

December 1, 2018 Update of Education Qualifications for Teachers
(Qualified Staff Members) in OEC-Funded Early Care and Education 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 revised most recently through Public Act 18-123.

The legislation referenced above requires that every early childhood program receiving state funds will assign an employee in the role of Teacher as a designated qualified staff member (DQSM) 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 December 1, 2018 there are 386 (down 13 from 399 May 2017) state-funded programs serving any combination of infants through preschoolers in 1,639 (down 53 from 1,692 May 2017) 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 relevant 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 2020 and 2023 benchmarks utilize the logic for those legislated benchmarks against the current data.

Additional Detail
Tracking Benchmark Data

Table A identifies the number and percentage of programs meeting the benchmarks from January 2015 to December 2018.

Highlighted sections: Progress toward meeting the education qualifications benchmarks hit the highest points prior to the legislation changing in 2015, and again prior to the legislative change in 2018.

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. The subsequent decrease in 2018 is associated with data timing due to the closure of CRT programs (removal of federal Head Start funds) and the transition of those programs.

Table A. 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, 2020)		Programs meet July 1, 2020 - June 30, 2023 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet associate degree option		Programs meet July 1, 2023 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%
11/27/17	398	275	69%	230	58%	146	37%
06/27/18	399	321	80%	263	66%	165	41%
12/01/18	386	286	74%	230	60%	145	38%

Classroom Data

Table B details movement in the breakout of classrooms serving any combination of infants through preschoolers in relation to Designated Qualified Staff Member (DQSM).

Table B. Age-setting classrooms and designated QSM distribution

6/16	5/17	12/18	
97	97	93	Total # of Infant Classrooms
77	88	75	Total # of Infant Classrooms with DQSM
79%	91%	81%	% of Infant Classrooms with DQSM
20	9	18	# of Infant Classrooms without DQSM
219	218	217	Total # of Toddler Classrooms
179	203	187	Total # of Toddler Classrooms with DQSM
82%	93%	86%	% of Toddler Classrooms with DQSM
40	15	30	# of Toddler Classrooms without DQSM
1,279	1,283	1,229	Total # of Preschool Classrooms
1,158	1,192	1,120	Total # of Preschool Classrooms with DQSM
91%	93%	91%	% of Preschool Classrooms with DQSM
121	91	109	# of Preschool Classrooms without DQSM
43	63	71	Total # of Mixed Age - Infant and Toddler/Twos Classrooms
39	58	53	Total # of Mixed Age - Infant and Toddler/Twos Classrooms with DQSM
91%	92%	75%	% of Mixed Age - Infant and Toddler/Twos with DQSM
4	5	18	# of Mixed Age - Infant and Toddler/Twos Classrooms without DQSM
26	17	18	Total # of Mixed Age - Infants thru Preschool Classrooms
20	14	11	Total # of Mixed Age - Infants thru Preschool Classrooms with DQSM
77%	82%	61%	% of Mixed Age - Infants thru Preschool Classrooms with DQSM
6	3	7	# of Mixed Age - Infants thru Preschool Classrooms without DQSM
3	2	3	Total # of Mixed Age - Toddler/Twos and Preschool Classrooms
2	2	3	Total # of Mixed Age - Toddler/Twos and Preschool Classrooms with DQSM
67%	100%	100%	% of Mixed Age - Toddler/Twos and Preschool Classrooms with DQSM
1	0	0	# of Mixed Age - Toddler/Twos and Preschool Classrooms without DQSM
12	12	8	Total # of Mixed Age - Preschool and Kindergarten Classrooms
12	10	8	Total # of Mixed Age - Preschool and Kindergarten Classrooms with DQSM
100%	83%	100%	% of Mixed Age - Preschool and Kindergarten Classrooms with DQSM
0	2	0	# of Mixed Age - Preschool and Kindergarten Classrooms without DQSM
1,679	1,692	1,639	Total # of Classrooms serving Infant - Preschool
1,487	1,567	1,457	Total # of Classrooms serving Infant - Preschool with DQSM
89%	92%	89%	% of Classrooms serving Infant - Preschool with DQSM
192	125	182	Total # of Classrooms serving Infant - Preschool without DQSM

Total State-Funded Teaching Staff Workforce and Eligible QSMs

There are 4,062 assigned teaching staff members in 4,384 teaching staff positions in state-funded programs (some DQSM work in multiple part day programs; data below is unduplicated).

Of all staff in state-funded programs: 2,421 (59%) are QSM eligible with the following benchmark qualifiers:

Table C. Benchmark data for eligible QSMs in any teaching role in state funded programs; shaded row represents those individuals meeting 07/01/23 benchmark with qualifying bachelor degree options

2016	2017	2018	Benchmark Expiration	Benchmark Detail
12.68%	11.62%	10.95%	06/30/2020	Ladder level 7/8 (CDA credential plus 12 ece credits)
22.46%	41.12%	38.33%	06/30/2023	Ladder level 9/10 (associate degree plus 12 ece credits) or non-qualifying bachelor degree or higher
64.46%	46.76%	50.72%	12/31/2099	Qualifying bachelor degree option

Status of DQSMs (Designated Qualified Staff Member)

Individuals who are currently placed in the role of DQSM (total = 1,389; some DQSM work in multiple part day programs; data below is unduplicated) in a classroom have expiration dates ranging from 06/30/2020 to meeting the 07/01/23 benchmark. Table E outlines the spread of DQSM expiration dates.

Table D: DQSM by Expiration Date

Descriptor	Percentage of total # DQSM		
	2016	2017	2018
Designated QSMs expiring 06/30/20	6.87%	4.61%	3.31%
Designated QSMs expiring 6/30/23	30.22%	35.19%	30.74%
QSMs expiring 12/31/99	62.91%	60.20%	65.95%