

July 1, 2016 Update of Education Qualifications for Teachers  
(designated 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 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 Appendix A: General Policy A-01 Early Childhood Educator Requirements in State-Funded Programs (<http://www.ct.gov/oec/cwp/view.asp?a=4541&q=567394>). Data is captured in the Connecticut Early Childhood Professional Registry (the Registry).

As of June 1, 2016 there are 403 state-funded programs serving any combination of infants through preschoolers in 1,731 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)

Table A identifies the legislated benchmark detail, benchmark effective dates, and the number and percentage of programs currently meeting each benchmark.

Table A. State-funded education qualification program compliance as of June 1, 2016

Benchmark Detail	Effective date	# programs compliant with current data	% programs compliant with current data
All designated QSMs must have at least a current CDA credential plus 12 ece credits*	Until 06/30/2017*	290	71.96%
At least 50% of designated QSMs meet a qualifying bachelor degree option; remaining percentage meets associate degree	07/01/2017	211	52.36%
100% of designated QSMs meet a qualifying bachelor degree option	07/01/2020	126	31.27%

\*Technically applies to all state-funded programs less CDC funded programs until 07/01/2017.

## 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 Appendix A: General Policy A-01 Early Childhood Educator Requirements in State-Funded Programs, and Appendix B: General Policy A-03 Early Childhood Professional Development Registry for additional details; <http://www.ct.gov/oec/cwp/view.asp?a=4541&q=567394>).
- Projections for the 2017 and 2020 benchmarks utilize the logic for those benchmarks against the current data.

## Additional Detail

### Tracking Benchmark Data

Progress toward meeting the education qualifications benchmarks hit its highest points prior to the legislation changing in 2015, and the addition of more Smart Start and PDG funded programs in FY16. Of note:

- Many programs sent record numbers of documents to the Registry and ensured the data was up to date in anticipation of potential consequences for noncompliance, but not all.
- Programs of every funding (separate and combined) are not currently meeting requirements. While Smart Start and PDG **funded classrooms** must have certified Teachers who should be counted as the designated QSMs, legislation requires that **all classrooms** in a funded program be identified in the Registry and have designated QSMs. Smart Start and PDG funded programs are among those not meeting requirements – some for not identifying classrooms and QSMs and others for not having / not having enough designated QSMs.

Table B identifies the number and percentage of programs meeting the benchmarks from January 2015 to June 1, 2016, highlighting the months immediately preceding the 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	Currently meeting to June 30, 2017		Projected meeting July 1, 2015 / July 1, 2017*		Projected meeting July 1, 2020	
		#	%	#	%	#	%
01/27/2015	400	236	59.00%	170	42.50%	100	25.00%
02/24/2015	393	256	65.14%	192	48.85%	124	31.55%
03/20/2015	392	273	69.64%	202	51.53%	137	34.95%
04/06/2015	388	287	73.97%	217	55.93%	145	37.37%
05/14/2015	386	306	79.27%	242	63.00%	162	41.97%
06/30/2015	384	307	79.95%	247	64.32%	166	43.23%
12/03/2015	399	256	64.16%	196	49.12%	124	31.07%
06/01/2016	403	289	71.71%	211	52.36%	126	31.27%

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

Of those state-funded programs that are noncompliant as of the writing of this report, 19 (4.71%) have no identified Teachers in the Registry.

### Classroom Data

Table C details the 1,679 classrooms serving any combination of infants through preschoolers in relation to QSM designation. Of note, 63% of classrooms without designated QSM have preschool age children only, debunking the myth that infant / toddler classrooms would be the majority noncompliant.

