

**December 30, 2019 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 January 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 19-34.

The legislation referenced above requires that every early childhood program receiving state funds to 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 10, 2019 there were **394** (May 2017: 399; Dec 2018: 386) state-funded programs serving any combination of infants through preschoolers in **1,690** (May 2017: 1,692; Dec 2018: 1,639) classrooms. **69%** of those programs meet the current benchmark for the Qualified Staff Member (QSM; no 2018 comparison data: different benchmark was in legislation for last year - see Tables A and B). "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)

This report provides workforce and compliance detail relevant to the legislation.

**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. Additional detail as well as the program and individual implementation benchmarks can be found in [General Policy A-01 Early Childhood Educator Requirements in State-Funded Programs](#), and [General Policy A-03 Early Childhood Professional Registry](#).
- Projections for the 2022, 2025, and 2029 benchmarks utilize the logic for those legislated benchmarks against the current data.

## Tracking Benchmark Data

Tables A and B (below) depict program-level compliance with the QSM legislation over time: Table A shows benchmarks that were in place until 06/30/2019, replaced by Table B benchmarks 07/01/2019.

Table A: QSM program compliance data: January 2015 to May 2019

Date	# programs	<b>Prior Benchmark A:</b> Programs met minimum for one designated Qualified Staff Member(QSM) per classroom or group: current CDA credential plus 12 ece credits		<b>Prior Benchmark B:</b> July 1, 2020 - June 30, 2023 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet associate degree option		<b>Prior Benchmark C:</b> 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%
12/27/16	398	300	75%	219	55%	138	35%
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%
05/27/19	390	314	81%	258	66%	164	42%

Table B: QSM Program compliance data: July 1, 2019 legislation (CURRENT)

Date	Total # state funded programs	<b>Benchmark A:</b> Program meets current minimum for one designated Qualified Staff Member(QSM) per classroom or group with a CDA credential or higher (until June 30, 2022)		<b>Benchmark B:</b> Program meets July 1, 2022 - June 30, 2025 goal: at least 50% of designated QSMs have associate degree or higher and remaining percentage has CDA credential		<b>Benchmark C:</b> Program meets July 1, 2025 - June 30, 2029 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet associate degree option		<b>Benchmark D:</b> Program meets July 1, 2029 goal: 100% of designated QSMs have a qualifying bachelor degree option	
		# meet	% meet	# meet	% meet	# meet	% meet	# meet	% meet
12/10/2019	394	270	<b>69%</b>	258	<b>65%</b>	162	<b>41%</b>	140	<b>36%</b>

## Deciphering the Data

**Timing:** Table A’s highlighted rows identify the most compliant dates. The trend shows the highest compliance just prior to a benchmark, and then a drop in compliance directly after – which corresponds to legislation changes extending the benchmarks. As soon as the legislation changes, the compliance begins to fall. These “falls” are a combination of (1) programs failing to keep the system updated, (2) individuals slowing their degree progression based on the new time cushion, and (3) lack of a carrot / stick for compliance / noncompliance.

**New Benchmarks:** The July 1, 2019 benchmarks not only change three benchmarks to four and again extend the deadlines, but also redefine what can count in the non-qualifying degree portion and for how long. This reduces the overall compliance in Table B from benchmark B to C by dropping anyone with a degree outside the ECE field plus 12 ece credits (now expiring 06/30/2025).

**Funding Differences:** The legislation applies to School Readiness and Child Day Care funded programs.. As legislation was reviewed and other funding types added [Smart Start, Preschool Development Grant (ending 12/31/19 as a separate funding) and State Head Start], these were included.

- Smart Start funded programs are run by boards of education with Connecticut State Department of Education certified teachers. As a whole, these programs do not keep the OEC Registry up to date, perhaps in part because certifications are current under CSDE (though the OEC Registry looks at all teaching staff – including paras - and leadership).
- State Head Start receives funds in various ways including professional development across multiple programs. This differs significantly from other funded programming where spaces are funded, and therefore can be confusing to know which programs must comply and when.

Table C illustrates the notable compliance increase in each benchmark if all Smart Start programs were automatically considered compliant and State Head Start programs were removed.

