

**December 2022 Update of Education Qualifications for Teachers  
(QSM: Qualified Staff Member) in OEC-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 through Public Act 19-34.

The legislation referenced above requires that every early childhood program receiving OEC 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 15, 2022 there were **384** state-funded programs (May 2017: 399; Dec 2018: 386; Dec 2019: 394; Dec 2021: 388) serving any combination of infants through preschoolers in **1,682** classrooms (May 2017: 1,692; Dec 2018: 1,639; Dec 2019: 1,690; Dec 2021: 1,637). **51%** of those programs meet the current benchmark for the Qualified Staff Member (Dec 2019: 69%; Dec 2021: 52%; different benchmarks pre 2019 - see Tables A and B).

"OEC-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 / Smart Start for Recovery
- Preschool Development Grant (2016 to 12/2019 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 verified OEC-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 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><br>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><br>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>EXPIRED Benchmark A:</b><br>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><br>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><br>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   | 69%    | 258   | 65%    | 162  | 41%    | 140  | 36%    |
| 2020 – COVID Waiver |                               | NA  | NA     | NA  | NA     | NA   | NA     | NA   | NA     |
| 12/20/2021          | 388                           | 201   | 52%    | 183   | 47%    | 127  | 33%    | 106  | 27%    |
| 12/15/2022          | 384                           | 213   | 55%    | 194   | 51%    | 133  | 35%    | 111  | 29%    |

## **Deciphering the Data**

**COVID-19 Waiver:** QSM requirements were waived during 2020 due to COVID-19.

**Timing:** Table A's highlighted rows identify the most compliant dates historically. 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.

**Current Benchmarks:** The July 1, 2019 benchmarks not only changed three benchmarks to four and again extended the deadlines, but also redefined what can count in the non-qualifying degree portion and for how long. This reduced 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).

