

# WORKING DRAFT

## ***Proposed Substitute Bill No. 5450***

*February Session, 2018*

---

LCO No. 2783

### ***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2 the general statutes is repealed and the following is substituted in lieu  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

# WORKING DRAFT

*Proposed Substitute Bill No. 5450*

---

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

# WORKING DRAFT

*Proposed Substitute Bill No. 5450*

---

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

# WORKING DRAFT

*Proposed Substitute Bill No. 5450*

---

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

# WORKING DRAFT

*Proposed Substitute Bill No. 5450*

---

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 in 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

# WORKING DRAFT

*Proposed Substitute Bill No. 5450*

---

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