Table C: Comparative data illustrating full Smart Start (SS) compliance and removal of State Head Start (SHS)

	<b>Benchmark A:</b> Program meets current minimum for one designated Qualified Staff Member(QSM) per classroom or group with a CDA credential or higher (until June 30, 2022)	<b>Benchmark B:</b> Program meets July 1, 2022 - June 30, 2025 goal: at least 50% of designated QSMs have associate degree or higher and remaining percentage has CDA credential	<b>Benchmark C:</b> Program meets July 1, 2025 - June 30, 2029 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet associate degree option	<b>Benchmark D:</b> Program meets July 1, 2029 goal: 100% of designated QSMs have a qualifying bachelor degree option
All programs	69%	65%	41%	36%
Assume SS meet & SHS not counted	74%	71%	46%	40%

### Classroom Data

Data below details the breakout over time of classrooms serving any combination of infants through preschoolers in relation to Designated Qualified Staff Member (DQSM). 5/2017 was the most complete.

6/16	5/17	12/18	12/19	
97	97	93	92	Total # of Infant Classrooms
77	88	75	76	Total # of Infant Classrooms with DQSM
<b>79%</b>	<b>91%</b>	<b>81%</b>	<b>83%</b>	<b>% of Infant Classrooms with DQSM</b>
<b>20</b>	<b>9</b>	<b>18</b>	<b>16</b>	<b># of Infant Classrooms <u>without</u> DQSM</b>
219	218	217	219	Total # of Toddler Classrooms
179	203	187	186	Total # of Toddler Classrooms with DQSM
<b>82%</b>	<b>93%</b>	<b>86%</b>	<b>85%</b>	<b>% of Toddler Classrooms with DQSM</b>
<b>40</b>	<b>15</b>	<b>30</b>	<b>33</b>	<b># of Toddler Classrooms <u>without</u> DQSM</b>
1,279	1,283	1,229	1,273	Total # of Preschool Classrooms
1,158	1,192	1,120	1,125	Total # of Preschool Classrooms with DQSM
<b>91%</b>	<b>93%</b>	<b>91%</b>	<b>88%</b>	<b>% of Preschool Classrooms with DQSM</b>
<b>121</b>	<b>91</b>	<b>109</b>	<b>148</b>	<b># of Preschool Classrooms <u>without</u> DQSM</b>
43	63	71	74	Total # of Mixed Age - Infant and Toddler/Twos Classrooms
39	58	53	57	Total # of Mixed Age - Infant and Toddler/Twos Classrooms with DQSM
<b>91%</b>	<b>92%</b>	<b>75%</b>	<b>77%</b>	<b>% of Mixed Age - Infant and Toddler/Twos with DQSM</b>
<b>4</b>	<b>5</b>	<b>18</b>	<b>17</b>	<b># of Mixed Age - Infant and Toddler/Twos Classrooms <u>without</u> DQSM</b>
26	17	18	18	Total # of Mixed Age - Infants thru Preschool Classrooms
20	14	11	11	Total # of Mixed Age - Infants thru Preschool Classrooms with DQSM
<b>77%</b>	<b>82%</b>	<b>61%</b>	<b>61%</b>	<b>% of Mixed Age - Infants thru Preschool Classrooms with DQSM</b>
<b>6</b>	<b>3</b>	<b>7</b>	<b>7</b>	<b># of Mixed Age - Infants thru Preschool Classrooms <u>without</u> DQSM</b>
3	2	3	3	Total # of Mixed Age - Toddler/Twos and Preschool Classrooms
2	2	3	3	Total # of Mixed Age - Toddler/Twos and Preschool Classrooms with DQSM
<b>67%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>% of Mixed Age - Toddler/Twos and Preschool Classrooms with DQSM</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b># of Mixed Age - Toddler/Twos and Preschool Classrooms <u>without</u> DQSM</b>
12	12	8	11	Total # of Mixed Age - Preschool and Kindergarten Classrooms
12	10	8	11	Total # of Mixed Age - Preschool and Kindergarten Classrooms with DQSM
<b>100%</b>	<b>83%</b>	<b>100%</b>	<b>100%</b>	<b>% of Mixed Age - Preschool and Kindergarten Classrooms with DQSM</b>
<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b># of Mixed Age - Preschool and Kindergarten Classrooms <u>without</u> DQSM</b>
1,679	1,692	1,639	1,690	Total # of Classrooms serving Infant - Preschool
1,487	1,567	1,457	1,496	Total # of Classrooms serving Infant - Preschool with DQSM
<b>89%</b>	<b>92%</b>	<b>89%</b>	<b>87%</b>	<b>% of Classrooms serving Infant - Preschool with DQSM</b>
<b>192</b>	<b>125</b>	<b>182</b>	<b>221</b>	<b>Total # of Classrooms serving Infant - Preschool <u>without</u> DQSM</b>