## 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       | 12/21      | 12/22      |   |
|-------------|-------------|-------------|-------------|------------|------------|---|
| 97          | 97          | 93          | 92          | 83         | 96         | Total # of Infant Classrooms  |
| 77          | 88          | 75          | 76          | 58         | 64         | Total # of Infant Classrooms with DQSM  |
| <b>79%</b>  | <b>91%</b>  | <b>81%</b>  | <b>83%</b>  | <b>70%</b> | <b>67%</b> | <b>% of Infant Classrooms with DQSM</b>   |
| <b>20</b>   | <b>9</b>    | <b>18</b>   | <b>16</b>   | <b>25</b>  | <b>32</b>  | <b># of Infant Classrooms <u>without</u> DQSM</b>                                 |
| 219         | 218         | 217         | 219         | 205        | 232        | Total # of Toddler Classrooms   |
| 179         | 203         | 187         | 186         | 139        | 154        | Total # of Toddler Classrooms with DQSM   |
| <b>82%</b>  | <b>93%</b>  | <b>86%</b>  | <b>85%</b>  | <b>68%</b> | <b>66%</b> | <b>% of Toddler Classrooms with DQSM</b>  |
| <b>40</b>   | <b>15</b>   | <b>30</b>   | <b>33</b>   | <b>66</b>  | <b>78</b>  | <b># of Toddler Classrooms <u>without</u> DQSM</b>                                |
| 1,279       | 1,283       | 1,229       | 1,273       | 1,235      | 1,231      | Total # of Preschool Classrooms   |
| 1,158       | 1,192       | 1,120       | 1,125       | 995        | 993        | Total # of Preschool Classrooms with DQSM   |
| <b>91%</b>  | <b>93%</b>  | <b>91%</b>  | <b>88%</b>  | <b>81%</b> | <b>81%</b> | <b>% of Preschool Classrooms with DQSM</b>  |
| <b>121</b>  | <b>91</b>   | <b>109</b>  | <b>148</b>  | <b>240</b> | <b>238</b> | <b># of Preschool Classrooms <u>without</u> DQSM</b>                              |
| 43          | 63          | 71          | 74          | 90         | 98         | Total # of Mixed Age - Infant and Toddler/Twos Classrooms                         |
| 39          | 58          | 53          | 57          | 66         | 71         | Total # of Mixed Age - Infant and Toddler/Twos Classrooms with DQSM               |
| <b>91%</b>  | <b>92%</b>  | <b>75%</b>  | <b>77%</b>  | <b>73%</b> | <b>72%</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>24</b>  | <b>27</b>  | <b># of Mixed Age - Infant and Toddler/Twos Classrooms <u>without</u> DQSM</b>    |
| 26          | 17          | 18          | 18          | 9          | 8          | Total # of Mixed Age - Infants thru Preschool Classrooms                          |
| 20          | 14          | 11          | 11          | 5          | 5          | Total # of Mixed Age - Infants thru Preschool Classrooms with DQSM                |
| <b>77%</b>  | <b>82%</b>  | <b>61%</b>  | <b>61%</b>  | <b>56%</b> | <b>63%</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>4</b>   | <b>3</b>   | <b># of Mixed Age - Infants thru Preschool Classrooms <u>without</u> DQSM</b>     |
| 3           | 2           | 3           | 3           | 3          | 4          | Total # of Mixed Age - Toddler/Twos and Preschool Classrooms                      |
| 2           | 2           | 3           | 3           | 1          | 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>33%</b> | <b>75%</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>2</b>   | <b>1</b>   | <b># of Mixed Age - Toddler/Twos and Preschool Classrooms <u>without</u> DQSM</b> |
| 12          | 12          | 8           | 11          | 12         | 13         | Total # of Mixed Age - Preschool and Kindergarten Classrooms                      |
| 12          | 10          | 8           | 11          | 6          | 9          | Total # of Mixed Age - Preschool and Kindergarten Classrooms with DQSM            |
| <b>100%</b> | <b>83%</b>  | <b>100%</b> | <b>100%</b> | <b>50%</b> | <b>69%</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>6</b>   | <b>4</b>   | <b># of Mixed Age - Preschool and Kindergarten Classrooms <u>without</u> DQSM</b> |
| 1,679       | 1,692       | 1,639       | 1,690       | 1,637      | 1,682      | Total # of Classrooms serving Infant - Preschool                                  |
| 1,487       | 1,567       | 1,457       | 1,496       | 1,270      | 1,299      | Total # of Classrooms serving Infant - Preschool with DQSM                        |
| <b>89%</b>  | <b>92%</b>  | <b>89%</b>  | <b>87%</b>  | <b>78%</b> | <b>77%</b> | <b>% of Classrooms serving Infant - Preschool with DQSM</b>                       |
| <b>192</b>  | <b>125</b>  | <b>182</b>  | <b>221</b>  | <b>367</b> | <b>383</b> | <b>Total # of Classrooms serving Infant - Preschool <u>without</u> DQSM</b>       |

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

There are 3,838 (Dec 2021: 3,658) teaching staff members in 4,187 (Dec 2021: 3,994) teaching staff positions in OEC-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 OEC-funded programs:

- 957 or 25% meet a qualifying bachelor degree option.
- 1,988 or 52% (Dec 2021: 1,987 or 54%) 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 16.5% from 2016 to 2022. 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 |
| 64.46% | 46.76% | 50.72% | 12/31/2099             | Qualifying bachelor degree option  |

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

| 2019   | 2021   | 2022   | Eligibility Expiration | Education Detail  |
|--------|--------|--------|------------------------|---|
| 27.30% | 27.88% | 27.57% | 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% | 23.86% | 24.30% | 06/30/2029             | Associate’s degree in ECE or A-level ECTC   |
| 49.49% | 48.26% | 48.14% | 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 12/31/2099 (meeting the qualifying bachelor degree). Tables F and G outline the spread of DQSM expiration dates.

- Note the relatively low overall drop of those who meet a qualifying bachelor degree option from 2016 to 2022 of 3.44%, as well as the loss of the gains (5.75%) seen from 2018 to 2019.

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 on

| Descriptor                        | Percentage of total # DQSM |        |        |
|-----------------------------------|----------------------------|--------|--------|
|                                   | 2019                       | 2021   | 2022   |
| Designated QSMs expiring 06/30/25 | 18.21%                     | 19.21% | 20.67% |
| Designated QSMs expiring 6/30/29  | 15.99%                     | 19.23% | 19.85% |
| Designated QSMs expiring 12/31/99 | 65.79%                     | 61.42% | 59.47% |