



**Substitute Senate Bill No. 932**

**Public Act No. 19-34**

**AN ACT CONCERNING THE STAFF QUALIFICATIONS  
REQUIREMENT FOR EARLY CHILDHOOD EDUCATORS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Subsection (b) of section 10-16p of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2019*):

(b) (1) The office shall be the lead agency for school readiness. For purposes of this section and section 10-16u, school readiness program providers eligible for funding from the office shall include local and regional boards of education, regional educational service centers, family resource centers and providers of child care centers, as [defined] described in section 19a-77, Head Start programs, preschool programs and other programs that meet [such] any standards established by the commissioner. The office shall establish standards for school readiness programs. The standards may include, but need not be limited to, guidelines for staff-child interactions, curriculum content, including preliteracy development, lesson plans, [parent] parental involvement, staff qualifications and training, transition to school and administration. The office shall develop age-appropriate developmental skills and goals for children attending such programs. The commissioner, in consultation with the president of the

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Connecticut State Colleges and Universities, the Commissioners of Education and Social Services and other appropriate entities, shall develop a professional development program for the staff of school readiness programs.

(2) For purposes of this section:

(A) Prior to July 1, [2020] 2022, "staff qualifications" means that for each early childhood education program accepting state funds for infant, toddler and preschool spaces associated with such program's child care program or school readiness program, there is in each classroom an individual who has at least the following: (i) A childhood development associate credential or an equivalent credential issued by an organization approved by the commissioner and twelve credits or more in early childhood education or child development, as determined by the commissioner or the president of the Connecticut State Colleges and Universities, after consultation with the commissioner, from an institution of higher education (I) accredited by the Board of Regents for Higher Education or Office of Higher Education, and (II) regionally accredited; (ii) an associate degree with twelve credits or more in early childhood education or child development, as determined by the commissioner or the president of the Connecticut State Colleges and Universities, after consultation with the commissioner, from such an institution; (iii) a four-year degree with twelve credits or more in early childhood education or child development, as determined by the commissioner or the president of the Connecticut State Colleges and Universities, after consultation with the commissioner, from such an institution; (iv) certification pursuant to section 10-145b with an endorsement in early childhood education or special education; (v) an associate degree with a concentration in early childhood education from an institution of higher education that is regionally accredited; or (vi) a bachelor's degree with a concentration in early childhood education from an institution of higher education

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that is regionally accredited;

(B) From July 1, [2020] 2022, until June 30, [2023] 2025, "staff qualifications" means that for each early childhood education program accepting state funds for infant, toddler and preschool spaces associated with such program's child care program or school readiness program, (i) at least fifty per cent of those individuals with the primary responsibility for a classroom of children (I) hold certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education, (II) have been issued an early childhood teacher credential, pursuant to section 10-520b, (III) hold at least [a bachelor's] an associate degree with a concentration in early childhood education from an institution of higher education that is regionally accredited, or (IV) satisfy the requirements of subdivision (3), (4) or (5) of this subsection, and (ii) such remaining individuals with the primary responsibility for a classroom of children hold [an associate degree with a concentration in early childhood education from an institution of higher education that is regionally accredited; and] a childhood development associate credential or an equivalent credential issued by an organization approved by the commissioner and twelve credits or more in early childhood education or child development, as determined by the commissioner or the president of the Connecticut State Colleges and Universities, after consultation with the commissioner, from an institution of higher education (I) accredited by the Board of Regents for Higher Education or Office of Higher Education, and (II) regionally accredited;

(C) From July 1, 2025, until June 30, 2029, "staff qualifications" means that for each early childhood education program accepting state funds for infant, toddler and preschool spaces associated with such program's child care program or school readiness program, (i) at least fifty per cent of those individuals with the primary responsibility for a classroom of children (I) hold certification pursuant to section 10-145b

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with an endorsement in early childhood education or early childhood special education, (II) have been issued an early childhood teacher credential, pursuant to subdivision (2) of section 10-520b, (III) hold at least a bachelor's degree with a concentration in early childhood education from an institution of higher education that is regionally accredited, or (IV) satisfy the requirements of subdivision (3), (4) or (5) of this subsection, and (ii) such remaining individuals with the primary responsibility for a classroom of children (I) hold an associate degree with a concentration in early childhood education from an institution of higher education that is regionally accredited, or (II) have been issued an early childhood teacher credential, pursuant to subdivision (1) of section 10-520b; and