**Total State-Funded Teaching Staff: Eligible QSMs**

There are **4,127** (Dec 2018 = 4,062) teaching staff members in **4,455** (Dec 2018 = 4,384) teaching staff positions in state-funded programs (the difference reflects duplicates when a teaching staff member works in more than one classroom – i.e. assistant teacher in the Monday through Friday morning toddler room and the M-F afternoon preschool room; data below is unduplicated).

Of all teaching staff in state-funded programs: **2,374 or 58%** (down from Dec 2018: 2,421 or 59%) are QSM eligible. Tables D and E show the education qualifications of these individuals by legislated expiration date. **Note the circled decreases in those holding a qualifying bachelor degree – a drop of 15% from 2016 to 2019. This represents fewer bachelor degree qualified staff from which to place in the role of designated QSM.**

Table D: Benchmark data from 2016-2018 for **eligible QSMs** in any teaching role in state funded programs; highlighted row represents those individuals meeting goal of qualifying bachelor degree option

2016	2017	2018	Eligibility Expiration	Education 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
<b>64.46%</b>	<b>46.76%</b>	<b>50.72%</b>	12/31/2099	Qualifying bachelor degree option

Table E: Benchmark data from 2019 for **eligible QSMs** in any teaching role in state funded programs; highlighted row represents those individuals meeting goal of qualifying bachelor degree option

Eligible QSM	Eligibility Expiration	Education Detail
27.30%	06/30/2025	<ul style="list-style-type: none"> <li>Ladder level 7/8 (CDA credential plus 12 ece credits);</li> <li>Ladder level 9 (non ece associate degree plus 12 ece credits);</li> <li>Ladder level 11 (non ece bachelor degree plus 12 ece credits); or</li> <li>Non-qualifying master’s degree (or higher)</li> </ul>
23.21%	06/30/2029	Associate’s degree in ECE or A-level ECTC
<b>49.49%</b>	12/31/2099	Qualifying bachelor degree option

### Status of DQSMs (Designated Qualified Staff Member)

Individuals who are currently placed in the role of DQSM in a classroom now have expiration dates ranging from 06/30/2025 to meeting the qualifying bachelor degree (12/31/2099 expiration). Tables F and G outline the spread of DQSM expiration dates.

- Note the consistency of percentage (~66%) from 2018 to 2019 for those who meet a qualifying bachelor degree option

Table F: DQSM by Expiration Date 2016-2018

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%
Designated QSMs expiring 12/31/99	62.91%	60.20%	65.95%

Table G: DQSM by Expiration Date 2019

Descriptor	Percentage of total # DQSM
	2019
Designated QSMs expiring 06/30/25	18.21%
Designated QSMs expiring 6/30/29	15.99%
Designated QSMs expiring 12/31/99	65.79%

### Wages

Compensation data should be part of the conversation as to why more individuals are not seeking degrees. Even with OEC scholarship covering as much as possible after federal aid, the financial gain for the individual too often reflects an undercompensated field. Table H illustrates wage ranges for three state funded programming projects.

Table H: Wage data for School Readiness, Child Day Care, and Smart Start programs 10-2019

	Wage range (low to high)			Average			Median		
	Program Leader	Teacher	Assistant Teacher	Program Leader	Teacher	Assistant Teacher	Program Leader	Teacher	Assistant Teacher
SR funded programs	12.00 – 82.93	11.00 – 54.81	11.00 – 41.34	35.85	20.18	14.90	31.40	18.00	14.00
CDC funded programs	18.01 – 64.90	11.00 – 30.06	11.00 – 28.35	30.22	16.92	13.41	27.00	16.84	12.86
SS funded programs	25.96 – 72.11	12.50 – 43.75	11.28 – 24.29	57.02	28.59	16.30	60.10	25.88	15.68

## Summary