

**July 1, 2017 Update of Education Qualifications for Teachers
(Qualified Staff Members) in State-Funded Early Childhood Programs**

Sec. 10-520a. Report re staff qualifications requirement compliance. Not later than July first, annually, the Office of Early Childhood shall submit a report regarding the status of school readiness program providers' compliance with the staff qualifications requirement, described in subsection (b) of section 10-16p, to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a.

Note: Connecticut General Statutes (C.G.S.) Section 10-16p is revised, effective July 1, 2016, through Public Acts 11-54, 12-50, 14-39, and 15-134.*

The legislation referenced above requires that every early childhood program receiving state-funds will designate an employee in the role of Teacher as a qualified staff member (QSM) in every classroom (regardless of the classroom's funding) serving infants through preschoolers. See [General Policy A-01 Early Childhood Educator Requirements in State-Funded Programs](#). Data is captured in the Connecticut Early Childhood Professional Registry (the Registry).

As of May 24, 2017 there were 399 state-funded programs serving any combination of infants through preschoolers in 1,692 classrooms. "State-funded" is defined as those early childhood programs receiving one or more types of the following funds through the Office of Early Childhood:

- School Readiness
- Child Day Care
- State Head Start
- Smart Start
- Preschool Development Grant (PDG; effective FY16 due to OEC Quality Enhancement fund use)

Data Notes

Data included in this report is derived from the Connecticut Early Childhood Professional Registry.

- Verified education qualification data is used from individual account holders with confirmed employment in OEC identified state-funded early childhood programs.
- Each program is required to identify all classrooms within the program, and designate a QSM for each classroom within the Registry (see [General Policy A-01 Early Childhood Educator Requirements in State-Funded Programs](#), and [General Policy A-03 Early Childhood Professional Registry](#)).
- Projections for the 2017 and 2020 benchmarks utilize the logic for those legislated benchmarks against the current data.

Additional Detail
Tracking Benchmark Data

Table B identifies the number and percentage of programs meeting the benchmarks from January 2015 to May 2017, highlighting the June 2015 preceding the 2015 legislation change. Despite an initial decrease in the number of programs over time due to removal of duplicate Registry program accounts, program consolidations, and programs no longer receiving state-funds, the total number of state-funded programs increased in FY16 with the addition of PDG programs and additional Smart Start programs.

Table B. Tracking benchmark data toward meeting education qualifications for state-funded programs

Date	# programs	Programs meet current minimum for one designated Qualified Staff Member(QSM) per classroom or group: current CDA credential plus 12 ece credits (expires June 30, 2017*)		Programs meet July 1, 2017 - June 30, 2020 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet associate degree option		Programs meet July 1, 2020 goal: 100% of designated QSMs have a qualifying bachelor degree option	
		#	%	#	%	#	%
01/27/15	400	236	59%	170	42%	100	25%
06/30/15	384	307	80%	247	64%	166	43%
12/03/15	399	256	64%	196	49%	124	31%
06/01/16	403	289	72%	211	52%	126	31%
12/27/16	398	300	75%	219	55%	138	35%
05/24/17	399	316	79%	232	58%	146	37%

*PA 15-134 changed the July 1, 2015 deadline to July 1, 2017.

*SB 912 changed the July 1, 2017 to July 1, 2018 and then July 1, 2020 becomes July 1, 2021.

Note: Progress toward meeting the education qualifications benchmarks hit its highest points prior to the legislation changing in 2015.

Classroom Data

Table C details improvements in the breakout of classrooms serving any combination of infants through preschoolers in relation to QSM designation.