[(C)] (D) On and after July 1, [2023] 2029, "staff qualifications" means that for each early childhood education program accepting state funds for infant, toddler and preschool spaces associated with such program's child care program or school readiness program, one hundred per cent of those individuals with the primary responsibility for a classroom of children (i) hold certification pursuant to section 10-145b with an endorsement in early childhood education or early childhood special education, (ii) have been issued an early childhood teacher credential, pursuant to subdivision (2) of section 10-520b, (iii) hold at least a bachelor's degree with a concentration in early childhood education from an institution of higher education that is regionally accredited, or (iv) satisfy the requirements of subdivision (3), (4) or (5) of this subsection.

(3) Any individual with a bachelor's degree in early childhood education or child development or a bachelor's degree and twelve credits or more in early childhood education or child development, who, on or before June 30, 2015, is employed by an early childhood education program that accepts state funds for infant, toddler and preschool spaces associated with such program's child care program or

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school readiness program shall be considered to meet the staff qualifications required under subparagraphs (B) [and (C)] to (D), inclusive, of subdivision (2) of this subsection. No such early childhood education program shall terminate any such individual from employment for purposes of meeting the staff qualification requirements set forth in subparagraph (B), [or] (C) or (D) of subdivision (2) of this subsection.

(4) Any individual with an associate degree or a bachelor's degree in early childhood education or child development or an associate degree or a bachelor's degree and twelve credits or more in early childhood education or child development from an institution of higher education that is regionally accredited, other than an associate degree or a bachelor's degree with a concentration in early childhood education, may submit documentation concerning such degree for review and assessment by the office as to whether such degree has a sufficient concentration in early childhood education so as to satisfy the requirements set forth in subparagraphs (B) [and (C)] to (D), inclusive, of subdivision (2) of this subsection.

(5) Any individual with an associate degree with twelve credits or more in early childhood education or child development, as determined by the commissioner or the president of the Connecticut State Colleges and Universities, after consultation with the commissioner, from an institution of higher education (A) accredited by the Board of Regents for Higher Education or Office of Higher Education, and (B) regionally accredited, who has been employed in the same early childhood education program that accepts state funds for infant, toddler and preschool spaces associated with such program's child care program or school readiness program since 1995 shall be considered to meet the staff qualifications required under subparagraphs (B) [and (C)] to (D), inclusive, of subdivision (2) of this subsection until June 30, 2025. On and after July 1, 2025, such

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individual shall hold a childhood development associate credential or an equivalent credential, described in subparagraph (A) of subdivision (2) of this subsection, or otherwise meet the staff qualifications required under [subparagraph (C)] subparagraphs (C) and (D) of subdivision (2) of this subsection. Any such individual who terminates his or her employment with such early childhood education program on or before June 30, 2025, and accepts a position at another early childhood education program accepting state funds for spaces associated with such program's child care program or school readiness program shall submit documentation of such individual's progress toward meeting the staff qualification requirements set forth in subparagraph (B) [or (C)] to (D), inclusive, of subdivision (2) of this subsection in a manner determined by the office.

Sec. 2. Subsection (c) of section 10-520 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2019*):

(c) During a review and assessment pursuant to subdivision (4) of subsection (b) of section 10-16p, the office shall (1) review the results of the trend analysis conducted pursuant to subsection (b) of this section for the purpose of determining whether the degree of an individual with a bachelor's degree in early childhood education or child development or a bachelor's degree and twelve credits or more in early childhood education or child development, other than those bachelor's degrees specified in subparagraphs (B) [and (C)] to (D), inclusive, of subdivision (2) of subsection (b) of section 10-16p, as amended by this act, has a sufficient concentration in early childhood education so as to satisfy the requirements set forth in said subparagraphs (B) [and (C)] to (D), inclusive, and (2) consider an individual to have met the requirements set forth in said subparagraphs (B) [and (C)] to (D), inclusive, if the degree of such individual is from a bachelor's degree program in early childhood education or child development that is

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aligned with the teacher preparation standards of the National Association for the Education of Young Children as determined by such trend analysis.