Table C. Age-setting classrooms and designated QSM distribution

97	Total # of Infant Classrooms
77	Total # of Infant Classrooms with designated QSM
<b>79.38%</b>	% of Infant Classrooms with designated QSM
<b>20</b>	<b># of Infant Classrooms <u>without</u> designated QSM</b>
219	Total # of Toddler Classrooms
179	Total # of Toddler Classrooms with designated QSM
<b>81.74%</b>	% of Toddler Classrooms with designated QSM
<b>40</b>	<b># of Toddler Classrooms <u>without</u> designated QSM</b>
1279	Total # of Preschool Classrooms
1158	Total # of Preschool Classrooms with designated QSM
<b>90.54%</b>	% of Preschool Classrooms with designated QSM
<b>121</b>	<b># of Preschool Classrooms <u>without</u> designated QSM</b>
43	Total # of Mixed Age Classrooms - Infant and Toddler/Twos Classrooms
39	Total # of Mixed Age Classrooms - Infant and Toddler/Twos Classrooms with designated QSM
<b>90.70%</b>	% of Mixed Age Classrooms - Infant and Toddler/Twos with designated QSM
<b>4</b>	<b># of Mixed Age Classrooms - Infant and Toddler/Twos Classrooms <u>without</u> designated QSM</b>
26	Total # of Mixed Age Classrooms - Infants thru Preschool Classrooms
20	Total # of Mixed Age Classrooms - Infants thru Preschool Classrooms with designated QSM
<b>76.92%</b>	% of Mixed Age Classrooms - Infants thru Preschool Classrooms with designated QSM
<b>6</b>	<b># of Mixed Age Classrooms - Infants thru Preschool Classrooms <u>without</u> designated QSM</b>
3	Total # of Mixed Age Classrooms - Toddler/Twos and Preschool Classrooms
2	Total # of Mixed Age Classrooms - Toddler/Twos and Preschool Classrooms with designated QSM
<b>66.67%</b>	% of Mixed Age Classrooms - Toddler/Twos and Preschool Classrooms with designated QSM
<b>1</b>	<b># of Mixed Age Classrooms - Toddler/Twos and Preschool Classrooms <u>without</u> designated QSM</b>
12	Total # of Mixed Age Classrooms - Preschool and Kindergarten Classrooms
12	Total # of Mixed Age Classrooms - Preschool and Kindergarten Classrooms with designated QSM
<b>100%</b>	% of Mixed Age Classrooms - Preschool and Kindergarten Classrooms with designated QSM
<b>0</b>	<b># of Mixed Age Classrooms - Preschool and Kindergarten Classrooms <u>without</u> designated QSM</b>
1,679	Total # of Classrooms serving Infant - Preschool
1,487	Total # of Classrooms serving Infant - Preschool with Designated QSM
<b>88.56%</b>	% of Classrooms serving Infant - Preschool with Designated QSM
<b>192</b>	<b>Total # of Classrooms serving Infant - Preschool <u>without</u> Designated QSM</b>

### Total Teaching Workforce in State-Funded Programs

There are 4,510 teaching staff members (includes Teachers and Assistant teachers/Aides) in state-funded programs. Of those, 3,415 individuals are QSM eligible, meaning that they meet one of the qualifying education requirement options to be a designated QSM. Although the population has enough QSM eligible staff, some programs have an abundance of QSM eligible staff while others have few to none. Table D identifies the break out of the QSM eligible staff by benchmark detail and expiration. The shaded rows highlight those QSM eligible teaching staff members with bachelor degree qualifying options where a total of 2,212 individuals hold qualifying bachelor degree options (2020 benchmark). Of these:

- 6 (0.27% of the qualifying bachelor degreed) expire 06/30/2016 (their appeals should net a completed qualifying bachelor degree)
- 45 (2.03% of the qualifying bachelor degreed) expire 06/30/2025 when their legislated grandfathering status ends
- 2,161 (97.69% of the qualifying bachelor degreed) expire 12/31/2099

Table D. Benchmark data for 3,415 eligible QSMs (includes those that have been designated)

#	%	Benchmark Expiration	Benchmark Detail
433	12.68%	06/30/2017	ladder level 7/8 (CDA credential plus 12 ece credits)
767	22.46%	06/30/2020	ladder level 9/10 (associate degree plus 12 ece credits)
45	1.32%	06/30/2025	Ladder level 9/10 (associate degree) and employed in same state-funded program since 1995; Grandfathered on 06/30/2015 at bachelor degree level until 06/30/2025 per legislation
3	0.09%	06/30/2016	Associate degree level extension with varying expirations
59	1.73%	12/31/2099	Bachelor's degree or higher with B level ECTC
212	6.21%	12/31/2099	Ladder level 11 or higher (bachelor's degree plus 12 ece credits) with State-Approved Teacher Certification ECE
1,885	55.20%	12/31/2099	Ladder level 11 or higher (bachelor's degree plus 12 ece credits); Grandfathered in perpetuity on 06/30/2015 at bachelor level per legislation
11	0.32%	6 expire 06/20/2016; 5 expire 12/31/2099	Bachelor degree level extension with varying expirations. (2016 expirations are result of approved extensions in 2015; 2099 expirations are result of account de-duplications and appeals granted.

### Designated QSM by Expiration Date

Individuals who are currently placed in the role of Teacher and designated QSM in a classroom have expiration dates ranging from 06/30/2016 to meeting the 2020 benchmark. Table E outlines the spread of designated QSM expiration dates. Program leaders need to make plans to phase in Teachers who will meet the benchmarks, through attrition and internal planning.

Table E: Designated QSM by Expiration Date

Descriptor	Percentage of total # assigned QSM
# Assigned QSMs expiring 06/30/17	6.87%
# Assigned QSMs expiring 6/30/20	30.02%
# Assigned QSMs expiring 06/30/25	1.90%
# Assigned QSMs expiring 12/31/99	60.56%
# Assigned QSMs with AA extensions	0.20%
# Assigned QSMs with BA extensions	0.46%