Table C. Age-setting classrooms and designated QSM distribution

6/2016	5/2017	
97	97	Total # of Infant Classrooms
77	88	Total # of Infant Classrooms with designated QSM
79%	91%	% of Infant Classrooms with designated QSM
20	9	# of Infant Classrooms <u>without</u> designated QSM
219	218	Total # of Toddler Classrooms
179	203	Total # of Toddler Classrooms with designated QSM
82%	93%	% of Toddler Classrooms with designated QSM
40	15	# of Toddler Classrooms <u>without</u> designated QSM
1,279	1,283	Total # of Preschool Classrooms
1,158	1,192	Total # of Preschool Classrooms with designated QSM
91%	93%	% of Preschool Classrooms with designated QSM
121	91	# of Preschool Classrooms <u>without</u> designated QSM
43	63	Total # of Mixed Age Classrooms - Infant and Toddler/Twos Classrooms
39	58	Total # of Mixed Age Classrooms - Infant and Toddler/Twos Classrooms with designated QSM
91%	92%	% of Mixed Age Classrooms - Infant and Toddler/Twos with designated QSM
4	5	# of Mixed Age Classrooms - Infant and Toddler/Twos Classrooms <u>without</u> designated QSM
26	17	Total # of Mixed Age Classrooms - Infants thru Preschool Classrooms
20	14	Total # of Mixed Age Classrooms - Infants thru Preschool Classrooms with designated QSM
77%	82%	% of Mixed Age Classrooms - Infants thru Preschool Classrooms with designated QSM
6	3	# of Mixed Age Classrooms - Infants thru Preschool Classrooms <u>without</u> designated QSM
3	2	Total # of Mixed Age Classrooms - Toddler/Twos and Preschool Classrooms
2	2	Total # of Mixed Age Classrooms - Toddler/Twos and Preschool Classrooms with designated QSM
67%	100%	% of Mixed Age Classrooms - Toddler/Twos and Preschool Classrooms with designated QSM
1	0	# of Mixed Age Classrooms - Toddler/Twos and Preschool Classrooms <u>without</u> designated QSM
12	12	Total # of Mixed Age Classrooms - Preschool and Kindergarten Classrooms
12	10	Total # of Mixed Age Classrooms - Preschool and Kindergarten Classrooms with designated QSM
100%	83%	% of Mixed Age Classrooms - Preschool and Kindergarten Classrooms with designated QSM
0	2	# of Mixed Age Classrooms - Preschool and Kindergarten Classrooms <u>without</u> designated QSM
1,679	1,692	Total # of Classrooms serving Infant - Preschool
1,487	1,567	Total # of Classrooms serving Infant - Preschool with Designated QSM
89%	92%	% of Classrooms serving Infant - Preschool with Designated QSM
192	125	Total # of Classrooms serving Infant - Preschool <u>without</u> Designated QSM

Total State-Funded Program Teaching Workforce versus Total State-Funded Program Workforce

There are 4,289 assigned teaching staff members (includes Teachers and Assistant teachers/Aides) in 4,592 positions in state-funded programs (some hold positions in more than one classroom). Of all staff in state-funded programs: 3,193 are QSM eligible with the following benchmark qualifiers:

Table D. Benchmark data for eligible QSMs in any role in state funded programs; shaded rows represent those meeting 07/01/20 benchmark with qualifying bachelor degree options

2016	2017	Benchmark Expiration	Benchmark Detail
12.68%	11.62%	06/30/2017	ladder level 7/8 (CDA credential plus 12 ece credits)
22.46%	41.12%	06/30/2020	ladder level 9/10 (associate degree plus 12 ece credits) or non-qualifying bachelor degree
1.32%	1.38%	06/30/2025	Ladder level 9/10 (associate degree) and employed in same state-funded program since 1995 who were grandfathered on 06/30/2015 at bachelor degree level until 06/30/2025 per legislation
0.09%	0.0%	06/30/2016	Associate degree level extension with varying expirations
1.73%	1.28%	12/31/2099	Bachelor's degree or higher with B level ECTC
6.21%	3.51%	12/31/2099	Ladder level 11 or higher (bachelor's degree plus 12 ece credits) with State-Approved Teacher Certification ECE
55.20%	40.59%	12/31/2099	Ladder level 11 or higher (bachelor's degree plus 12 ece credits) who were grandfathered in perpetuity on 06/30/2015 at bachelor level per legislation
0.32%	0.0%	Currently no extensions	Bachelor degree level extension with varying expirations.

Of note: the decrease in numbers for those with 2099 expirations indicates more turnover of higher qualified staff out of state-funded programs, and more individuals coming in with non-qualifying bachelor degrees or associate degrees (2020 expirations).

Status of Designated QSMs

As of 5/24/17, individuals who were placed in the role of Teacher and designated QSM in a classroom have expiration dates ranging from 06/30/2017 to meeting the 07/01/20 benchmark. Table E outlines the spread of designated QSM expiration dates.

Table E: Designated QSM by Expiration Date

Descriptor	Percentage of total # designated QSM	
	2016	2017
# Assigned QSMs expiring 06/30/17	6.87%	4.61%
# Assigned QSMs expiring 6/30/20	30.02%	35.19%
# Assigned QSMs expiring 06/30/25	1.90%	1.66%
# Assigned QSMs expiring 12/31/99	60.56%	58.54%
# Assigned QSMs with AA extensions	0.20%	0
# Assigned QSMs with BA extensions	0.46%	0

*Effective July 1, 2017, Connecticut General Statutes (C.G.S.) Section 10-16p is revised through Public Act 17-41.

This Public Act defines the following ways for school readiness staff to meet the higher education requirements: (1) by holding a bachelor's degree with a concentration in early childhood education from a regionally accredited institution (i.e., does not require approval in Connecticut), (2) by holding an associate's degree with a concentration in early childhood from a regionally accredited institution and a program approved in Connecticut (this expires July 1, 2021), (3) by submitting a degree for review by the state to determine if it satisfies the requirements (Early Childhood Teachers Credential – ECTC), and (4) under the law that already grandfathers existing early child care workers from the requirements. This Public Act also delays the requirement that 50% of teachers hold a bachelor's degree in early childhood by one year, from July 1, 2017 to July 1, 2018, and the requirement that 100% of teachers hold a bachelor's degree in early childhood by one year, from July 1, 2020 to July 1, 2021.