate or bachelor's degree with at least 12 credits in early childhood education or child development from such a higher education institution,
3. a State Board of Education (SBE)-issued teaching certificate with an endorsement in early childhood education or special education, or
4. an associate or bachelor's degree with an early childhood education concentration from a regionally accredited higher education institution.

By law, either the OEC commissioner or the Connecticut State Colleges and Universities (CSCU) president, in consultation with the commissioner, determines whether a classroom teacher has fulfilled the 12 credit minimum for the above select requirements.

The bill extends these current qualification requirements for an additional two years through June 30, 2020. (It appears under existing law that these requirements apply only to school readiness classrooms.)

Second Phase

Under current law, from July 1, 2018, through June 30, 2021, staff qualifications for state-funded early childhood education programs require that at least 50% of head classroom teachers meet one of the following standards:

1. hold a SBE-issued teaching certificate with an endorsement in early childhood education or early childhood special education;
2. have been issued an early childhood teacher credential;
3. hold at least a bachelor's degree with a concentration in early childhood education from a regionally accredited higher

education institution;

4. have been employed by a state-funded early childhood program on or before June 30, 2015, and hold either (a) a bachelor's degree in early childhood education or child development or (b) a bachelor's degree in another subject area and at least 12 credits in early childhood education or child development;
5. hold an associate or bachelor's degree in early childhood education or child development, or an associate or bachelor's degree that is not in early childhood education and at least 12 credits in early childhood education or child development from a regionally accredited higher education institution, subject to OEC review and assessment; or
6. have been employed by the same state-funded early childhood program since 1995 and hold an associate degree with at least 12 credits in early childhood education or child development as determined by the OEC commissioner or CSCU president, from a higher education institution accredited by BOR or OHE and regionally accredited (such individuals are grandfathered into the staff qualification requirements only until June 30, 2025).

The remaining head classroom teachers must hold an associate degree with an early childhood concentration from a regionally accredited higher education institution.

The bill extends this heightened phase of qualification requirements by two years, beginning on July 1, 2020, through June 30, 2023.

Third Phase

Under current law, the last phase of the heightened staff qualifications, beginning on July 1, 2021, requires 100% of state-funded early childhood education head classroom teachers to meet one of the following standards:

1. hold a SBE-issued teaching certificate with an early childhood

- education or early childhood special education endorsement;
2. have been issued an early childhood teacher credential;
 3. hold a bachelor's degree with an early childhood education concentration from a regionally accredited higher education institution;
 4. have been employed by a state-funded early childhood program on or before June 30, 2015, and hold either a bachelor's degree (a) in early childhood education or child development or (b) and at least 12 credits in early childhood education or child development;
 5. hold an associate or bachelor's degree in early childhood education or child development, or an associate or bachelor's degree that is not in early childhood education and at least 12 credits in early childhood education or child development from a regionally accredited higher education institution, subject to OEC review and assessment; or
 6. have been employed by the same state-funded early childhood program since 1995 and hold an associate degree with at least 12 credits in early childhood education or child development as determined by the OEC commissioner or CSCU president, from a higher education institution accredited by BOR or OHE and regionally accredited (such individuals are grandfathered in to the staff qualification requirements only until June 30, 2025).

The bill postpones this final phase of qualification requirements by two years; thus, it begins on July 1, 2023.

§ 2 — ANALYSIS OF STAFF QUALIFICATION REQUIREMENTS

Under the bill, OEC's analysis must at least do the following:

1. review the goals of the requirement for individuals with the primary responsibility for a classroom of children to hold at least a bachelor's degree with a concentration in early childhood

education, and assess whether a bachelor’s degree requirement effectively achieves these goals;

2. examine whether the state’s implementation process for bringing early childhood education programs (i.e., programs that accept state funds for infant, toddler, and preschool spaces for child care or school readiness) into compliance with the staff qualifications requirement is effective;
3. assess how the staff qualifications requirement affects the early childhood education field, including its effects on educators, program providers, children, parents, and families;
4. provide a cost-benefit analysis of the staff qualifications requirement for the state, early childhood education program providers and educators, and children and families; and
5. consider alternative approaches to achieving (a) the bachelor’s degree staff qualifications requirement or (b) the goals of this requirement.

The bill also requires OEC to seek public input and feedback from the following constituencies when conducting the above analysis: early childhood education program providers, early childhood educators, and parents.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 36 Nay 0 (03/19/2018)